

Ringa Atawhai Mātauranga

Self Assessment 2025



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Purpose of this Report

The purpose of this self-assessment report is to complement and support the NZQA's External Evaluation and Review process and to provide a framework upon which the NZQA's Lead Evaluator can determine the scope of the evaluative review. The aims of the company's internal self-assessment programme are to:

- enable the directors, management, and staff of Ringa Atawhai Mātauranga to reflect on and evaluate progress and to provide constructive critique and feedback
- inform and guide decision-making, planning and the allocation of resources within the PTE
- improve the outcomes for taura (learners), improve the educational performance of the PTE and better meet stakeholder needs
- achieve sustainable, continuous improvement within the organisation

1. Introduction

Name of TEO: Ringa Atawhai Mātauranga Ltd 8025

Type: Private training establishment (PTE)

First registered: 07 May 2015

Location: 131 Dent St, Whangarei 0110

Delivery sites: Marae-based delivery, sites approved in Whangarei Kaitaia and Hamilton.

Programmes currently accredited:

Te Pōkaitahi Reo (Rumaki, Reo Rua)(Te Kaupae 2)

Te Pōkaitahi Reo (Rumaki, Reo Rua)(Te Kaupae 5)

New Zealand Certificate Manaaki Marae L3

New Zealand Certificate Tikanga a Rongoa L3

New Zealand Certificate Health and Wellbeing (Health Care Assistance) L3

New Zealand Certificate Tikanga a Rongoa L4

New Zealand Certificate Health and Wellbeing (Mental Health and Addictions) L4

New Zealand Certificate Health and Wellbeing (Primary Care Assistance) L4

New Zealand Certificate in Te Hiringa o te Taiao L4

New Zealand Certificate Kaupapa Māori Public Health L4

New Zealand Certificate Pub Health and Health Promotion L5

New Zealand Diploma Whanau Ora L5

New Zealand Diploma Whanau Ora L6

Number of staff: 7 full-time equivalents

Distinctive characteristics: Ringa Atawhai Mātauranga is a kaupapa Māori organisation that specialises in training the unregulated health workforce.

2. Background

Ringa Atawhai Mātauranga (PTE) is in its eighth year of operation having gained NZQA registration and consent to assess on 7th of May 2015. Our kaupapa has always been to engage learners in a meaningful educational experience, within the confines of their own marae and rohe. We recognise there is significant value in adult teaching and learning on marae or in Māori community settings, particularly regarding the kawa of participating marae. Tauira and kaiako report they enjoy the:

- Authenticity of the environment and experience.
- Practical “hands on” learning opportunities.
- Access to localised knowledge through kaumatua and kuia.
- Learning on their turangawaewae.
- Focus on collective rather than individualistic learning methods.

Location of programmes within Māori community contexts contributes to reinforcing a sense of localised identity. We aim to enable whanau to take responsibility for their own health needs and overall wellbeing within the context of their environment.

Programme delivery in Māori settings validates local knowledge and supports its acquisition, application, and transmission within real life cultural contexts. Marae and other Māori community-based settings provide direct opportunities for tauira to participate in the community and thereby contribute to community cohesion. A unique aspect of marae provision is the inherent intergenerational nature of that environment, which lends itself to the sustainability of programme outcomes over time for the benefit of future generations (he taonga tuku iho).

Marae environments are distinct and are most conducive to developing strongly localised identity-centered programmes and increased personal confidence leading to increased knowledge and skills and further training, employment, and/or enterprise opportunities.

We remain mindful that every time we enter a wharenuī we are entering into a living history book and consequently we capitalise on this invaluable resource, in our programme delivery.

PTE References:

- Tauira and kaiako evaluations
- Photographs
- Whanau feedback
- Whakapuāwaitia Ngāi Māori 2030 - Māori Health Workforce Priorities September, 2012, Reanga Consulting Ltd.

3. Outcomes

How well do learners achieve?

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

Our programmes have been designed specifically to meet the needs of kaimahi and kaiawhina ora (healthcare workers) in consultation with key stakeholders such as Māori and non-Māori regional health providers, the NDHB (now Te Whatu Ora o Taitokerau) and Te Aka Whaiora o Te Taitokerau and Northland's, Mahitahi Hauora PHE and Comprehensive Care PHO. (Northland PHO's).

Unfamiliarity of tertiary study, a lack of academic preparedness and lack of confidence to engage academically, are identified strongly in the literature as core barriers to learners. We have therefore made a conscious effort to surmount these barriers by facilitating staff and learner connections (whanaungatanga) that create supportive learning relationships, along with appropriate learning support opportunities.

We support tauira by following the holistic values of whānau ora:

- working alongside tauira in a way that is non-judgmental, tauira-centered, and inspirational
- supporting the physical, mental, emotional, social, cultural, and spiritual aspects of their wellbeing
- incorporating Māori-led solutions into the training programmes so that tauira become empowered to incorporate their learning into practice and begin contributing positively to the needs of both their workplace and community.
- offering tauira to pathways into higher learning
- ensuring tauira obtain pay parity in the workplace
- ensuring our qualifications are fit for purpose.

Students acquire useful skills and knowledge and develop their cognitive abilities.

We subscribe to the ideology that Māori literacy is linked to three goals; to live as Māori, to actively participate as citizens of the world, to enjoy good health and a high standard of living. (Sir mason Durie 2001). We continue therefore to build an organisational culture that encourages tauira to develop their cognitive skills upon a kaupapa Māori platform. A platform that promotes reciprocal and experiential learning where kaiako and tauira skills and talents are acknowledged and teaching and learning programmes are focused on a strength based, rather than a needs based and deficit learning and teaching model.

The first principle in this framework is housed within the life practice of self-identity and self-discovery. It is knowing, living and being who we are and where we come from. It encompasses the maunga, the awa, the waka, the whānau, the hapu and iwi, back and forward to infinity to io Matua

Kore-Supreme Being. It is with the concept of whakapapa that tauira/kaiako and tauira peer relationships, are woven together into a whānau based learning environment, which is conducive to tauira achieving their maximum educational success rate and reaching their true potential. An expected outcome is a more complete integration of knowledge, values, and skills that can be applied to both, everyday living and within the workplace and community. Not only moving into higher education or employment but helping tauira that already perform duties increase their mātauranga to the benefit of whanau health overall.

Students complete courses and/or gain formal qualifications.

A high success rate has been constantly achieved since we started in 2015. This can be attributed, in part, to the extra support provided over and above wananga and weekly tutorials. Staff are dedicated to the success of their tauira. Wānanga based learning see tauira that are supportive of each other and have interest in the success of their co workers and whanau. Our Kaiako reflect on their practice for the benefit of the tauira to ensure the best experience possible their tauira.

Students gain relevant employment and/or engage successfully with further study.

At present those progressing on to higher education account for 32% of graduates with the remainder having gained employment, achieved pay parity or gained qualifications that enhance their future promotion and employment options. Students also gain practical, skills-based qualifications aligned with industry standards.

Students apply new skills and knowledge and contribute positively to their local and wider communities.

Without exception all Māori students report they are active members of their marae contributing in one way or another to events hosted at the marae. Students apply skills and knowledge gained through their studies in real-world contexts, demonstrate learning through projects, placements, or practical activities, and transfer learning to work, community, cultural, or social settings. Most are actively involved in the wider community supporting or participating in cultural events such as Matariki, mahi mara kai and health promotion events and more.

Communities' and iwi bodies of knowledge are created, developed, and advanced.

We are kaupapa Māori driven in all aspects of programme design, delivery, assessment, and evaluation. As the only provider of training to the unregulated health workforce in Te Taitokerau, we have a responsibility to maintain and communicate with the Māori community. We do this by attending hui across the rohe engaging and informing whanau, hapu and Iwi representatives about national trends impacting on the health and disability workforce. We are working with 5 local Iwi to develop a cultural competency package to help health and other organisations with identifying areas where they could better meet their commitment to Te Tiriti o Waitangi.

Corrective Action Required

1. File minutes of meetings with key stakeholders for example health provider monthly meetings.
2. Create more pathways for tauira to enter higher education.
3. Support students into higher education or employment.
4. Encourage professional development for Kaiako.

PTE References:

- Tauira evaluation forms
- Organisational data base (SDR)
- Minutes of external meetings (Waitangi Tribunal hearings, Provider hui, Māori Health Provider hui.)

4. Programme Design and Delivery

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

Tikanga Māori values are imbedded into all programmes as are the principles of adult learning. Programme design and delivery considers, adults are self-directed and come to training with a lifetime of existing knowledge, experience, and opinions. They want training that is relevant to them, their work needs, and they want to be and feel respected. Accordingly, kaiako are encouraged to reinforce and strengthen tauira identities by ensuring Māori tikanga and values such as whakapapa, manaakitanga, whanaungatanga and kotahitanga pervade the teaching and learning environment.

We ensure tauira are able to learn and study in a Māori-centered environment as a means of developing self-worth without which cognitive skills become inhibited.

Incorporating “real-life contexts” that connect to the lives of tauira and their needs and interests adds a bono-fide context and enriches the learning process. By promoting collaborative study practices tauira feel empowered, to make choices and set their own goals, thus giving them a sense of personal responsibility. We try always to create culturally appropriate and responsive contexts for learning by:

- creating caring relationships
- creating structured, positive and cooperative environments
- recognising and building on prior learning and experiences
- using feedback and sharing power.

Programmes are regularly reviewed and updated to meet existing and emerging needs of students and stakeholders.

We take a planned approach to reviewing our programmes involving students, tutors, employers and health provider stakeholders. Student and tutor evaluations are gathered at the completion of each module and the tracking process serves to illicit responses from other stakeholders. This information provides a platform upon which we can assess the validity of changes needed. We also engage in external reviews initiated by the NZQA.

Learning activities and resources are effective in engaging students.

Tauira are provided with all resources necessary to complete the assessment tasks. They are further supported by tutors through weekly tutorials, phone calls, online meetings and emails. Activities and resources have been specifically designed and selected to meet the literacy needs of our target tauira body i.e. Māori, low or no formal qualifications, predominantly female, years of work experience, low levels of English literacy and often, fluency in te reo Māori.

Key stakeholders, including students, are clearly identified and engagement is appropriate and ongoing.

As documented in the Company's Investment Plan.

Assessment is valid, sufficient, fair, and transparent.

Assessment tasks are aligned to workbooks, assessment schedules and checklists that aim to support consistency of assessment across the various delivery sites and between different facilitators/kaiako. We attend external consistency review meets, as required.

Assessment provides students and teachers with useful feedback on progress.

Comments and feedback are provided verbally at noho wananga and at tutorials. Final comments are documented and signed off upon successful completion of each module.

Learning activities and assessment tasks are purposefully aligned with learning outcomes.

This is considered during the programme design stage. Assessment tools are varied and aim to capitalise on the strengths and preferred learning styles of tauira. Refer to workbooks, assessment tasks and programme overview documents for clarification.

Corrective Action Required

1. Ensure internal and external moderation processes are maintained and put in place strategies to address gaps. Evaluate moderation feedback and implement recommendations.
2. Review the extent to which programmes are being delivered as intended (including delivery hours) and advise NZQA of any changes.

PTE References:

- Teaching and learning quality manual.
- Organisational Investment Plan
- Workbooks, assessment schedules and assessment checklists
- Programme Overview Booklets

5. Student Support and Involvement

How effectively are students supported and involved in their learning?

The construct of whānau is intrinsic to a sense of belonging in the tertiary education environment. The development of positive relationships and connections and feeling a key part of a collective, inclusive learning community, is important as is feeling cared about and supported to succeed. To this end a “whānau support” person has been employed to oversee the pastoral care of taura during and for a short period after the programmes. (Follow-up and tracking)

Our research consistently highlights the difference a whānau-like atmosphere makes and the sense of belonging this instils. Studies indicate, for example, that workplace training environments with above average completion or retention rates have a strong sense of family and whānau culture and Māori leadership present.

Several inter-related structural elements are identified as contributing to effective learning environments that are supportive, welcoming, and culturally relevant for Māori learners. These are based on important Māori principles we implement such as:

- ako – effective and reciprocal teaching and learning relationships
- manaakitanga – the care for students as culturally located people above all else
- mana motuhake – the care by kaiako for the academic success and performance of taura
- whakawhanaungatanga – mutually respectful and collaborative relationships between all parties around taura learning.
- tuakana, teina mentoring – having mentors within a student body that understand the needs of taura.

Student learning goals are well understood.

The goals of every programme and module are documented in the “Programme Overview” booklet, at the beginning of every workbook and conveyed verbally at the time of induction at Orientation and at the start of every module. Kaiako are required to document the learning goals and objectives of each session in their respective work/lesson plans.

The learning environment is inclusive.

The learning environment is inclusive, welcoming, and accessible to all learners. The learning environment: supports learners of different backgrounds, abilities, cultures, languages, and identities

incorporates inclusive teaching methods and flexible learning options, provides reasonable accommodations and learning support where needed and, encourages active participation and a sense of belonging.

The learning environment supports equitable access, participation, and achievement for all learners. Teaching and assessment practices are inclusive, flexible, and responsive to the diverse needs, identities, and circumstances of learners.

The learning environment is inclusive, safe, and learner-centred, supporting equitable access, participation, wellbeing, and achievement. Teaching and assessment practices are flexible, culturally responsive, and designed to meet the diverse needs of all learners.

Comprehensive and timely study information and advice is provided to assist students pursue their chosen pathways.

A “Tauira Information Booklet” is provided at the time of induction at Orientation. Information provided includes, essay and report writing techniques, referencing guidelines, time management and work and study skills. The information is further conveyed verbally, taking cognisance of tauira academic backgrounds and educational experiences. (Copy available onsite). We have reviewed our Tauira handbook and updated this to better suit the needs of the tauira. Giving guides, examples of work and contacts for study advice and information. With the creation of a student body we are able to know at a management level what students needs are while studying in real time.

Policies and procedures minimise barriers to learning.

From the time of entry through to exit and beyond every effort is made to minimise learning barriers. Kaupapa Māori practices such as whanaungatanga and manaakitanga underpin our delivery ensuring tauira are always respected and cared for. For example, the orientation and induction processes are important to shaping tauira perceptions and ongoing experiences of the learning environment and the graduation ceremony validates and celebrates their achievements.

Learners have opportunities to apply knowledge and skills in a variety of contexts.

Work placement opportunities are incorporated into programmes when appropriate and when stipulated by programme . Marae based protocols are initiated as appropriate and when required.

Students are supported to establish effective social and academic support networks.

Social networks are established through marae-based events. Academic support networks are initiated at tutorials where tauira are provided with other supports such as literacy assistance or cultural supervision/support.

Students are provided with useful and timely feedback on their progress.

In accordance with assessment procedures refer page 7.

Corrective Action Required

1. Document tauira support provided, such as cultural supervision and include in tauira file.
2. Professional development for Kaiako and support staff in connection with assessment and progress reporting.
3. Review the student evaluation process to gain better understanding of student needs and providing evidence of this.

PTE References:

- Tauira Study Guide
- Programme Overviews
- Tauira evaluations
- Tutor work plans
- Cultural supervision reports
- Photographs
- Staff meeting minutes

6. Governance and Management

How effective are governance and management at supporting educational achievement?

The directors, management, tutors and supporting personnel (kaumatua/kuia) have an uncompromising focus on fostering learners' interests and strengths and on addressing their learning needs. Governance and management are highly effective in supporting educational achievement. Clear strategic direction, effective leadership, and robust systems ensure that learner achievement, wellbeing, and equity remain central to decision-making and continuous improvement.

The company's philosophies about how learners should experience training within the PTE is lived out in rich learning experiences, thoughtful management of the curriculum and in effective leadership and governance practices. A synergy and coherence exists between these aspects that contribute positively to the whole learning experience. Importantly, the principles have an ethic of care for learners' current and future success. All personnel typically:

- advocate strongly for the needs of learners
- focus on adapting delivery systems, programmes and resources to meet the needs of the learners
- are innovative in how they respond to learners' learning needs
- have experience in working with learners with diverse needs
- work effectively as a team
- have good practices in communicating with external agencies, families and whānau
- use information about learners' strengths, interests and needs to develop and review programmes
- support learners to manage transitions into higher and further education.

Governance and Management look at and support:

- Strategic goals that are clearly focused on learner achievement and outcomes
- Policies and resourcing decisions support quality teaching, learner support, and equity
- Compliance, risk, and quality assurance responsibilities are well understood and met
- Governance supports educational performance and self-assessment
- Clear accountability for outcomes and continuous improvement
- Stewardship that prioritises equity and excellence
- Strategic use of data to improve outcomes for all learners

Staff are trained and encouraged to capitalise on the wealth of knowledge that adult learners already have and provide opportunities for them to share this experience with others as a motivational platform for interactive learning.

The PTE is well supported by qualified and experienced management and teaching staff however, further professional development around effective lesson planning and constructive tutor self-evaluation methodologies would further enhance performance.

Organisational purpose and direction are clear.

The PTE's purpose and direction is clearly outlined in the investment plan, and annual plan.

Organisational leadership is effective. The TEO has effective compliance management processes.

Eight quality documents outline compliance management processes including:

1. Governance and management
2. Teaching and learning
3. Student management
4. Personnel management
5. Assessment and moderation
6. Health and safety
7. Self-assessment
8. Legislation and compliance

Sufficient resources are allocated to support learning, teaching and research.

Resources are sufficient to ensure appropriate delivery of all accredited programmes. Staff are fully supported by management in accordance with tikanga Māori protocols and health and safety legislation.

Recruitment and development of staff is effective.

Recruitment and development of staff are effective in supporting high-quality teaching and positive learner outcomes. Robust recruitment processes, ongoing professional learning, and performance management ensure staff capability and continuous improvement.

Staff competence and capability requirements are met and evidenced in our performance appraisal and feedback processes, teaching staff are appropriately qualified and supported to maintain industry currency where required. Ongoing professional development supports educational performance along with systems that ensure teaching quality and consistency

Strategic staffing decisions support quality teaching and learning and staff capability reflects learner and community needs.

Self-assessment is comprehensive and effective.

Self-assessments have been conducted annually and corrective action initiated as and when required as per this document.

Data analysis is used effectively throughout the organisation

Data collected includes:

- internal and external moderation reports
- graduate destination data
- completion data and course results
- benchmarking across common programmes
- actions taken in response to feedback from graduates, current taura, tutors/assessors
- relevant MMEQA external evaluation and review data where applicable
- tikanga programme evaluation reports

Staff are valued.

Staff are valued and supported through respectful relationships, inclusive leadership, and meaningful opportunities for professional growth. This contributes to staff wellbeing, engagement, and effective teaching and learning.

Management demonstrates respect, trust, and appreciation for staff contributions, staff voice is actively sought and informs decision-making and improvement. Organisational culture supports effective educational delivery and we understand that staff engagement contributes to educational performance.

The education organisation anticipates and responds effectively to change.

Sound strategic and annual planning ensures a clear pathway forward is documented. An annual evaluation of performance against the inaugural strategic plan demonstrates the PTE's ability to set and achieve goals successfully and in a timely manner. Corrective action is implemented as and when processes and procedures are found lacking, as revealed through taura/kaiako feedback, programme reviews and annual self-assessment.

Innovation, responsiveness, and continuity are balanced.

Change is well managed, evidence-informed, and aligned with strategic priorities, while continuity ensures stability and consistency for learners and staff. Effective and sound internal policies coupled with staff professional development aim to encourage innovative and forward thinking.

Staff recommendations are acted on if proven to be valid as are suggestions for improvement from key stakeholders. Innovative practices generally result from staff, taura, whanau and stakeholder feedback.

Corrective Action Required

1. The Director's meeting dates need to be determined at the beginning of the year to avoid overload and or over commitment.
2. The composition of the Board needs to better reflect the target stakeholders it represents. Seek out Directors that can support the kaupapa of the company.
5. Induction training for tutors remains a priority. Tutors require upskilling in assessment and moderation techniques to ensure consistency of marking and national standards are met.

PTE References:

- Minutes of Directors' meetings.
- Staff CV's
- Directors' CVs
- Tutors' evaluative meeting notes
- Minutes of staff meetings
- Appraisal and professional development records
- PD presentations to show staff participation in decision-making
- Retention and turnover data

7. Compliance Management

How effectively are important compliance accountabilities managed?

Important compliance accountabilities are effectively managed through clear governance oversight, robust systems, and regular monitoring. Compliance obligations are well understood, met in a timely manner, and integrated into organisational planning and quality assurance processes. Policies and procedures are comprehensive, well documented and have withstood the scrutiny of the NZQA as evidenced by the last NZQA review and the TEC.

We are engaged in an industry whose catch phrase is "FIRST DO NO HARM". The phrase (in Latin, *primum non nocere*) is fundamental to the ethics of the industry in which we work. The primary ethical principle that forms the foundation for medical care is the concept of beneficence — the obligation to do good for others transposed internally as, "manaakitanga".

Our programmes are framed around the ethical and legal principles that guide and bind workers in the health and disability sector. Training encompassing legal and ethical obligations is mandatory for all staff and directors.

Policies and procedures are current, accessible, and consistently implemented these have been reviewed throughout the year to ensure they are up to date and relevant. Compliance requirements (e.g. NZQA, TEC, health and safety, employment, privacy) are clearly communicated and understood with staff receiving training and support to meet their compliance responsibilities. Our internal review processes identify gaps and drive improvement.

What are the internal processes to identify and manage compliance? How does the TEO review changes and monitor compliance in the regulatory environment that affect its operation?

The annual self-assessment serves to ensure non-compliant issues are identified and corrective action taken. We keep abreast of the regulatory environment by taking heed of notifications sent from the NZQA, TEC, MOE, Ministry of Health or participating DHBs (Te Whatu Ora). E.g. Northland, Waikato, Auckland and Waitemata.

The TEO monitors changes in the regulatory environment by maintaining regular engagement with regulatory agencies (e.g. NZQA, TEC, ERO where applicable), reviewing updates, guidance, and communications from regulators and, participating in sector networks, professional forums, and briefings.

When regulatory changes are identified, implications for the organisation are analysed and documented, policies, procedures, and systems are updated as required and changes are communicated to staff in a timely and clear manner.

How are significant issues with non-compliance dealt with?

Minor non-complying issues are dealt with immediately, for example, missing reporting deadlines in which case, extensions are requested. Major non-complying issues are also dealt with immediately a notification is made; however, a more thorough investigation will take place. Major non-complying issues may include health and safety issues, allegations of abuse or matters bringing the PTE into disrepute.

How does the TEO ensure total learning hours are aligned to the credit value of a programme?

Total learning hours are calculated during the programme design stage, prior to submitting to the NZQA, for programme approval. The 1 credit = 10 hours of study calculation is utilised, and activities

designed to fit within this measurement. Self-directed learning templates serves to monitor actual hours committed to this component. We have recently reviewed this template and ensured it is sufficient and aligns with learning outcomes.

What process does the TEO use to ensure that changes to programmes are submitted to NZQA for approval? How are programme managers and staff informed about programme approvals?

All programmes, once designed, are submitted to the NZQA for accreditation and approval. Any changes to programmes after approval are notified as per the rules and regulations governing PTE's and uploaded to the NZQA website. Confirmation letters are held on file in the administrator's office and further submitted to the TEC in support of funding approval. Approval is sought from directors prior to submission and staff are engaged in the design of programmes.

Programme changes are assessed to determine whether they are minor changes (not requiring NZQA approval) or significant changes (requiring NZQA approval), in line with NZQA rules and guidance. Kaiako are involved with the review and are consulted during this period. Proposed changes are reviewed by senior academic leadership and quality assurance staff before submission.

If at any stage program resources are changed The TEO has clear and robust processes to identify, approve, and submit programme changes and approved by NZQA, programme managers and staff are informed of approvals through formal communication and access to updated documentation, ensuring programmes are delivered in line with NZQA approval conditions.

Corrective Action Required

1. Review and update all quality manuals.
2. Update legislation e.g. Vulnerable Children's Act 2014, Amended Employment Relations Act 2015 and the Health and Safety at Work Act 2015.
3. Notify NZQA about change in delivery (Dates and study times). Register temporary sites and apply for permanent delivery sites.
4. Update Website add a link to policies, EER report and self-review.

PTE References:

- Workplace practice guidelines
- Law and ethics training manual
- Legislation and Compliance quality manual
- NZQA notifications.
- Staff meeting minutes.

8. Summary of KPI's

How well do learners achieve? What is the value of the outcomes for key stakeholders, including students? Judgement: Highly effective	Learners achieve outcomes that are highly valued by students, whānau, iwi, employers, and the wider community. Students acquire useful skills and knowledge, develop strong cognitive abilities, complete courses and qualifications, and progress into employment and/or further study. Graduates apply their learning in meaningful ways, contributing positively to their whānau, communities, and workplaces, while improving their wellbeing and personal capability.	The organisation actively builds an organisational culture grounded in kaupapa Māori that supports tauira to develop cognitive skills within a strength-based, reciprocal, and experiential learning framework. Teaching and learning programmes acknowledge the skills and talents of both kaiako and tauira, with learning understood as a shared experience rather than a deficit-based model. Central to this approach is the principle of self-identity and self-discovery, grounded in whakapapa. Learning is situated within the life practice of knowing who we are, where we come from, and how we are connected to maunga, awa, waka, whānau, hapū, iwi, and ultimately to Io Matua Kore. Through whakapapa, student–teacher and peer relationships are woven into a whānau-based learning environment. This environment supports high levels of engagement, achievement, and completion, and enables learners to integrate knowledge, values, and skills that are directly transferable to the workplace.
How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders? Judgement: Highly effective	Programme design and delivery are highly responsive to the needs of students, communities, and sector stakeholders. Programmes remain relevant, current, and aligned with workforce priorities through regular review, collaboration, and sector engagement.	Programme development and delivery are guided by Whakapuāwaitia Ngāi Māori 2030, which sets clear Māori workforce development priorities and supports the health and disability sector to: • improve Māori health outcomes • recognise that clinical and cultural competence are inseparable • enhance Māori engagement and access to health services • meet Te Whatu Ora workforce development strategies

		• deliver services that uphold and strengthen Whānau Ora The organisation continues to target the unregulated health workforce, supporting kaimahi to transition into regulated health roles. Strong relationships with Māori and non-Māori providers, built over more than 30 years, ensure programmes remain responsive to emerging sector needs. Learning activities and assessment tasks are purposefully aligned with learning outcomes. Purpose-designed workbooks ensure assessment is valid, sufficient, fair, and transparent, as confirmed through NZQA accreditation, moderation processes, and ongoing review. Feedback to tauira is delivered kanohi ki te kanohi during noho wānanga and weekly tutorials. Learners clearly understand assessment expectations, resubmission requirements, and pathways to achieving competence, supported by additional learning where required
How effectively are students supported and involved in their learning? Judgement: Highly effective	Students are very well supported and actively involved in their learning. The organisation's learning environment is inclusive, culturally grounded, and strongly relational. The concept of whanaungatanga is central to fostering belonging within the tertiary learning environment. Strong, positive relationships between learners, kaiako, and staff create a collective, supportive learning community where students feel valued, cared for, and supported to succeed.	Research and organisational evidence consistently show that a whānau-like atmosphere significantly improves retention and completion. Learning environments with strong whānau culture demonstrate higher levels of engagement, persistence, and success. Key Māori principles embedded in practice include: • Ako – reciprocal teaching and learning relationships • Manaakitanga – care for students as culturally located people • Mana motuhake – kaiako commitment to tauira success and achievement

		• Whakawhanaungatanga – respectful, collaborative relationships that support learning Students clearly understand their learning goals, receive timely advice and information, have opportunities to apply learning in varied contexts, and are supported to build effective academic and social networks. Feedback on progress is regular, meaningful, and constructive.
How effective are governance and management at supporting educational achievement? Judgement: Effective to highly effective	Governance and management are effective in supporting educational achievement. The organisation's purpose and direction are clearly articulated in the Investment Plan and supported by strong leadership, clear accountability, and kaupapa Māori values.	The PTE's purpose and direction is clearly outlined in the Investment Plan. Eight quality documents outline compliance management processes and are now accessible through our website including: 1. Governance and management 2. Teaching and learning 3. Student management 4. Personnel management 5. Assessment and moderation 6. Health and safety 7. Self-assessment 8. Legislation and compliance Resources are sufficient to ensure appropriate delivery of all accredited programmes. Staff are fully supported by the CEO in accordance with tikanga Māori protocols and health and safety legislation. Staff recruitment has been conducted in an effective manner resulting in the employment of skilled and qualified contract tutors and appropriately trained support staff. Self-assessments have been conducted annually and corrective action initiated as and when required. (Refer to self-assessment documents) Data collected includes:

		• internal and external moderation reports • graduate destination data • completion data and course results • benchmarking across common programmes • actions taken in response to feedback from graduates, current students, tutors/assessors A concerted effort is required to obtain feedback from employers and other key stakeholders such as the WDC's, Te Whatu Ora and Iwi collectives.
How effectively are important compliance accountabilities managed? Judgement: Effective	Compliance accountabilities are effectively managed. Policies and procedures are comprehensive, well documented, and legally and ethically sound. They have withstood scrutiny through NZQA review and ongoing external moderation.	All relevant legislation, rules, and regulatory requirements are complied with. Self-assessment processes have identified areas for refinement, particularly in strengthening evaluation practices and ensuring that findings from moderation are consistently embedded into delivery and assessment practice. The organisation demonstrates a strong commitment to continuous improvement, using self-review findings to refine processes and strengthen compliance over time.

9. Conclusion

Overall, the organisation demonstrates effective and improving performance in supporting positive learner outcomes, underpinned by a strong kaupapa Māori foundation. Learners achieve meaningful educational, employment, and wellbeing outcomes that are highly valued by students, whānau, iwi, employers, and the wider community. Teaching and learning are grounded in identity, whakapapa, and whanaungatanga, creating a culturally responsive, inclusive learning environment where taura are supported to achieve their full potential.

Programme design and delivery are highly responsive to learner and sector needs, particularly within the health and disability workforce. Learning and assessment practices are purposeful, coherent, and aligned with approved outcomes, ensuring academic integrity while maintaining relevance and accessibility. Strong relationships with sector partners, Māori and non-Māori providers, and communities support programme relevance and graduate success.

Governance and management provide clear direction and effective oversight, supported by robust compliance systems, purposeful self-assessment, and appropriate resourcing. Staff are valued and supported, contributing to stable, high-quality delivery and continuous improvement. While systems for collecting and using stakeholder feedback are sound, further strengthening employer and sector engagement will enhance evidence of impact.

Compliance accountabilities are well managed, with comprehensive policies and procedures that meet legislative and regulatory requirements. The organisation demonstrates a commitment to reflective practice, using self-assessment findings to refine processes and strengthen educational performance over time.

In summary, the organisation is well placed to sustain and enhance educational achievement. Its strong kaupapa Māori approach, combined with effective governance, responsive programme delivery, and a clear focus on learner success, provides confidence in its ongoing ability to deliver high-quality outcomes for learners and stakeholders.