



TEC Report – Te Whare Wānanga o Awanuiārangi

He Kupu Whakataki

Tuatahi, ka mihi atu mātou o Te Amorangi Mātauranga Matua (TEC) ki ngā rangatira, ki ngā kaiako me te whanau o Te Whare Wānanga o Awanuiārangi. Ka mihi ki tō koutou aroha ki ngā taonga mātauranga a ō koutou tīpuna. Ka mihi ki tō koutou kaha ki te tiaki, hoatu hoki i ēnei taonga mātauranga ki ā koutou tauira.

Ka mihi hoki ki tō koutou māia ki te whakatika i ngā take i timata ai ēnei momo arotake i ngā tau kua hori. Kua tūtuki pai ērā mahi whakatika. Me te mōhio anō hoki, ehara i te mea, he mahi ngawari tērā.

I roto i tēnei arotake whakamutunga kua kitea ētahi kaupapa pai hei whakaarotanga, hei mahi ngātahi mā ngā whare wānanga Māori, mā ngā whare wānanga Pākeha, mā mātou hoki o TEC. Tēnā rawa atu koutou katoa.

Firstly, we at the Tertiary Education Commission (TEC) would like to acknowledge the leaders, the teachers and the family of Te Whare Wānanga o Awanuiārangi. We greatly acknowledge your commitment and love for the treasures of knowledge passed down from your ancestors. We also acknowledge your commitment to protecting and safeguarding those treasures, and your efforts to pass them on to your students.

We also acknowledge your courage to correct the issues that have arisen from past evaluations. It has been good to see that work being done. We understand that this has not been an easy process.

In this final evaluation we have seen several topics that would be good to think about, and for Wānanga Māori, TEOs, and us here at TEC to all come together as one to work on. Thank you all very much.

Executive Summary

1. A 2014 investigation identified a number of issues with Te Whare Wānanga o Awanuiārangi's (TWWoA's) academic oversight processes. In 2017, TEC and TWWoA commenced a follow-up review to provide assurance to both parties that the issues identified in 2014 had been addressed.
2. This review highlighted the huge amount of work undertaken by TWWoA's leadership and staff, and the substantial and significant improvements implemented as a result. The TEC acknowledges this work, and thanks TWWoA for its commitment and willingness to work with us on these matters.
3. The review identified one opportunity for TEC and TWWoA to work together on further improvements. This related to challenges identified in recording and evidencing the delivery of a small number of learning hours, given the wide variety of delivery methods and multiple delivery sites that are at the heart of TWWoA's kaupapa Māori approach. This challenge is not unique to TWWoA, and highlights the need for the TEC to continue to work to support all organisations delivering education and training in a kaupapa Māori context to be able to evidence delivery while maintaining the integrity of their delivery modes.
4. While the TEC and TWWoA were working to finalise the follow-up review, a complaint was received alleging the non-delivery of learning hours in TWWoA's Te Pōkaitahi Reo programmes. These had not been part of the follow-up review, and both parties agreed to place finalisation of the review on hold, and jointly engaged Deloitte to investigate the complaints.

5. The complaint was not substantiated, although the investigation reiterated the findings of the follow-up review set out above, regarding the challenges in consistently evidencing delivery when it takes place in a range of delivery modes to best support learners. A small number of administrative errors in recording student withdrawal dates were identified, in response to which TWWoA undertook a full review and implemented further process improvements
6. As noted above, the TEC acknowledges TWWoA's courage and commitment in embracing and undertaking continuous improvements to its educational processes. We recognise that this has been a long and challenging process. For our part, the TEC reiterates its ongoing commitment to working in partnership with TWWoA, in accordance with the principles of Te Tiriti o Waitangi. This involves providing support and assistance to TWWoA, while also working to ensure our own systems and processes do not inhibit TWWoA's ability to deliver mātauranga Māori, using kaupapa Māori approaches, for the benefit of Māori learners.

Background

7. TWWoA is one of three wānanga recognised under section 268 of the Education and Training Act 2020.
8. TWWoA programmes fall into three schools: the School of Iwi Development, the School of Undergraduate Studies, and the School of Indigenous Graduate Studies. Together the wānanga offers a broad range of programmes at differing levels ranging from level 1 to level 10.
9. The aim is to deliver programmes by incorporating unique cultural aspects tailored to the needs of the community. As such, the programme delivery is different to a traditional non-Māori model of learning and follows a mixed mode approach, including marae based noho (residential block learning).
10. TWWoA has three campuses in New Zealand: Whakatane, Auckland, and Whāngarei. In 2019 TWWoA delivered 2,384 EFTS and received total TEC funding of \$20.5 million.

Follow-up review

11. In 2014, the TEC investigated a complaint and identified inadequacies in TWWoA's academic oversight processes, which led to the recovery of \$7.06 million of TEC funding. TWWoA commissioned a further investigation which led to an individual being found to have fraudulently obtained funding from TWWoA.
12. In response to these issues, TWWoA undertook a substantial programme of improvements. Where a past investigation has identified significant issues, TEC's standard practice is to undertake a follow-up review. In May 2017, the TEC commenced a follow-up review in collaboration with TWWoA to provide assurance to both parties that previous issues had been addressed.
13. The follow-up review focused on the four programmes where issues were identified in 2014, and examined the 2015 to 2017 delivery to provide assurance that issues had been addressed, and that:
 - programmes are taught in accordance with, and comply with, the learning hours and weeks reported to and funded by the TEC;
 - students awarded a qualification have been assessed, and there is evidence of programme delivery;
 - TWWoA's internal quality assurance and control processes (in relation to programme delivery) are robust and fit for purpose; and
 - any other issues are identified.
14. In conducting the review we interviewed senior TWWoA staff, tutors, marae coordinators, kapa haka tutors, and students to obtain an overall picture of programme delivery.

Findings of the follow-up review

15. The follow-up review highlighted that TWWoA has made substantial and significant improvements to its processes and procedures since 2014 to address the shortcomings identified by the original TEC investigation. Improvements were guided by a number of internally commissioned reviews, and include:
 - New procurement policy and procedures

- Updated internal audit processes
 - Establishment of a Risk Management Committee
 - Improved enrolment systems and processes
 - Improved Academic Board receipt and monitoring of academic improvement plans
 - Academic Board Terms of Reference reviewed and approved
 - Annual conflict of interest declarations by all staff
 - Full attendance registers required for all programmes.
16. We did not identify any material discrepancies between the approved and actual delivery of learning hours of any of the programmes reviewed. However, minor discrepancies were identified which highlighted the challenges in consistently recording and evidencing delivery, when delivery occurs across a large number of sites, and where modes and methods of delivery are flexible in response to learners' needs. Marae based noho provide a clear example of how teaching can occur flexibly and at different times, as and when learning opportunities arise, and the challenges faced by kaiako on recording and evidencing this delivery.
17. The TEC recognises that this kind of learning is at the heart of TWWoA's approach, and is essential in TWWoA delivering mātauranga Māori using kaupapa Māori approaches. We have identified similar challenges in work with other tertiary providers delivering education and training in a kaupapa Māori context. The TEC is committed to continuing to support TWWoA (and other providers) to effectively evidence delivery, without changing or undermining kaupapa Māori delivery approaches. Further, we are working to ensure that our systems and processes have the flexibility to recognise and adapt to Māori delivery models, in order to preserve and enhance mātauranga Māori.

Investigation of TWWoA's Te Pōkaitahi Reo programmes

18. While the TEC and TWWoA were working to finalise the follow-up review in late 2018, TEC received a complaint from a student enrolled in the Te Pōkaitahi Reo programme at TWWoA's Manukau Campus.
19. The complaint raised concern about the duration of noho marae, and whether the approved number of learning hours were being delivered. As Te Pōkaitahi Reo had not been part of the follow-up review, the TEC and TWWoA agreed to put on hold the finalisation of the review, and jointly engaged Deloitte to investigate the complaint, and assess whether the programmes were delivered in accordance with funding approvals.

Findings of the investigation

Delivery of learning hours

20. As with the follow-up review, material discrepancies between the approved and actual delivery hours were not identified. Minor discrepancies were identified, as above due to challenges in evidencing delivery in different contexts, and due to some variability between different kaiako. The TEC wishes to acknowledge that TWWoA immediately and proactively implemented further improvements in response to Deloitte's findings, including additional training for all programme staff and kaiako, updates of student resources and the tracking of learning activities and hours within student journals.

Student withdrawal processes

21. In a sample of student records, some instances of misalignment between the withdrawal date entered into the Single Data Return and the date recorded in TWWoA's student withdrawal forms were identified. In response, TWWoA undertook a full review of its records, and provided assurance that these issues were not widespread.
22. Although the errors meant that in some cases funding had been claimed for learners who had withdrawn, there were more instances where no funding was claimed for eligible learners. The TEC has therefore not recovered any funding, and we acknowledge the further improvements TWWoA has made to ensure this does not occur in the future.

Outcomes

23. The follow-up review and investigation have demonstrated the significant work undertaken by TWWoA in response to issues identified during the TEC's 2014 investigation. Each engagement identified further opportunities for TWWoA to further strengthen its processes, and we acknowledge TWWoA's ongoing commitment to continuous improvement.
24. As noted earlier, the review and investigation have highlighted the need for TEC to continue to support TWWoA and other wānanga and Māori providers to be able to evidence delivery of learning hours, even where that delivery occurs in different contexts (such as noho), or is delivered differently for different cohorts. The TEC is also working with the New Zealand Qualifications Authority to ensure programme approvals and therefore delivery expectations can recognise the responsiveness that is at the heart of TWWoA's delivery to taura.
25. Finally, the TEC wishes to once more acknowledge TWWoA for its willing partnership and collaboration throughout a difficult period. We believe our relationship has been strengthened through this work and remain committed to working in partnership and supporting you to provide education and training in accordance with kaupapa Māori. Tēnā rawa atu koutou katoa.