Ringa Atawhai Mātauranga

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Self Assessment 2023

Date self-assessment completed:
17 January 2020
Updated: 30 January 2021
Updated: 28 November 2022
Updated: 25th October 2023

Contents

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 tauira (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
New Zealand Certificate Te Pōkaitahi Reo (Rumaki, Reo Rua)(Te Kaupae 2)
New Zealand Certificate Manaaki Marae L3
New Zealand Certificate Tikanga a Rongoa L3
New Zealand Certificate Health and Wellbeing L3
New Zealand Certificate Tikanga a Rongoa L4
New Zealand Certificate Health and Wellbeing L4
New Zealand Certificate Primary Care Assistance L4
New Zealand Certificate Māori Environmental Studies L4
New Zealand Certificate Kaupapa Māori Public Health L4
New Zealand Certificate Pub Health and Health Promotion L5
New Zealand Diploma Whanau Ora L5
Number of staff: 12 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 wharenui 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 Māori 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.

The health status of indigenous peoples worldwide varies according to their unique historical, political, and social circumstances. Disparities in health between Māori and non-Māori have been evident for all the colonial history of New Zealand. Explanations for these differences involve a complex mix of components associated with socioeconomic and lifestyle factors, availability of health care, and discrimination. Our goal is to support the reduction in health inequalities between Māori and non-Māori New Zealanders by addressing workforce development.

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.

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 in the home increase their maturanga to the benefit of whanau health overall.

Students complete courses and/or gain formal qualifications.

A reasonably high success rate was achieved in 2022 despite the restrictions imposed by the Covid19 lockdown and the persistent reoccurrence of the virus. This can be attributed, in part, to the extra support provided over and above wananga and weekly tutorials. These include specialist support with literacy needs, an array of assessment tools, kaumatua/kuia cultural support and provision of pastoral care such as childcare. (Refer to attachment 1 - TEC Summary of Outcomes, for details)

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

At present those progressing on to higher education account for 14% of graduates with the remainder having gained employment, achieved pay parity or gained qualifications that enhance their future promotion and employment options.

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. Most are actively involved in the wider community supporting or participating in cultural events such as Matariki, mahi mara kai and kapa haka.

Students improve their well-being and enhance their abilities and attributes.
The measurement of Māori wellbeing requires an approach that can reflect Māori world views, especially the close relationship between people, their whanau and the environment. This orientation carries with it an expectation that socio economic and environmental aspects of wellbeing are taken into consideration. As a health and disability training provider we subscribe to the Te Pae Mahutonga model of health promotion framed around the Southern Cross constellation representing four key tasks of health promotion: mauriora (cultural identity), waiora (physical environment), toiora (healthy lifestyles) and te oranga (participation in society). The two pointers represent Ngā Manukura

(community leadership) and Te Mana Whakahaere (autonomy). Utilising a Te Pae Mahutonga framework ensures we avoid the widespread practice of comparing Māori wellbeing with the wellbeing of other population groups such as Pakeha, Pacific, and Asian.

While such comparisons are useful, their utility is confined to the measurement of universal aspects of wellbeing (such as disease prevalence or educational attainment). Holistic assessments of Māori wellbeing do not readily lend themselves to cross-population comparisons because they are largely linked to Māori-specific measurements. Comparisons with other indigenous populations, who share similar world views, similar histories, and similar positions in society, are more valid.

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. Meet individually with supporting employers and document discussions regarding relevance of training to work tasks and staff attitudes.
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. (See attachment 2).

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. (See Attachment 3)

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. Use employer/Kaiako feedback in evaluation to guide assessment material changes.
3. Screen applicants and gather baseline data to determine level 4 English proficiency especially for those tauira who have no other formal qualification; and put in place any appropriate strategies to support students who may need assistance.
4. 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 whānaungatanga 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 "whanau support" person has been employed to oversee the pastoral care of tauira 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 tauira
- whakawhanaungatanga – mutually respectful and collaborative relationships between all parties around tauira learning.
- tuakana, teina mentoring – having mentors within a student body that understand the needs of tauira.

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.

Refer page 5, para 1.

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 developers, for example, NZQA or Careerforce. 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 8.

Corrective Action Required

1. Document tauira support provided, such as cultural supervision and include in tauira file.
2. Create an opportunity for creation of a student body with one representative on the PTE Advisory group.
3. Each intake has a student representative. Feedback collated by Academic Manager and brought to CEO for evaluation.
4. Professional development for Kaiako and support staff in connection with assessment and progress reporting.

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, chief executive officer (Kaiwhakahaere), tutors and supporting personnel (kaumatua/kuia) have an uncompromising focus on fostering learners' interests and strengths and on addressing their learning needs. 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.

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. There exists a myriad of examples that learners bring from their workplace that are utilised to demonstrate the integration of theory into practice. This helps validate learners experiences and illustrates that they are valued thereby building a sense of themselves as capable learners and ultimately competent practitioners.

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.

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 the CEO in accordance with tikanga Māori protocols and health and safety legislation.

Recruitment and development of staff is effective.
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-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 tauira, tutors/assessors
- relevant MMEQA external evaluation and review data where applicable
- tikanga programme evaluation reports

Staff are valued.
Staff are fully supported by the CEO in accordance with tikanga Māori protocols and health and safety legislation.

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 tauira/kaiako feedback, programme reviews and annual self-assessment. (See attachment 4).

Innovation, responsiveness, and continuity are balanced.
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, tauira, whanau and stakeholder feedback. These include practices that integrate theory into practice in meaningful and bona-fide contexts. This involves, for example, engaging industry experts into programme design and delivery. It is not difficult to engage with stakeholders, in this respect, as we are not only a training provider but also a well-established legitimate Māori health promotion organisation.

Corrective Action Required

1. A concerted effort is required to obtain feedback from employers and other key stakeholders such as the aged care facilities used for placement, Te Whatu Ora and health providers.
2. The Director's meeting dates need to be determined at the beginning of the year to avoid overload and or over commitment.
3. Ensure the NZQA are notified of changes in programme structure and venues.
4. 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, for example CEOs of Iwi Māori health Providers.
5. Induction training for tutors remains a priority. The ever-changing NZQA environment is proving challenging. 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

7. Compliance Management

How effectively are important compliance accountabilities managed?
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".

Health and disability workers are subject to a requirement to "do no harm" to the health or wellbeing of those whom they serve. The Hippocratic tradition expresses a long-standing medical-ethical commitment to "do no harm", which applies primarily to intentional actions but may also apply to non-actions or omissions. The standards for health and disability workers in New Zealand endorse the "do no harm" principle. Several other codes for health and disability workers express statements that more closely align with requirements of beneficence, such as acting in the best interests of their patients or putting patients' interests first.

The "do no harm" principle is also reflected in legal obligations binding on health and disability workers. Right 4(4) of the Code of Health and Disability Services Consumers' Rights (the Code) states that every consumer has the right to have services provided in a manner that minimises the potential harm to that consumer. Minimising harm therefore is an aspect of the general duty of health and disability workers to exercise reasonable care and skill, in accordance with Right 4(1) of the Code.

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 or all staff and directors.

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.

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 and robust investigation will take place. Major non-complying issues may include health and safety issues, allegations of abuse or matters bringing the PTE into disrepute. A TEC audit conducted in 2019 identified several nonconforming compliance issues which were corrected immediately. (TEC Audit and Response attached – See Attachments 5 and 6).

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.

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.

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? | • Students acquire useful skills and knowledge and develop their cognitive abilities.
• Students complete courses and/or gain formal qualifications.
• Students gain relevant employment and/or engage successfully with further study.
• Students apply new skills and knowledge and contribute positively to their local and wider communities.
• Students improve their well-being and enhance their abilities and attributes.
• Communities' and iwi bodies of knowledge are created, developed, and advanced. | As our name suggests 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 Maori 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. Learning & teaching is a shared experience.

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 student/teacher and student peer relationships, are woven together into a whānau –family-based learning environment, which is conducive to students 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 within the workplace. |

How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?	• Programmes maintain relevance to stakeholders and communities. • Programmes are regularly reviewed and updated to meet existing and emerging needs of students and stakeholders. • Learning environments are planned and structured for the benefit and needs of students. • Academic standards and integrity are maintained. • Learning activities and resources are effective in engaging students. • Stakeholders, including students, are clearly identified and engagement is appropriate and ongoing. • Assessment is valid, sufficient, fair, and transparent. • Assessment provides students and teachers with useful feedback on progress. • Learning activities and assessment tasks are purposefully aligned with learning outcomes	We continue to be guided by Whakapuāwaitia Ngāi Māori 2030, which provides direction for Maori workforce development priorities and supports the health and disability sector to: • deliver on health targets that cannot be achieved without improvements to Māori health outcomes • lift health sector performance through recognition that clinical and cultural competences are inseparable and greater integration of Māori cultural competence will enhance Māori engagement, and access to and through health care. • meeting 90% of Te Whatu Ora's Health workforce plan strategies for health improvement. • deliver services in a way that enhances and supports Whānau Ora. We will continue to target the unregulated health workforce so that these kaimahi are equipped to step up and into the regulated sector of the health workforce. • Learning activities and assessment tasks are purposefully aligned with learning outcomes. We continue to liaise and collaborate with other Providers both Maori and non-Maori and build upon the relationships that have been forged within the sector over 30 years. • Workbooks have been designed so that learning activities and assessment tasks are purposely aligned with learning outcomes. Assessments are valid, sufficient, fair, and transparent as validated by the NZQA, during the accreditation process and subsequent moderation meetings and consistent reviews. • Feedback to tauira is delivered kanohi ki te kanohi during noho wananga or at weekly tutorials. Tauira are clearly told why re-submits are necessary and what must be given to assess competence along with additional learning.

| How effectively are students supported and involved in their learning? | • Student learning goals are well understood.
• Comprehensive and timely study information and advice is provided to assist students pursue their chosen pathways.
• Responses to well-being needs of learners are appropriate.
• The learning environment is inclusive.
• Policies and procedures minimise barriers to learning.
• Learners have opportunities to apply knowledge and skills in a variety of contexts.
• Students are supported to establish effective social and academic support networks.
• Students are provided with useful and timely feedback on their progress. | The construct of whānaungatanga 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.

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

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:
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• mana motuhake – the care by kaiako for the academic success and performance of tauira
• whakawhanaungatanga – mutually respectful and collaborative relationships between all parties around tauira learning. |
| How effective are governance and management at supporting educational achievement? | • Organisational purpose and direction are clear.
• Organisational leadership is effective. The TEO has effective compliance management processes.
• Sufficient resources are allocated to support learning, teaching, and research.
• Data analysis is used effectively throughout the organisation | 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 |

	• Staff are valued. • The education organisation anticipates and responds effectively to change. • Recruitment and development of staff is effective. • Self-assessment is comprehensive and effective. • Innovation, responsiveness, and continuity are balanced.	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?	• Policies and practices are legal and ethical. • The PTE has effective compliance management processes. • Relevant legislation, rules and regulations are complied with.	Policies and procedures are comprehensive, well documented and have withstood the scrutiny of the NZQA as evidenced by the last review. Some refinement in procedural matters is required because of ineffective practices exposed during the self-assessment

		process. For example, more effective evaluation procedures and practices. The information taken from internal and external moderation being implemented into delivery and assessment. All relevant legislation rules and regulations are complied with.

9. Conclusion

The Aotearoa health system has recently undergone the biggest structural change since 1938. A new Māori Health Authority, Te Aka Whaiora has been established alongside Te Whatu Ora - Health New Zealand, and have the shared responsibility for decision-making, planning and delivery of primary health services. Local iwi-Māori partnerships are proposed to help shape appropriate health and wellbeing services to meet the needs of local communities through being an influencing and decision-making voice for iwi and Māori at a local level, supporting Te Tiriti partnerships throughout the system.

It is hoped that a Māori Health Authority will tame, a "perfect storm" of racism and inequality in the current health system, but also generate a scramble for one of its greatest taonga – Māori healthcare staff.

The historical underfunding of Māori providers who are on the frontline caring for whānau is a major finding of the Health & Disability System Review and a key objective for the health reforms. Te Aka Whai Ora and Te Whatu Ora have jointly identified key health gain priority areas for the last two years:
• Kahu Taurima - Maternity and early years
• Mate pukupuku - People with cancer
• Māuiuitanga taumaha - People living with chronic health conditions
• Oranga hinengaro - People living with mental distress

These are areas where Māori have significantly poorer health outcomes and are also where there is the potential for great positive change for whānau and communities. In the future, whānau will experience healthcare that looks like, feels like, and reflects te ao Māori, Te Aka Whaiora is committed to funding providers that support holistic health, including spiritual health, and services that are firmly rooted in Māori knowledge.

The platform upon which Ringa Atawhai Mātauranga was established replicates the sentiments espoused in Te Pae Tata, the Interim New Zealand Health Plan 2022. We will continue to implement our plan and position ourselves strategically to meet the demands of the Māori Health and Disability workforce throughout Te Taitokerau and beyond.

As a Māori health educator and provider, we can work with industry providers and offer qualifications that meet industry needs. We can take relevant and up to date information from WDCs and industry leads and incorporate these into tauira learning. We are working with community to best understand the need.

We are working with WDCs and other stake holders to design and implement learning that is relevant to industry legislation changes, strategic plans and workforce development.

Please refer to the Investment Plan appended.