

22 January 2015

Graeme Cahalane
Manager Monitoring and Crown Ownership
Tertiary Education Commission
PO Box 27048
Wellington 6141

Dear Graeme

Manaakitanga Aotearoa Charitable Trust ("MACT")

1. The Tertiary Education Commission ("TEC", "you") engaged Deloitte to conduct an independent review of specific aspects of the MACT delivery of the National Certificate of Maori Performing Arts (Level 4) and National Diploma in Maori Performing Arts -Tutoring (Level 6) Programmes ("the programmes") over 2013 and 2014. This includes:
 - Comparing the NZQA Approved Programme Document to the TEC approval and funding requirements;
 - Reviewing the delivery, including the MACT compliance of teaching hours and weeks compared to the NZQA Approved Programme Document. This encompassed sighting underlying timetables and interviewing a sample of tutors and students;
 - Interviewing key contacts provided by MACT for a sample of schools to further understand the nature and quantum of the delivery of lower level unit standards; and
 - Understanding the subcontractor relationships in place at MACT.
2. We conducted our investigation in conjunction with the New Zealand Qualifications Authority ("NZQA") review of the same programmes. NZQA were focusing their review on the quality of the delivery and assessments at MACT, as well as the standard of underlying enrolment and completion records.
3. You have requested that we report to you on our findings on the delivery aspects of the programmes set out above. These findings are set out under separate headings for you in this letter, preceded by some relevant background information. We understand these findings will be copied and referenced by NZQA in their final report.

Background

4. MACT is a Private Training Establishment ("PTE") based in Rotorua. It is a registered charity (CC22013) redacted under the OIA s. 6(c) and s.9(2)(a) redacted under the OIA s. 6(c) and s.9(2)(a)
5. Based on the letter of confirmation of the 2014 investment plan funding dated 20 December 2013 (sent to s. 9(2)(a) and signed by redacted under the OIA s. 9(2)(a) s. 9(2)(a) MACT has an approved funding level of \$550,980 for the delivery of the

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programmes for one year from 1 January 2014 until 31 December 2014. This includes a \$540,753 SAC funding component and \$10,227 performance linked funding component. In the investment plan, 89.9157 EFTS are allocated at Level 3 or higher, at a rate of \$6,014 of SAC funding per EFTS.

6. NZQA approved the Grant of Application for Programme Approval of, and Accreditation to MACT to provide the programme on 31 January 2013 for the National Certificate and 4 February 2013 for the National Diploma.
7. MACT has emphasised to us that, from its perspective, MACT has demonstrated exemplary performance over its 11 year history shown through successful NZQA audit review outcomes, and awards for outstanding business practice and achievement. We have not formed a few on these aspects of MACT because it is outside of the scope of this engagement.
8. In terms of the delivery of the programmes, MACT divided the students into "wero" groups. In 2014, there were six wero's, each with a different tutor, or combination of tutors. Therefore, the delivery is varied depending on the students and the tutor within each wero. The tutors are all employees of MACT, although during 2014, the majority of them were not physically based on the Rotorua based MACT campus.
9. From the tutor interviews, we found that the method of recruiting students is varied. Tutors often find their own student groups and at that time our understanding is the tutors then become employees of MACT. For example, one wero in 2014 has a tutor **redacted under the OIA s. 9(2)(a)** **redacted under the OIA s. 9(2)(a)**. She approached MACT to teach a class group made up of 33 school staff interested in increasing their knowledge in the performing arts area.

In other examples we found the individual students approached MACT themselves and auditioned for a place in the programmes.

10. The MACT National Certificate and Diploma in Maori Performing Arts Programme Document, dated 6 October 2012, outlines the following programme details:

	National Certificate in Maori Performing Arts (Level 4)	National Diploma in Maori Performing Arts (Level 6)
Total credits	120 credits	125 credits
Total programme length	40 weeks	40 weeks
Total learning hours	1,200 hours	1,200 hours
Teaching hours/self-directed hours ¹	800 hours/400 hours (PD) 800 hours/400 hours (NZQA) 800 hours/400 hours (STEO)	800 hours/400 hours (PD) 400 hours/800 hours (NZQA) 600 hours/150 hours (STEO)
Entry requirements	None – however mentions an audition process	National Certificate in Performing Arts (Level 4)

¹We have set out the required hours under the Programme Document ("PD"), the NZQA RO482 Document ("NZQA"), and the required hours submitted by MACT into STEO, the TEC database. We note that there are differences between the hour requirements at Level 6 between the Programme Document, the NZQA RO482 document, and the hours submitted by MACT into STEO.

11. When asked in interviews, tutors were unaware of the required hour's levels under the Programme Document. They were generally working to their MACT tutor booklet that detailed all the unit standard requirements and assessments, and did not mention the required hours of delivery.
12. MACT also facilitates the Ministry of Education "He Ara Tika" mentoring programme with the Te Arawa secondary school community; targeted to improve school retention for Maori students through kapa haka (Maori performing arts) National Qualification Framework ("NQF") success. MACT received \$79,783 of funding for this programme, based on their financial statements for

the year ended 31 March 2014. MACT has clarified that the funding for the programme ended on 31 December 2013.

13. MACT has also explained that they also have nationwide relationships with the secondary school community. We are aware that this relationship includes teaching performing arts, establishing kapa haka groups and delivering and providing assessment resources of unit standards at a lower level. MACT advised that this also the facilitation of performance assessments at regional and national competitions. They also stated that the student delivery has always been observed and monitored by MACT staff and school staff. In some cases, the delivery in schools also assists the National Diploma in Maori Performing Arts -Tutoring (Level 6) students to meet the teaching requirements of their qualification through tutoring these school students.
14. redacted under the OIA s. 6(c)

Findings – Programme Delivery

15. After receiving background information from TEC, NZQA and MACT, we spent two days on site at MACT (on 2 & 3 October 2014). In order to gain a clear understanding of the programmes delivered, we relied on the following sources of information:
- Interviews with seven programme tutors (individually and in groups);
 - Interviews with other MACT staff members;
 - Interviews with thirteen students (the majority were over the phone);
 - Phone interviews with three school representatives;
 - Review of timetables and learning plans submitted by tutors;
 - Review of Programme Document; and
 - Examination of MACT's financial records and contracts.

Hours of Delivery

16. We interviewed seven tutors in relation to the delivery of their wero groups over 2013 and 2014. From these interviews we found:
- The delivery was varied depending on the tutors experience and approach, as well as the student's skill level.
 - Some wero's were delivered off site, for example at other schools. These class sessions tended to run after work in combination with weekend wananga's at the marae.
 - Other wero's were at the Manaakitanga premises during the week. We found the hours of teaching delivery was higher for these on site classes as the students were required to be present between 9am – 3pm the first four days a week and for half a day on Friday. This tutor stated that they would actually go and pick up each student every day to ensure they were at class.
 - There was a mix of teaching and self-directed learning in the classes, particularly for the onsite classes and weekend wananga's. The responses from the tutors and students were quite vague and unclear as to what actually happened during class time, and therefore the split between these activities is difficult to determine.
 - One of the more experienced tutors at MACT would often visit the other wero groups. Some tutors would help each other and deliver classes together, particularly if it was an aspect of performing arts that required expertise.
 - During 2013, in some cases the Level 6 programme was delivered with the Level 4 Programme. In practice, this meant the overlap of class times and students being taught performances together as part of a wider group, as well as teaching of Level 4 students by Level 6 students at times.
 - There were only eight students enrolled in the diploma during 2014 from the MACT student listing. This tutor stated that these eight students were taught separately and did

not overlap with the Level 4 students. However, they confirmed that they did teach the programmes together during 2013 and 2012.

17. In terms of the assessment aspect, we found from the tutor interviews that:

- During 2014, two MACT staff confirmed that they were responsible for marking assessments for a portion of the wero's, including performance videos and written work. These were all expected to be handed in at the end of the year. Other 2014 tutors interviewed, stated that they were assessing but MACT had a moderation role.
- The majority of the 2014 tutor interviews confirmed that the assessments had not yet been marked at the time of the interviews that were held during October 2014. However, we are aware that NZQA were given evidence where one wero's assessments were marked in early September.
- There is a large final performance at the end of the year that all the students have to participate in, which is yet to occur. This is a formal event and the student's friends and whanau are invited to attend. This encompasses a lot of the student learnings during the year.
- During 2013, two tutors did their own assessing. This was generally verbal and no records were kept.
- Over both years, the Level 6 tutors stated that they conducted assessment of the teaching component as well as the lesson plans, therefore differentiating the Level 6 programme from the Level 4.
- When we were on site we noted there was a lack of physical evidence of any assessment records at both Level 4 and Level 6 over 2013 and 2014. MACT has since provided NZQA with the 2014 assessments, as at 8 December 2014, in order to address validity issues regarding learner submissions. We are relying on NZQA given their expertise for their assessment of the validity and quality of these assessments.

18. We have been advised by TEC that an important part of the funding provided to MACT is based on the total learning hours (1,200) delivered to the student. This is reflected in rule SAC036. The learning hours are broken down into teaching (800 hours) and self-directed learning hours (400 hours) at each level, outlined in the MACT National Certificate and Diploma in Maori Performing Arts Programme Document, dated 6 October 2012.

19. We have focused on the teaching hour aspect to give a percentage of delivery given the stronger evidence base of timetables and long term plans in conjunction with tutor interviews.

20. The average total teaching hours have been calculated in the table below. There is further detail to the calculation in [Appendix A](#). The components include the:

- Average timetable hours obtained mainly from six underlying timetables and lesson plans over 2013 and 2014 where available, and further interpreting these through seven tutor interviews. The hours are calculated over the start and end dates included in the timetables and lesson plans provided to us.
- Average additional hours and those hours over and above the underlying timetables and lesson plans over 2013 and 2014 that we found through seven interviews with tutors. These hours mainly included weekend wananga's and additional tutorials. They also encompass one-on-one time with students, directing individual learners to assigned tasks to support unit standard completion, arranging resource support from experts, instructing learners to work collaboratively in small groups and correspondence with learners. These hours are calculated on a per student basis.

21. The self-directed component differs between each student, and from the thirteen student interviews summarised below is highly variable. This ranges from some students doing no self-directed learning to others doing some of them through practicing their performances and carrying out the written component of the programme. Given this difficulty and low coverage, we have not assessed a percentage for self-directed learning at this stage.

22. The below table summarises our assessment of the teaching hour component of delivery. Please refer to **Appendix A** for further detail.

	National Certificate in Maori Performing Arts (Level 4)	National Diploma in Maori Performing Arts (Level 6)
Average timetable teaching hours	145	329
Average additional teaching hours	178	16
Average total teaching hours	323	345
Total average teaching hours required under the Programme Document	800	800
Average total delivery of teaching hours 2013 - 2014	40%	43%

23. The average total delivery of teaching hours compared to the average required hours under the Programme Document was 40% for Level 4 and 43% for Level 6 under this approach.

Student Interviews

24. We interviewed thirteen students over the phone, with selections spread over 2013, 2014, Level 4 and Level 6 programmes. The number of students we tried to contact in the student lists was much larger, with about a one in six success rate.
25. Most students were recruited through friends, whanau or kapa haka connections. Sometimes large groups made up a whole wero.
26. In some cases, there was overlap in delivery of Level 4 and Level 6. In some classes the students would learn off each other instead of being taught by the tutor.
27. The students were not able to offer many specific comments about what was actually done in the classes, which made it difficult to determine exactly which activities were carried out. There were comments about practicing of performances and teaching, but there also appeared to be a lot of self-directed learning taking place in the classes.
28. We interviewed ten Level 4 students and the key findings include:
- There was a mix of classes and times the students attended. They either went to classes during the day on site (in house group 9am – 3pm) or did after work classes with some weekend wananga's.
 - Two of the ten students said they did not attend class (eight did attend).
 - The duration the students attended the programmes varied significantly. Some started in either February, March, April, July, or term 3, but finished in November or December.
 - Three students said there was no written work (seven said there was).
 - The assessment aspect was unclear and varied. Most said the performance aspect was assessed, but this varied from one performance to "hundreds" of performances. Two students mentioned the written part being assessed, and two were not sure what was assessed.
 - Six of the ten students said there was some sort of roll or attendance register taken.
29. We interviewed five Level 6 students. Key findings include:
- In terms of the classes and times, four of the five students attended the daily on site sessions. Three of the students attended five days a week and one student attended two

to three days a week. One student did after work sessions at MACT, as well as weekend wananga's.

- The duration was generally over the whole year period.
- All students said there was a written component.
- Two students mentioned assessment through teaching in schools, two said there was teaching in groups, one highlighted that they did not finish the teaching part and this part of the programme needed review. Two students also mentioned they wrote lesson plans.
- Three of the five students said attendance registers or rolls were taken.

School Interviews

30. We interviewed the key contacts that s. 9(2)(a) provided for schools that MACT was involved with since 2013. redacted under the OIA s.6(c) In each case, the schools got in contact with MACT to provide assistance with their kapa haka groups and to deliver lower level unit standards.
31. The schools were very complimentary and impressed with MACT's help with teaching the students performing arts. They all wanted MACT to come back again.
32. Key findings include:
- For all the schools, MACT was helping to establish kapa haka groups or develop the performing arts aspect within their school.
 - The response was mixed in terms of the intersection with the Level 6 diploma students who have a teaching requirement as part of the course. One school said there were two tutors that were not enrolled in the Level 6 programme as far as they were aware, one school said there were four - five tutors and were not sure whether they were Level 6 programme students or not, and one school said they thought that there were Level 6 programme students.
 - In all cases, MACT took a larger group (30 to 50) of senior school students to teach them performances and deliver the unit standards.
 - redacted under the OIA s.6(c) understanding was that MACT would deliver the theory and written aspects, as well as the performance aspect of the unit standards. However, s.6(c) understood that they were responsible for delivery of the theory side, but MACT were required to mark the written aspect.
 - In all cases the interviewee had trouble recalling the assessment aspect and if it was done at all. One school said they followed up about the assessments, what happened to the results, and whether the students would get credit, but they did not get a response. Another school said that MACT discussed with them that they "sold out on the assessment part of it." We interpreted this as meaning that nothing was done in regard to assessments.
 - Two of the schools paid MACT for travel costs and time. The other paid for travel costs only and said "it wouldn't have even covered their costs."
 - One school was aware that the services were part of the He Ari Tika mentoring programme. This was delivered mainly through the weekly kapa haka sessions. They were not sure if there was ongoing contact with students.

Comment on Subcontractors

33. redacted under the OIA s.6(c) and 9(2)(b)(ii)



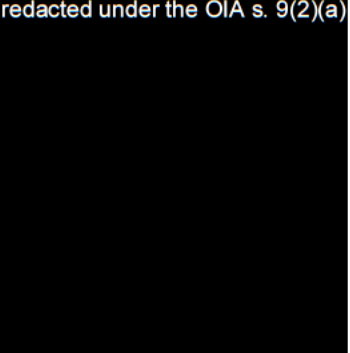
34. We have not examined further details or the delivery in relation to the subcontracts as we understand that they fall within the scope of a separate investigation.

35. We hope that this information is of assistance to you, but please ensure that you contact us if there are any further points that you wish us to cover.

Yours sincerely

DELOITTE

redacted under the OIA s. 9(2)(a)



Appendix A

Appendix A – Calculation of Teaching Hours

National Certificate in Maori Performing Arts (Level 4)

Tutor	Year	Timetable Hours	Additional Hours	Total Hours	Description of Teaching Hours
1 (Wero 1)	2014	175	166	341	Timetable/Lesson Plan Hours: Certificate ran between the dates April – November 2014 with generally 1 class after work per week. Additional Hours: 11 days of wananga and 1 additional hour per student per week for tutorials.
2 (Wero 2)	2014	136	126	262	Timetable/Lesson Plan Hours: Certificate ran between the dates April – November 2014 with 1 class in the afternoon per week. Additional Hours: 1 weekend wananga and additional hours for the afternoon class session given the tutor said it ran the full day.
3 (Wero 4)	2014	117	161	278	Timetable/Lesson Plan Hours: Certificate ran between the dates April – December 2014 with 10 hours of class per month. Additional Hours: Did not interview, therefore assumed additional hours were the average of 4 certificate tutors (excluded tutor 5 given there were only additional hours which would incorrectly inflate the value).
4 (Wero 6)	2014	147	190	337	Timetable/Lesson Plan Hours: Certificate ran between the dates April – November 2014 with generally 1 class after work per week. Additional Hours: 13 days of wananga and 1 additional hour per student per week for tutorials.
5	2013	0	400	400	Timetable/Lesson Plan Hours: Difficult to interpret the hours from the lesson plan provided. Therefore, we have relied on the interview. Additional Hours: 6 hours per weekend and 4 hours of class over a 40 week period.
6	2013	293	24	317	Timetable/Lesson Plan Hours: Certificate ran between the dates April – November 2014. This cohort is based on the MACT premise, where the students initially completed 60 hours per month until July, and then is more variable (ranging from 72 – 96 hours) until November. We then multiplied this by 0.5, as we have assumed (based on the interviews) that 50% of the time is teaching hours. The remaining 50% is self-directed learning where the students carry out the learning by themselves or within groups without tutor input. Additional Hours: 2 days of wananga.
Average		145	178	323	

National Diploma in Maori Performing Arts (Level 6)

Tutor	Year	Timetable Hours	Additional Hours	Total Hours	Comments
7	2014	293	24	317	The same tutor as Tutor 6. The tutor confirmed that Level 4 and Level 6 were delivered together in 2013. Therefore, we have assumed the same quantum of hours.
8	2013	293	24	317	The same tutor as Tutor 6. The tutor confirmed that Level 4 and Level 6 were delivered together in 2013. Therefore, we have assumed the same quantum of hours.
9	2013	400	0	400	Timetable/Lesson Plan Hours: 23 x 4 class hour sessions from timetable and 8 weekend wananga's. s. 6(c) redacted under the OIA s. 6(c) Additional Hours: No additional hours included given sufficient level of detail through interpreting the lesson plan.
Average		329	16	345	