



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# Te Pūrongo Aromātai me te Arotake ā-Waho

Ringa Atawhai Mātauranga

Date of report: 1 November 2023

# Mihi

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Kei te whare tapu o Ngāpuhi, kei ngā ringa raupa o te kaupapa o te Ringa Atawhai Mātauranga, anei anō rā te mihi maioha ki a koutou e whakahaere ana tō koutou kaupapa, puta noa.

Ka mihi ake rā ki a koutou e whakapau kaha ana i te ao, i te po, ki te tautoko i ngā whānau, i ngā hāpori puta atu i Te Tai Tokerau.

Ko ngā hua kua tau mai, tēnā rawa atu koutou.

Kia maia, kia manawanui koutou kia tutuki pai i ngā wawata o rātou mā, hei painga mo te katoa.

Ki a koutou ngā ringa e atawhai ana, i tuku ana te mātauranga mo ngā iwi, tēnā hoki koutou.

Nā reira, tēnā koutou, tēnā koutou, tēnā rā koutou katoa.

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# He kupu whakataki | Introduction

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*Ringa Atawhai Matauranga is a kaupapa Māori organisation based in Whangārei which specialises in training the unregulated health workforce.*

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Type of organisation:	Private training establishment (PTE)
Location:	131 Dent St, Whangarei
Code of Practice signatory:	No
Number of students:	Domestic: 265 students in 2022, and 266 in 2023. Majority identify as Māori. The provider has not collated disability data.
Number of staff:	Eight full-time equivalents
TEO profile:	<a href="#">Ringa Atawhai Matauranga Limited</a>
Last EER outcome:	Pounamu Whakairo in education performance Pounamu Hukihuki in self-reflective practice
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Diploma in Whānau Ora (Level 5)</li><li>• New Zealand Certificate in Tikanga a Rongoā (Level 3)</li></ul>
MoE number:	8025
NZQA reference:	C54540
Dates of EER visit:	15 and 16 June 2023

# Ngā whakatauranga | Summary of results

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*Ngā hua o te Whare Ako: Kaupapa are generally strong and imbue performance across most levels of the organisation; gaps or weaknesses have been managed effectively.*

*Ngā Whakairinga Kōrero: Kaupapa are clearly exemplary and inform effective self-reflective practice which is appropriate to the context of Ringa Atawhai Mātauranga. Gaps and weaknesses are managed. Ringa Atawhai Mātauranga has a comprehensive understanding of its performance.*

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## **He Pounamu Whakairo – Ngā hua o te whare ako**

- The kaupapa of Ringa Atawhai Mātauranga is strong and is led by a longstanding and dedicated governance group and a relatively new senior management team. Compliance systems are in place and are generally well managed. The new management team is investing in good systems and processes that support organisational performance. Self-reflective practice is robust, systematic, drives improvement at an organisational level, and is relevant to the context of Ringa Atawhai.

## **He Pounamu Kahurangi – Ngā whakairinga kōrero**

- Ākonga gain valued skills and knowledge relevant to their communities and employers.
- Te Reo and tikanga Māori are embedded within programme content and expressed as a naturally occurring practice within programme delivery and organisational culture. Ākonga, as of right, can submit assessments in te reo Māori.
- The PTE moderates its assessment practice, and kaiako have attended training to strengthen their understanding of moderation and how it contributes to improving assessment and teaching practice.
- Ringa Atawhai Mātauranga has made improvements since the last external evaluation and review which have mostly met the intent of the recommendations arising from that evaluation.

# He Pātai Arotake<sup>1</sup>

## 1.1 Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te Whare Ako:	<b>Pounamu Whakairo</b>
Te whakairinga kōrero:	<b>Pounamu Kahurangi</b>
Ngā kitenga	<p>Ringa Atawhai has made notable improvements since the last EER. The PTE has moved to a new building where training and service delivery staff are now co-located in more modern facilities. A new chief executive and academic manager have been appointed and are settling into their roles with support from the board chair. The previous chief executive served the kaupapa since its inception and now works in a part-time capacity supporting the new chief executive where needed. The new appointments reflect a considered and deliberate next step for Ringa Atawhai Mātauranga towards continued quality, growth and sustainability.</p> <p>The governance and management team understand and have continued a legacy of service to community. This is reflected in their unrelenting focus on kaupapa, that is, growing the capability of kaiāwhina (unregulated workers in the health sector). In addition, Ringa Atawhai is also making a valued contribution to growing cultural capability in the health workforce through te reo and tikanga Māori, whānau ora and rongoā programmes.</p> <p>Ākonga achieve qualifications that are relevant and meaningful to them personally and professionally. The programmes are highly valued because:</p> <ul style="list-style-type: none"> <li>• they are delivered by facilitators who have experience of working in the industry</li> <li>• the content enables ākonga to connect with āhuetanga Māori; value and nurture their identity as Māori; and connect to cultural practices that resonate with whānau Māori</li> </ul>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<ul style="list-style-type: none"> <li>• the learning is practice-based, with students required to apply their skills in a relevant context</li> <li>• the educational experience supports and is underpinned by Māori values</li> <li>• kaiako use the expertise and skills within the ākonga group to help guide the learning</li> <li>• kaiako adapt their teaching to the preferred learning styles of ākonga, which helps them feel safe and included in the learning</li> <li>• the learning environment is nurturing and caring and embraces mātauranga Māori.</li> </ul> <p>In addition to the positive formal and informal feedback from students and graduates, the value of the programmes offered was evident through feedback from a core group of employers who have continued to send their staff to Ringa Atawhai for training and development.</p> <p>Ākonga receive good information on the programmes, particularly during induction. As a result, some ākonga determine for themselves whether the programme is the best fit for them and will withdraw if appropriate.</p> <p>Moderation is occurring internally and externally. Ringa Atawhai keeps good records of moderation, and an external person has been engaged to support internal moderation practice. Moderation plans are in place and moderation training has occurred for all kaiako. Kaiako noted that they have a better understanding of moderation and felt more confident using moderation as an opportunity to improve their assessment practice.</p> <p>Kaiako are supported professionally through regular collegial discussions as well as structured professional learning opportunities.</p> <p>The PTE has accountability systems in place to ensure the staff are pono and tika to their kaupapa. This includes compliance calendars to ensure obligations to key stakeholders are met; regular reporting to governance; programme review and corrective actions which are monitored until actioned; as well as a new data system to support accurate and efficient reporting of student achievement. A recent Tertiary Education</p>
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	<p>Commission audit found a number of errors in the SDR<sup>2</sup> submissions dating back to 2019. These issues are unresolved and Ringa Atawhai Mātauranga is continuing to work with the Tertiary Education Commission to improve its reporting.</p> <p>Ringa Atawhai Mātauranga has reviewed its policies and reproduced them in manuals for staff. Training is underway with staff to ensure the policies are put into practice. It is recommended that policies relevant to students are made available on the provider's website, including practical requirements for different qualifications. Additionally, the student handbook should be reviewed and updated.</p> <p>Self-reflective practice is ongoing and leads to improvements on a regular basis.</p>
He Whakarāpopoto:	<p>Kaupapa are generally strong and inform highly effective organisational performance and positive outcomes for learners, employers and community. Gaps are managed effectively by the provider.</p> <p>Self-reflective practice is a coherent and comprehensive approach across the organisation, and is relevant to context.</p>

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<sup>2</sup> Single data return

# Ngā kaupapa ka arotahitia | Focus areas

## 2.1 Diploma in Whānau Ora (Level 5)

## 2.2 New Zealand Certificate in Tikanga a Rongoā (Level 3)

Ngā hua:	<b>He Pounamu Kahurangi</b>
Whakairinga kōrero:	<b>He Pounamu Kahurangi</b>
Ngā kitenga:	<p>Ākonga across the focus area programmes achieve well and continue to grow their skills and use their training to support their whānau and communities. Employers of graduates of the Whānau Ora programme in particular attest to the professional currency and cultural relevance of programme content and practice models for their context.</p> <p>Tikanga Māori and te reo Māori are taught through the programme. Both programmes are taught by kaiako who are trained, qualified, experienced and knowledgeable practitioners.</p> <p>Ringa Atawhai Mātauranga reviews its programmes regularly and uses feedback from ākonga and employers to inform improvements. Kaiako are well supported and resourced to deliver their programmes from different locations in Te Tai Tokerau and Waikato.</p> <p>Graduates stated that their learning has positively impacted on them personally and professionally, including affirming their knowledge, expertise and uniqueness as Māori practitioners. This is testament to:</p> <ul style="list-style-type: none"> <li>• the relational and culturally relevant learning experience</li> <li>• the applied nature of the learning</li> <li>• the embedding of te reo and tikanga Māori as a naturally occurring part of the learning process.</li> </ul> <p>Programme review is a structured activity informed by data, reflections and feedback. Moderation is occurring and informs teaching practice. Attendance, achievement and self-directed learning are all monitored regularly.</p>



# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Ringa Atawhai Mātauranga:

1. Review and update the taura handbook.
2. Make policies relevant to taura on the organisation's website
3. Make available a copy of its self-review against the Pastoral Care of Domestic and International Learners Code of Practice (2021) on its website.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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