

*An Evaluation of
TE RAU PUAWAI
WORKFORCE 100*

Perspectives of Te Rau Puawai Bursars

technical report no. 3

Prepared for the Ministry of Health

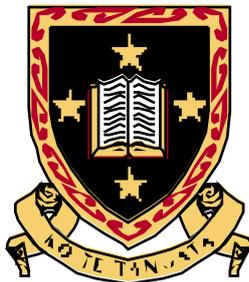
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Summary

The Te Rau Puawai programme is an attempt to change the nature of the Maori mental health workforce. To do this, Maori with aspirations to work, or to continue to work in the mental health workforce, are supported, financially and academically, to complete a tertiary qualification relevant to the field.

To evaluate the Te Rau Puawai programme, the Ministry of Health commissioned the Maori and Psychology Research Unit of the University of Waikato in July 2001. The overall aim of the evaluation was to provide the Ministry with a clearer understanding of the programme including: the perceived critical success factors, the barriers if any regarding Te Rau Puawai, the impact of the programme, the extent to which the programme may be transferable, gaps in the programme, and suggested improvements.

The evaluation team set out to gather the experiences and perspectives of recipients of Te Rau Puawai services by asking all bursars to complete a questionnaire and volunteer for follow up interviews or focus groups. Sixty two bursars responded to our questionnaire, and we complete focus group or individual follow up interviews with 19 bursars.

Some evaluation highlights are:

- Most bursars found out about the programme from peers or from Massey University.
- Finance was considered to be a major barrier along with the lack of Maori support for those who said they would not have entered university study without Te Rau Puawai.
- They reported maintaining regular contact with the Te Rau Puawai programme although contact with academic mentors was infrequent.
- Bursars were satisfied with the services provided by Te Rau Puawai staff.
- Good programme coordination, financial support, a broader support team of peer mentors, and the opportunity to come together at the head start hui were seen as integral to the programmes success.
- Te Rau Puawai was seen by bursars as a good programme that met their needs. However, suggestions were made to better utilise academic mentors, assist with course planning, better utilise the website, enhance the monthly newsletter, to promote the programme more to employers and help with job placements.
- All of the bursars intended to work in the mental health field in the short-term while many, in the long term aspired to work in a managerial positions.
- Most bursars thought that the programme would be transferable to other tertiary institutions and disciplines, and that strong coordination would be required to ensure success.

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Introduction

A joint initiative between the Ministry of Health and Massey University, Te Rau Puawai is aimed at enhancing the Maori mental health workforce by encouraging Maori to enrol and graduate with a Maori mental health related tertiary qualification. Since the programme's establishment in 1999, the goal of Te Rau Puawai has been to enable up to 100 Maori who are committed to Maori mental health advancement to complete relevant University academic programmes over a period of five years. Ways and means to achieving this objective is through the provision of bursaries, and academic and learning support for selected Maori students enrolled in appropriate programmes within the College of Humanities and Social Sciences at Massey University (Maxwell-Crawford, 2001).

Massey University offers flexible delivery training options to students including mixed mode (internal and extramural), block mode and extramural options. Te Rau Puawai currently supports 123 students most of whom are employed full-time within the broad area of Maori mental health, are mature students and study part-time as distance learners. Bursars (students) are located extensively throughout New Zealand from Kaitaia in the far north to Christchurch. Bursars also study at various levels from Certificate and undergraduate degree to postgraduate degree level (Maxwell-Crawford, 2001).

Te Rau Puawai is presented as supporting a holistic and pro-active model of learning provided by the Te Rau Puawai support team comprising of a full-time co-ordinator, an administrator, and peer mentors (Maxwell-Crawford, 2001). According to Maxwell-Crawford (2001), the specific support systems in place include:

0800 phone number: Providing an affordable means of communication with Te Rau Puawai staff.

Financial support: The Ministry of Health provides funding for students study related costs, Te Rau Puawai staff salaries and the various support systems as listed here.

Te Rau Puawai support team: full-time co-ordinator, an administrator, and peer mentors

Thursday night phone-in's: bursars have telephone access to peer mentors comprising of senior undergraduate and postgraduate students who meet Thursday nights during the academic year. The team handle study related inquiries within their individual area of knowledge and expertise. During quiet periods, the team also contacts bursars who have not maintained regular contact with Te Rau Puawai.

Academic mentors: Academic mentors (who are Massey University staff members) are allocated to each bursar and are encouraged to contact their mentors with any study related inquiries.

Headstart hui: It is compulsory for bursars to attend the head start hui at Te Putahi-a-Toi, School of Maori Studies, Massey University. Held twice per year, at the beginning of each semester, the hui provides a forum for bursars to meet their peers, the Te Rau Puawai support team, share their study and life experiences and engage in a number of workshops to prepare for study in the new semester. It serves to keep existing students focussed, and, each semester, brings what have been described as ‘new starts’ into the whanau. Where appropriate, bursars are also reimbursed for travel costs to attend the hui.

Regional visits: Each semester the coordinator, members of the support team and sometimes academic staff with a strong interest in Te Rau Puawai visit each of the bursars.

Regular newsletter – ‘Nga Moemoea’: During the academic year a monthly newsletter is sent to bursars. Articles from the Te Rau Puawai support team and bursars are posted regularly.

Website: The Te Rau Puawai website contains a restricted area (e-tautoko) which provides bursars an avenue to discuss various issues regarding their study. Workshop material is also available.

Te Rau Puawai room : This is available on campus 24 hours a day in Te-Putahi-A-Toi, School of Maori Studies. Computer and internet access is provided for bursars (internal students and those on block courses).

Kia ora Doc: At the beginning of the semester bursars provide a photo, contact details and paragraph about themselves, which is compiled into a document and distributed to each bursar. The document is another avenue that promotes whanaungatanga where bursars have access to background information about one another and are able to contact other students in their area of study.

To evaluate the Te Rau Puawai programme, the Ministry of Health commissioned the Maori and Psychology Research Unit of the University of Waikato in July 2001. The overall aim of the evaluation was to provide the Ministry with a clearer understanding of the programme including: the perceived critical success factors, the barriers if any regarding Te Rau Puawai, the impact of the programme, the extent to which the programme may be transferable, gaps in the programme, and suggested improvements. This report documents the bursars perspectives in addressing the objectives of the evaluation.

Method

Participants

Questionnaire respondents

Bursars of the Te Rau Puawai programme were viewed by the evaluation team as an important source of evaluative information. Because of this, we set out to provide as many options for their participation as was possible within the parameters of this study. We distributed by post 150 questionnaires (see Appendix 1) to bursars who had graduated; were currently undertaking study; or who had withdrawn from the programme. We also provided for those who might have preferred to have completed a web based questionnaire. Of 150 questionnaires distributed, 62 were completed and returned (either by post or electronically). Most respondents (69%) were female and 73% were aged over 35 years with 30% aged 45 years and older. Seventy six percent were extramural students. Therefore a large proportion of older bursars who studied extramurally completed the questionnaire which is congruent with the demographic makeup of bursars on the Te Rau Puawai programme. Respondents experience of Te Rau Puawai varied with 48% starting Te Rau Puawai in 2000, 34% in 2001 and 15% in 1999. The respondents were at differing levels of study with 53% undertaking undergraduate study and 29% undertaking graduate or post-graduate study. Respondents were participating in a variety of subject areas including psychology, rehabilitation studies (including alcohol and drug), Maori studies/development, social work, social policy, nursing and health science.

Interview/Focus group participants

Participants were asked in the written questionnaires described above whether or not they were willing to participate in a further focus group or individual interview. From the responses received participants were selected to ensure diversity according to: geographic location, courses undertaken and availability of access to support from other Te Rau Puawai bursars. Face to face focus groups and individual interviews were organised at mutual dates and times with regard to the above factors. Where face to face interviews were not possible individual telephone interviews were conducted.

Altogether 19 bursars participated in the interviews or focus groups. Three focus groups were held, one each in Palmerston North, Porirua, and Tauranga, with a total of 11 bursars. Two focus groups were conducted at mental health provider agencies and one in the home of a bursar. Telephone interviews were completed with three bursars, the remaining five completing face-to-face interviews. The participating bursars came from as far afield as Hamner Springs in the South Island to Hokianga in the North.

The questions asked of bursars in these follow up interviews can be found in Appendix 2.

Procedures

Questionnaire

Questionnaires and information sheets were posted to bursars. A critical component of ensuring an adequate response rate was the promotion of the evaluation via appropriate mechanisms within the programme, and subsequent reminders to students to provide a response. The project team were able to promote the evaluation by attending the headstart hui in July 2002. This also allowed the evaluators the opportunity to observe proceedings and, along with new bursars, be introduced to the Te Rau Puawai programme.

Using the monthly newsletter (Nga Moemoea) the evaluation was promoted and bursars were encouraged to participate either by posting the questionnaire back or by completing the online version of the questionnaire via a URL on Te Rau Puawai website. Updates regarding the evaluation and reminders to bursars were also posted in the newsletter.

The questionnaires sought the following information from bursars:

- how they found out about the programme
- why they applied
- the factors critical to their academic success
- satisfaction with the different components of the programme for example financial support, the support team, regional visits, hui, academic mentors, internet site, and newsletter
- what was uniquely Maori about Te Rau Puawai
- the support from employers
- the impact of the programme on their chosen area of study and career options
- and the potential barriers for them in pursuing tertiary education.

Focus groups and interviews

Issues identified from the analysis of the postal questionnaires formed the basis of the focus groups and interviews. This included seeking information as to:

- why academic mentors were not well utilised
- the support received from employers
- accessing support via email and the Te Rau Puawai website.

Other information was also sought regarding the overall aims of the evaluation such as:

- identifying factors that had contributed to the programme's success
- identifying any barriers to success
- the uniquely Maori aspects of the programme

- transferability of the programme
- any recommendations for improvements.

Each interview and focus group ranged in length from one-two hours. One to three researchers were involved in interviewing bursars either individually over the telephone, in person or in focus groups. The sessions in person were recorded on tape. On completion of the interviews, the notes taken were supplemented and expanded by verbatim quotes to produce a summary report. Where requested, these reports were sent back to bursars for comment and to check that the major themes that we had identified were consistent with bursars' views.

Data Analysis

Descriptive statistics were generated from the quantitative data collected. Content analysis procedures were applied to qualitative data to identify emerging patterns and dominant themes.

Ethical issues

The procedures described here were reviewed and ethical approval was received from the Research Committee of the Department of Psychology at the University of Waikato. All participants were provided with information sheets explaining the purpose of the research and their involvement. All participants completed consent forms. Copies of these are included in Appendix 3.

Findings

The findings are reported in two sections. The first describes the quantitative and qualitative results of the questionnaire survey. The second section presents themes that emerged from the focus groups and individual interviews held with Te Rau Puawai bursars.

Questionnaire survey of Te Rau Puawai Bursars

Quantitative and qualitative results for the bursar questionnaire are presented below according to the order of questions.

Finding out and applying for Te Rau Puawai

When asked about how they found out about the programme 37% of respondents ticked Massey University (see Table 1). A number of respondents (24%) mentioned their peers, whanau (16%) and 'other' (15%) as means by which they found out about Te Rau Puawai. The category 'other' included workplace or conference presentations by Te Rau Puawai staff and brochures distributed to agencies. It should be noted that a number of the categories overlapped, for example peers, student peers and whanau. This should not detract from the overall finding that respondents had multiple sources from which to access information about the Te Rau Puawai programme.

Table 1 Finding out about Te Rau Puawai

	n	%
Massey University	23	37
Peers	17	27
Whanau	10	16
Other	9	15
Employer	6	10
Student peers	5	8
Work colleagues	1	2

A variety of reasons were identified as influencing the decision made by bursars to apply for the Te Rau Puawai programme (see Table 2). Over 70% of respondents indicated that the Maori focus of the programme and the financial and academic support available had influenced their decision to apply for Te Rau Puawai. Over 60% stated gaining further qualifications and recognizing a need to upskill as being important factors impacting on their decision making. Less important in relation to decision making was encouragement from work colleagues and employers.

Table 2 Reasons for applying for the Te Rau Puawai Programme

	Very important		Somewhat important		Not important	
	n	%	n	%	n	%
Maori focus of Te Rau Puawai	46	74	6	10	0	0
Financial support offered	46	74	10	16	0	0
Academic support offered	45	73	7	11	1	2
To further qualifications	42	68	10	16	1	2
My own recognised need to upskill	41	66	8	13	1	2
Peer support offered	35	56	11	18	1	2
Encouraged by personal whanau	23	37	10	16	7	11
Encouraged by work colleagues	14	23	6	10	13	21
Encouraged by employer	6	10	11	18	13	21

Accessing support

Contact between bursars and the Te Rau Puawai support team (including the coordinator) is maintained regularly. The most common means of accessing support were: the Thursday night phone support team; phone contact outside of Thursday night, via the programme co-ordinator; and email exchanges with support team members (see Table 3). Support was sought about once a fortnight to once a month. Communication by phone and email were common forms of contact. Other forms of

Table 3 Frequency and types of support accessed

	At least once a ...						Less than once per ...				Did not use	
	Week		Fort-night		Month		Month		Semester			
	n	%	n	%	n	%	n	%	n	%	n	%
Thurs night phone support team (ph/pers)	12	19	21	34	9	15	7	11	7	11	1	2
Support provided by Coordinator	8	13	15	24	21	34	8	13	3	5	0	0
Phone support team (exc Thur)	5	8	12	19	21	34	8	13	4	6	8	13
Email with TRP support team	5	8	12	19	16	26	7	11	2	3	9	15
Support provided by Administrator	5	8	7	11	23	37	9	15	10	16	1	2
Te Rau Puawai website	7	11	9	15	16	26	12	19	4	6	6	10
Your academic mentor	4	6	6	10	19	31	12	19	10	16	5	8
Region visits by coordinator or Support team	2	3	3	5	12	19	6	10	18	29	4	6
Nga Moemoea Newsletter	1	2	3	5	35	56	12	19	3	5	1	2
Conference calls	2	3	4	6	7	11	5	8	9	15	21	34
TRP Hui	4	6	1	2	4	6	6	10	26	42	1	2

support included academic mentors who were reported to be accessed a least once a month by 31% of respondents. The Te Rau Puawai website was used by 26% of respondents at least once per month. Telephone conference calls did not appear to be a means of support accessed by bursars. This may be explained by telephone conferencing being a recently introduced initiative in Te Rau Puawai at the time that our questionnaire was distributed.

Level of satisfaction with support offered

Overall, respondents were either “very satisfied” or “satisfied” with the majority of support services provided by Te Rau Puawai staff (see Table 4). Over 85% were very satisfied with the co-ordinator and hui, and 69%-79% were very satisfied with the support provided by: the administrator; Thursday night support team; Nga Moemoea newsletter; and regional support visits. Forty-five percent of respondents were very satisfied with their academic mentors. Very few bursars were dissatisfied with any of the services offered. It was interesting to note that a number of respondents stated they did not use email contact with the support team (15%) or regional support visits (13%). Although 45% stated they did not use conference calls this was to be expected given the recent introduction of this initiative.

Table 4 Satisfaction with support offered

	Very satisfied		Satisfied		Dis-satisfied		Very dis-satisfied		Did not use		n/a*
	n	%	n	%	n	%	n	%	n	%	n
Support provided by Coordinator	56	90	3	5	0	0	0	0	0	0	6
TRP Hui each semester	54	87	3	5	2	3	1	2	0		
Support provided by Administrator	49	79	6	10	0	0	0	0	4	6	12
Thursday night support team (ph/pers)	48	77	11	18	1	2	0	0	1	2	9
Nga Moemoea Newsletter	45	73	16	26	0	0	0	0	0	0	1
Regional support visits - Coord/team	43	69	5	8	0	0	0	0	8	13	2
TRP support team (ex Thur night)	40	65	14	23	1	2	0	0	5	8	1
Email exch with TRP support team	31	50	12	19	0	0	1	2	9	15	2
Your academic mentor	28	45	25	40	2	3	0	0	5	8	7
Te Rau Puawai website	22	35	21	34	0	0	0	0	7	11	3
Conference calls	18	29	11	18	0	0	0	0	26	45	3

*n/a = no response

The most important components of the Te Rau Puawai programme

We listed twelve main components of the Te Rau Puawai programme and asked bursars to choose the five most important (see Table 5). The following components were listed by the majority of bursars as being most important: support provided by the coordinator (84%); financial support (77%); the hui at the beginning of each semester (63%); and the Thursday night support team (63%). Other components perceived as important included support provided by the Te Rau Puawai administrator, regional support visits and academic mentors.

Table 5 Most important components of the Te Rau Puawai Programme

Rank	Services Provided	n	%
1	Support provided by TRP Coordinator	52	84
2	Financial Support	48	77
3	TRP Hui at beginning of each semester	39	63
4	Thursday night support team (phone/in person)	39	63
5	Support provided by TRP Administrator	27	44
6	Regional support visits Coordinator/Support team	24	39
7	Your academic mentor	23	37
8	Phone exchanges – TRP support team (ex Thur night)	16	26
9	Nga Moemoea Newsletter	14	23
10	Te Rau Puawai website	13	21
11	Email exchanges with TRP support team	11	18
12	Conference calls	3	5

Other forms of support

We asked bursars whether they would have still applied for university study without the availability of Te Rau Puawai. Almost two thirds (58%) indicated that they would the remainder indicating otherwise. Qualitative responses indicated that without Te Rau Puawai, those committed to tertiary study would have applied for funding elsewhere either from whanau, an employer or a student loan.

Many made comments to the effect that the availability of Te Rau Puawai and financial assistance had helped to enhance their studies.

*Would have struggled financially and missed the support and networking.
Would have probably given up by now...*

TRP has provided me with extra support to continue with my study. I knew where I wanted to go [and] how to get there. TRP is a bonus [and] makes things easier.

Reasons provided by those who felt that they would not pursue tertiary study focused on: financial barriers, lack of support, limited opportunities to network with other Maori, and a lowered degree of commitment and motivation to succeed. For some, the prospect of having a student loan appeared daunting.

[I would not have applied for university study] due to financial commitments...I [also] believe I would not have completed my [first] paper this year if... not...for the support of the Te Rau Puawai team who provide... encouragement...

I wanted more contact with other Maori. I thrive better on being around other Maori we tend to awahi and whanaungatanga and generate that sense of pride that we are Maori willing to work towards improving health for Maori.

Contact with other bursars

Bursars were asked whether or not they engaged in various activities with other bursars and how often (see Table 6). Many had some kind of regular contact with others for a variety of purposes, for example catching up with each other, helping to meet assignment deadlines, sharing assignment tasks and discussions about course work. The frequency of contact varied but most bursars had contact with others at least monthly.

Although there were a number of respondents who maintained regular contact with other bursars, there were also some who had little or no contact with other bursars. When the response categories for contacts less than once per month or semester or not at all were combined about one third of respondents appear to have minimal contact with other bursars.

Benefits outside of Te Rau Puawai

We asked bursars how participation in the Te Rau Puawai programme had been of benefit to them outside of university study. The overwhelming response here was the benefit of professional networking with others in the mental health field. Networking with relatives was also seen as a benefit along with the emotional support and care. For many, Te Rau Puawai increased their confidence and sense of Maori cultural identity.

Being able to network with other Maori in the mental health area has provided me with inspiration and affirmed my Maoritanga, TRP gives me the opportunity to practice whanaungatanga not only with Maori but with other Maori people who are interested/working in mental health.

Te Rau Puawai has given me more confidence and inner strength to pursue my vision to do well in my profession and to make my decision that I will devote my life in improving the health of Maoridom.

Table 6 Frequency and contact with other Te Rau Puawai Bursars

	At least once a ...						Less than once per ...				Did not use, access or attend	
	Week		Fort night		Month		Month		Semester		n	%
	n	%	n	%	n	%	n	%	n	%		
'Catching up' with each other	16	26	12	19	14	23	9	15	5	8	4	6
Helping each other to meet assignment deadlines	13	21	11	18	12	19	11	18	3	5	9	15
Sharing assignment tasks	12	19	9	15	16	26	8	13	3	5	13	21
Telephone discussions about course work	11	18	10	16	18	29	7	11	5	8	6	10
Seek advice and guidance on work place challenges	11	18	7	11	9	15	11	18	4	6	15	24
Helping each other to prepare for tests & exams	10	16	14	23	11	18	9	15	3	5	12	19
Sharing study resources	10	16	9	15	14	23	5	8	11	18	9	15
Sharing work place resources	9	15	5	8	14	23	11	18	2	3	16	26
Strategizing to resolve course related issues	9	15	13	21	11	18	13	21	6	10	8	13
Sharing library books	9	15	5	8	7	11	7	11	5	8	26	42
Email discussions about course work	5	8	11	18	14	23	11	18	4	6	11	18

Other ways to successful academic outcome

When bursars were asked whether there were other ways that the Te Rau Puawai programme could support them towards achieving successful academic outcomes, most agreed that Te Rau Puawai currently provided a great programme. However, there were a range of other ideas. These included: more effective use of the academic mentoring system; facilitating access to more specialised mentors, for example Maori women clinical psychologists; more assistance with course planning both prior to first enrolment and throughout undergraduate and graduate study; more face-to-face contact with bursars both regionally and centrally at Massey University; more employer contact particularly in relation to the promotion of Te Rau Puawai; assistance with employment options including the development of targeted networks to assist with this; and the provision of computing resources both in relation to hardware and skills.

They do a brilliant job now... their expertise in all is invaluable... support is excellent... whanau excellent... could only say good things about TRP. [TRP could] have some input in speaking to our employers about the benefits [of] support [and] success that Te Rau Puawai has done so that they can be a little more flexible about study leave and flexible working hours. I'm sure if they heard the success they would come to the party.

Employed by a Mental Health Service Provider

Sixty-five percent (n=40) of the respondents worked for a mental health service provider. The focus of services included: alcohol and drug; dual diagnosis; kaupapa Maori mental health services (both within mainstream and iwi based); acute inpatient; forensic; child and adolescent; crisis care; rehabilitation; residential care, vocational services, community mental health, community nursing and marae based health care and social work. The main types of support provided to bursars by their employer included paid study leave, use of computing equipment, email and internet access and use of agency facilities for group meetings with other bursars (see Table 7). Types of support less likely to be given were flexible working hours, support with assignments and time management, and feedback on progress.

Table 7 Support provided by employer

	Yes		Some Times		No		Was not required	
	n	%	n	%	n	%	n	%
Paid study leave	29	73	4	10	4	10	1	3
Use of computing equipment	24	60	2	5	6	15	5	13
Email and internet access	23	58	1	3	6	15	8	20
Use of the Agency facilities to have Group meetings with other Bursars	21	53	1	3	5	13	10	25
Flexible work hours	11	28	9	23	13	33	4	10
Support with assignments	8	20	7	18	15	38	8	20
Support with time management	6	15	7	18	15	38	9	23
Feedback on progress	6	15	8	20	16	40	9	23

Respondents were also asked to rate how satisfied they were with the support provided by the mental health agency they worked for. Sixty-five percent were either very satisfied or satisfied with the support they received. Thirty-two percent were either dissatisfied or very dissatisfied with the support received (3% did not provide a response to this question).

Bursars were asked to indicate where they saw themselves working in the short term (3-5 years) and long-term (5-10 years). In the short-term all intended to work in the mental health area in some capacity. Roles included a psychologist, drug and alcohol workers, support workers, counsellor, policy analyst, mental health trainer, programme co-ordinator, mental health nursing and forensic nursing, clinical team leader, mental health management, and researcher/evaluator.

In the longer term, a number of respondents wanted to have enhanced their career path, for example progressed to management, consultancy, research or policy roles or becoming more experienced in their field, for example clinical psychology. A number also wished to be working with their own iwi or hapu.

Cultural responsiveness of Te Rau Puawai

Respondents were asked to rate the extent to which they felt various Te Rau Puawai services and processes were culturally responsive to them as Maori (see Table 8). All services and processes provided by Te Rau Puawai received ratings for being very responsive or somewhat responsive. The majority of respondents indicated that the following services were very culturally responsive to them as Maori: the support

Table 8 Cultural responsiveness of Te Rau Puawai services and processes

	Very responsive		Some what responsive		Some what unresponsive		Not responsive	
	n	%	n	%	n	%	n	%
Support provided by TRP coordinator	58	94	3	5	1	2	0	0
TRP Hui at beginning of each semester	55	89	5	8	1	2	0	0
Thursday night support team (by phone or in person)	52	84	10	16	1	2	0	0
Support provided by TRP Administrator	52	84	7	11	0	0	0	0
Nga Moemoea Newsletter	50	81	12	19	0	0	0	0
Phone exchanges with TRP support team (outside Thursday night)	48	77	9	15	0	0	0	0
Regional support visits from TRP Coordinator/ Support team	47	76	7	3	0	0	0	0
Email exchanges with TRP support team	35	56	16	26	0	0	1	2
Your academic mentor	32	52	22	35	2	3	2	3
Te Rau Puawai website	31	50	18	29	1	2	2	3
Conference calls	29	47	7	11	1		4	6

provided by the co-ordinator (94%); the hui at the start of each semester (89%); the Thursday night support team (84%); the support provided by the programme administrator (84%) and the Nga Moemoea newsletter (81%); phone exchanges with the Te Rau Puawai support team outside of Thursday night (77%); and regional support visits from Te Rau Puawai staff (see Table 8). Email exchanges, the Te Rau Puawai website, conference calls and academic mentors received lower satisfaction rating than other services. However these services received little, if any, somewhat unresponsive or not responsive ratings.

Suggested programme improvements

Respondents were asked about changes they thought were needed to improve the Te Rau Puawai programme. A number of respondents stated that they were satisfied with the programme currently. Other respondents provided a variety of suggestions for improvements. Key themes included the perceived need for continued and in some cases increased funding for the programme; increased accessibility for extramural students to face to face support; additional support for the Te Rau Puawai coordinator who was identified as carrying a very heavy workload; increased promotion of Te Rau Puawai to mental health agencies; and increased focus on transitioning to the workforce.

More emphasis [needed to]... maintain... the level of financial support to students (throughout) their academic study at Massey - not to compromise on the excellent standards established i.e. as the [numbers] of students grow there must be the supports available (admin., mentors, tutors etc.) to match the growing needs of students.

I believe the programme provides an awesome number of supports for me as a student. So, at this stage I can't see much room for improvement in a programme that is second to none. Kia ora ka nui te mihi ki a koutou katoa.

Focus Groups/Individual Interviews

In this section we report our findings from the follow up interviews and focus groups held with Te Rau Puawai bursars who indicated a willingness to discuss their experiences further. Our findings are organised around 5 major themes. They are:

- Critical success factors
- Barriers to success and gaps in the programme
- Uniquely Maori aspects of the programme
- Transferability
- Bursar ideas on improvements

Critical success factors

Te Rau Puawai Support Team

All Bursars mentioned the support provided by the Te Rau Puawai team as critical to the success of the programme. Comments were made regarding the genuineness and positive attitude of the team towards supporting bursars through their studies. The encouragement of Te Rau Puawai enabled bursars to feel comfortable and lessened feelings of whakama. Mention was made of how the Te Rau Puawai team walked alongside and nurtured the bursars, providing both academic and personal support. Having access to key people such as the coordinator, the administrator, and peer mentors was also considered an important part of the programme. The following comments were typical:

Attitude of staff, support team – a sense of "I believe in you as students and you believe in yourself", they never felt that you couldn't do it. This is put in place by key people such as [the coordinator and peer mentors]...

Support in all areas – Te Rau Puawai staff goes outside the realms of Te Rau Puawai...

The particular skills of the team were also appreciated, specifically - facilitation, negotiation, advocacy and conflict management skills.

Other Support Systems

Bursars identified the following support sources as being the most helpful to them:

- 0800 Puawai phone support
- Hui
- Regional visits
- Access to information

Comments were made about how the support team regularly kept in contact with bursars by phone, email or in person. A comment was made about how being a Te Rau Puawai Bursar was more difficult than being an ordinary student, as bursars were known and visible to the Te Rau Puawai team. This was regarded positively, being seen as a proactive way of monitoring and keeping bursars focused on obtaining success in their studies.

The hui held twice per year were important to respondents as this gave them the opportunity to network with each other and to meet key people relevant to their area of study. The hui were also regarded as a source of both inspiration and motivation for bursars.

*People share, help each other and you can put a face to the name at hui.
Motivating and inspiring each other...*

The regional visits were also highly regarded in that they provided a mechanism for bursars to maintain contact with Te Rau Puawai staff and other bursars. This was

especially so for bursars who were studying extramurally. The visits provided a forum for bursars to have ‘face to face’ contact with Te Rau Puawai staff and to discuss any issues regarding their studies.

Regional visits are good because we feel linked in and not left out of the whanau. We are not treated like strangers...

Bursars also commented that ease of access to information was another critical success factor. This included the ability to easily access resources necessary for their study via phone, email or internet.

Coordination

The majority of respondents identified the Te Rau Puawai coordinator as an important part of the programme. She was regarded as holding a key role within Te Rau Puawai, available to provide constant and ongoing support, both academically and personally, as well as being a person that knew bursars individually, and that bursars felt comfortable to talk to. They felt that she genuinely believed in them and their ability to be successful in their studies.

[The coordinator] as the central contact – an identified person, someone to talk to, there’s a person behind the face... [The coordinator] knows everyone and makes sure that people who need help, get help.

In addition, the coordinator also assisted bursars through institutional processes such as enrolment. She was easily accessible and responsive to the needs of bursars, for example always replying back to bursar queries and issues by phone or email.

Finance

Respondents saw the financial component of Te Rau Puawai as an important contributor in assisting them to undertake tertiary study. For some, if the financial assistance had not been available, tertiary study may not have been possible.

...Money, if no money there, many may not get through, financial situation...

Whanaungatanga

The majority of respondents noted whanaungatanga as a critical success factor of the programme, especially at the hui. Networking with other bursars was important and Te Rau Puawai provided mechanisms to do this via hui, conference calls, regional visits and the other support systems offered.

Barriers to success and gaps in the programme

Most respondents were satisfied with the programme and felt that Te Rau Puawai had addressed the barriers that were present via systems such as the 0800 phone number and regional visits. However, bursars did have some concerns regarding the programme. These are presented below.

Lack of provider support

Some respondents who worked for a mental health provider felt that management did not fully support their studies. Examples of this included not enough study leave allocated and high expectations from the agency that bursars also complete their full agency workload. Lack of access to computers, in particular the internet was also mentioned.

Academic mentors

Some respondents utilised their academic mentor whilst, for a variety of reasons, others did not. A common response was feeling whakama at approaching a mentor. For some, in particular mature respondents, because mentors were perceived to be very busy, bursars were reluctant to take up their time, resulting in help being sought from peers, the Te Rau Puawai coordinator or members of the Te Rau Puawai support team.

Several respondents told the evaluation team that they did not contact their mentor as that staff member was also their lecturer as well. In some cases it was felt that there was a possibility that mentors who were also lecturers would not be impartial in the advice and assistance provided to bursars. Respondents also felt that initial contact with mentors by email or phone was too impersonal and a preferred process would be the meeting of mentors at the hui.

Te Rau Puawai Website

Bursars who were familiar with email and had access to computing resources did access the Te Rau Puawai website. However, these were in the minority with few respondents actually having accessed the website. Reasons for this included not perceiving website as useful, lack of time to access the internet, limited access to the internet, lack of computing resources, unfamiliarity with internet technology, technical problems logging on, and other avenues of help were available. Some respondent also identified that attendance levels at the internet workshop at the hui were low.

Funding and continuity

Comment was made regarding funding, specifically uncertainty about what would happen at the end of the five year funding cycle. Mention was made of the potential for bursars to drop out should continuity of funding not be guaranteed.

Isolation in mainstream papers

Respondents had concerns about enrolling and succeeding in courses that did not have a Maori focus or many Maori enrolments. Respondents felt that bursar isolation was sharply highlighted when they attended block courses for these papers particularly when there were few bursars enrolled. Moreover, respondents did not have confidence in course staff having the competence or understanding of Maori ways of thinking, feeling and seeing the world. They felt that this had the potential to disadvantage their success in the paper.

Lack of support at postgraduate level

Some respondents perceived that there was abundant support for undergraduate bursars, however there were concerns over the lack of support at postgraduate level. In particular few, if any, role models were available at this level and it was felt that Te

Rau Puawai needed to support bursars throughout their study from undergraduate through to postgraduate level.

Loss of a key person

The critical role the coordinator played in the development and implementation of Te Rau Puawai was recognised. However concern was raised in relation to potential negative implications for the programme, for example the support provided not being of the same standard, if the present coordinator vacated the coordination role. Mention was made of the high expectations that would be held of a new coordinator.

Uniquely Maori aspects of the programme

Bursars that we spoke with identified that all components of Te Rau Puawai, from the Board through to bursars, were Maori focused. Maori processes were in place, for example opportunities for whanaungatanga at hui and the concept of tuakana/teina as undergraduate bursars had continued contact with senior Te Rau Puawai students. Respondents also mentioned aroha ki te tangata and tautoko. The following comments were typical:

Whole programme, including the name, diverse backgrounds, everyone understands how hard it is – phone team [they're] social worker, studies, work through issues... encompass all. Mainstream it's all about schoolwork but then they forget that there's another life around a person. Understand as Maori.

Transferability

The majority of Bursars agreed that the programme could be transferable to other tertiary institutions and disciplines. Suggested disciplines included law, sciences, education, resources and planning, and other health areas such as nursing. Comments were also made about how the programme should be accessible to all Maori throughout Aotearoa.

One suggestion was to open up the programme across other governmental sectors such as Te Puni Kokiri, and Child, Youth and Family Services. The possibility of having all universities involved in the programme to form a national Te Rau Puawai with regional subgroups was also suggested.

Comments were also made in relation to Te Rau Puawai being available in schools, with the purpose of tamariki learning skills that would be transferred from one generation to another.

Some respondents commented that the transferability of the programme depended on having key people with critical skills. These skills, well-established within the current Te Rau Puawai team, included the technical skills, passion and shared vision to assist Maori succeed in tertiary education. The following response was typical:

If this programme is going to start up somewhere else it is absolutely crucial that who ever leads it has the skills... the aroha, communication skills, appropriate qualifications to assist students...they've got to be absolutely multi-skilled...

Bursar ideas on improvements

Te Rau Puawai and Mental Health Provider Agencies

As previously mentioned lack of provider support posed a barrier for some respondents. The following suggestion was made to alleviate the problem:

Te Rau Puawai needs to advocate between bursars and management to support bursars/employees. The Te Rau Puawai coordinator to liaise with Mental Health Providers in being transparent with support to bursars/employees.

One respondent told the evaluators that there was lack of support to aid the transition from gaining a degree to entering the workforce. A suggestion was made to encourage mental health providers to access Te Rau Puawai for potential employees, for example mental health agency placements and employment vacancies.

Academic Mentors

Some respondents suggested ways to improve the utilisation of academic mentors. Methods included encouraging mentors to attend hui and introduce themselves as a process of whanaungatanga. Another suggestion was to have academic mentors included in the Kia Ora Doc. It was felt that person to person contact such as this would assist in addressing barriers of whakama thus enabling students to contact, use and benefit from their mentors.

It was also considered important to have independent mentors as opposed to mentors who were occupying dual roles as both lecturer and mentor. However, although independent, the mentor would still be required to have experience in whatever field the bursar studied. It was suggested that, in conjunction with the current system, a different form of mentorship could be established whereby ex-students of Te Rau Puawai provide mentorship and act as role models for bursars.

Website

Several suggestions were made to increase the use of the Te Rau Puawai website. Development of a more user friendly website for Massey and Te Rau Puawai was mentioned. Another suggestion was to revamp the website as some of the subject matter was old, for instance allowing one person from each department to provide input at least once per month.

Nga Moemoea Newsletter

A suggestion for improving Nga Moemoea was to include articles from different health related studies such as nursing and social work for bursars studying in those and other health related disciplines.

Conclusions

As all of the bursars who were interviewed either individually or in a focus group had previously completed the postal questionnaire, the summary is a broad overview of both sections of the findings.

Bursars discovered the Te Rau Puawai programme mostly from peers or Massey University. Bursar workplaces were another means to providing information about Te Rau Puawai. Bursars were attracted to the Maori focus of the programme, the financial support, the academic support offered, to upskill and to obtain further qualifications. With regard to accessing various support services, bursars appeared to maintain regular contact with the Te Rau Puawai support team although to a lesser extent with their academic mentor. The monthly newsletter was well received.

Overall, bursars were satisfied with the services provided by Te Rau Puawai staff. The coordinator was noted as integral to the programme in terms of academic skills and knowledge, personal and academic support, having a genuine belief in the capacity of bursars, and personally knowing each of the students. The second most important component of the programme was the financial support offered. The Te Rau Puawai support team were regarded highly for their roles in supporting and nurturing students. The headstart hui held each semester were valuable in terms of networking and providing a source of motivation and a sense of community.

Although over half of the bursars would have applied to go to university without the support of Te Rau Puawai, some commented that study would have been more difficult without the personal, academic and financial support. Finance was considered to be a major barrier along with lack of Maori support for those who said they would not have entered university study without Te Rau Puawai.

The main advantage of the programme outside of university study for bursars was the value of networking with others who worked in the mental health field.

Te Rau Puawai was seen by bursars as a good programme that met their needs. However, suggestions were made to better utilise academic mentors, assist with course planning, better utilise the website, enhance the monthly newsletter, to promote the programme more to employers and help with job placements.

Over half of the bursars were employed by a mental health service provider and most provided various types of support such as paid study leave and work resources. However, not all bursars were satisfied with the support provided. Almost one third were either dissatisfied or very dissatisfied.

All of the bursars intended to work in the mental health field in the short-term while many, in the long term, aspired to work in a managerial positions.

Most bursars thought that the programme could be transferable to other tertiary institutions and disciplines, and that strong coordination would be required to ensure success.

References

- Maxwell-Crawford, K. (2001). *Te Rau Puawai: A Māori dedicated model of workforce development and learning support*. Unpublished paper, Massey University, Palmerston North.

Appendix 1 Information sheet

Information Sheet:

Te Rau Pauwai WORKFORCE 100 Evaluation

Kei te tuku atu nga mihi ki a koutou e whai ana i nga matauranga o te aohurihuri.
 In July 2001, the Ministry of Health commissioned the Maori & Psychology Research Unit of the University of Waikato, to evaluate the Te Rau Puawai Work Force 100 programme of which Massey University is the provider.

The overall aims of the evaluation are to investigate and comment on the following aspects of the Te Rau Puawai programme:

- critical success factors
- barriers to success
- uniquely Maori aspects of the programme
- gaps in the programme
- recommendations for improvements
- transferability
- other relevant issues

As a Te Rau Puawai Bursar, we are inviting you to complete an evaluation questionnaire where we ask you to comment on your experience of the Te Rau Puawai programme and on those areas listed above.

Before completing the questionnaire please note the following:

- This is an anonymous questionnaire. We ask you not to provide any information that may identify you in any way.
- Answer only those questions that you want to answer.
- You may withdraw from this process at any time by not returning the questionnaire.
- By returning the questionnaire (either by mail or electronically) the evaluation team will assume that you have provided your consent for us to use your information for evaluation purposes.
- Announcements and progress reports on the evaluation will be provided in Nga Moemoea. You will also be given a summary report and access to the final report.
- If you have any concerns about this project, please contact other evaluation team members, or the Chair of the Psychology Department's Ethics Committee - Dr Bernard Guerin, University of Waikato, Private Bag 3105, Hamilton, Phone: 07 8562889.
- **Please return the questionnaire by Monday, 15 October 2001.**

Manaakitanga,
 Linda Waimarie Nikora
 (Evaluation team leader)

Appendix 2 Te Rau Puawai Bursar Questionnaire

Te Rau Puawai Bursar Questionnaire:

Finding out and applying for Te Rau Puawai?

1. How did you find out about the Te Rau Puawai programme? You may tick more than one option.

- Peers
- Whanau
- Work colleagues
- Employer
- Student peers
- Massey University
- Other (please specify) _____

2. Which of the following factors were important to your decision to apply to be a Te Rau Puawai Bursar? Please place a tick **3** in the column that best represents your response.

	Very important	Somewhat important	Not important
a) Encouraged by employer			
b) To further qualifications			
c) Financial support offered			
d) Academic support offered			
e) Peer support offered			
f) Encouraged by personal whanau			
g) Encouraged by work colleagues			
h) My own recognized need to upskill			
i) Maori focus of Te Rau Puawai			
j) Other (please specify)			

Accessing Support

3. On average how often would you engage/access the following Te Rau Puawai services? Circle only one number for each item.

	At least once a ...			Less than once per ...		Did not use, access or attend
	Week	Fortnight	Month	Month	Semester	
a) Regional support visits from TRP Coordinator/ Support team	1	2	3	4	5	6
b) Te Rau Puawai website	1	2	3	4	5	6
c) Email exchanges with TRP support team	1	2	3	4	5	6
d) Nga Moemoea Newsletter	1	2	3	4	5	6
e) Your academic mentor	1	2	3	4	5	6
f) Thursday night support team (by phone or in person)	1	2	3	4	5	6
g) Phone exchanges with TRP support team (outside Thursday night)	1	2	3	4	5	6
h) Conference calls	1	2	3	4	5	6
i) Support provided by TRP coordinator (Kirsty)	1	2	3	4	5	6
j) Support provided by TRP Administrator (Jean)	1	2	3	4	5	6
k) TRP Hui at beginning of each semester	1	2	3	4	5	6

Satisfaction with Support Offered

4. Please indicate your level of satisfaction with each of the following Te Rau Puawai components. **Circle only one number for each item.**

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Did not use, access or attend
a) Regional support visits from TRP Coordinator/ Support team	1	2	3	4	5
b) Te Rau Puawai website	1	2	3	4	5
c) Email exchanges with TRP support team	1	2	3	4	5
d) Nga Moemoea Newsletter	1	2	3	4	5
e) Your academic mentor	1	2	3	4	5
f) Thursday night support team (by phone or in person)	1	2	3	4	5
g) Phone exchanges with TRP support team (outside Thursday night)	1	2	3	4	5
h) Conference calls	1	2	3	4	5
i) Support provided by TRP coordinator (Kirsty)	1	2	3	4	5
j) Support provided by TRP Administrator (Jean)	1	2	3	4	5
k) TRP Hui at beginning of each semester	1	2	3	4	5

Other Forms of Support

5. Would you still have applied for university study without the availability of Te Rau Puawai? Place a tick **3** in the box that applies and explain your response.

Ⓡ Yes	<u>Explanation</u>
Ⓡ No	

6. How frequently have you engaged in the following activities with other Te Rau Puawai bursars? Circle only one number for each item.

	At least once a ...			Less than once per ...		Did not use, access or attend
	Week	Fortnight	Month	Month	Semester	
a) Telephone discussions about course work	1	2	3	4	5	6
b) Email discussions about course work	1	2	3	4	5	6
c) Helping each other to prepare for tests and exams	1	2	3	4	5	6
d) Sharing assignment tasks	1	2	3	4	5	6
e) Helping each other to meet assignment deadlines	1	2	3	4	5	6
f) 'Catching up' with each other	1	2	3	4	5	6
g) Sharing library books	1	2	3	4	5	6
h) Sharing study resources	1	2	3	4	5	6
i) Seeking advice and guidance on work place challenges	1	2	3	4	5	6
j) Sharing work place resources	1	2	3	4	5	6
k) Strategizing to resolve course related issues or concerns	1	2	3	4	5	6
l) Other activities? _____	1	2	3	4	5	6
m) Other activities? _____	1	2	3	4	5	6

7. Outside of university study, how has participation in the Te Rau Puawai programme been of benefit to you?

Employed by a Mental Health Service Provider

- 8. Have you been employed by a Mental Health Service Provider during your time as a Te Rau Puawai Bursar?**

<input type="radio"/> Yes	Briefly describe the services provided by the Agency you work(ed) for.
<input type="radio"/> No Go to question 11	

- 9. During your time on the Te Rau Puawai programme did the Mental Health Agency that you were employed by provide any of the following? Circle only one number for each item.**

	Yes	Sometimes	No	Was not required
a) Paid study leave	1	2	3	4
b) Flexible work hours	1	2	3	4
c) Use of computing equipment	1	2	3	4
d) Use of the Agency facilities to have group meetings with other Bursars	1	2	3	4
e) Support with assignments	1	2	3	4
f) Email and internet access	1	2	3	4
g) Feedback on progress	1	2	3	4
h) Support with time management	1	2	3	4
i) Other support _____	1	2	3	4
j) Other support _____	1	2	3	4

- 10. Please indicate how satisfied you were/are with the support provided to pursue university study, by the Mental Health Agency you work(ed) for. Place a tick **3** in the box next to that which best reflects your opinion.**

Very satisfied

Dissatisfied

Satisfied

Very Dissatisfied

Career Opportunities

- 11. Where do you see yourself working in the next 3 - 5 years, and in what role?**

- 12. Where do you see yourself working in the next 5 - 10 years, and in what role?**

Other Aspects of Te Rau Puawai

- 13. Rate the extent to which you feel the following Te Rau Puawai services, products and processes are culturally responsive to you as Maori. Circle only one number for each item.**

	Very responsive	Some what responsive	Some what unresponsive	Not responsive
a) Regional support visits from TRP Coordinator/ Support team	1	2	3	4
b) Te Rau Puawai website	1	2	3	4
c) Email exchanges with TRP support team	1	2	3	4
d) Nga Moemoea Newsletter	1	2	3	4
e) Your academic mentor	1	2	3	4
f) Thursday night support team (by phone or in person)	1	2	3	4
g) Phone exchanges with TRP support team (outside Thursday night)	1	2	3	4
h) Conference calls	1	2	3	4
i) Support provided by TRP coordinator (Kirsty)	1	2	3	4
j) Support provided by TRP Administrator (Jean)	1	2	3	4
k) TRP Hui at beginning of each semester	1	2	3	4

14. Of the following Te Rau Puawai programme components, please tick **3 the FIVE MOST IMPORTANT**

- | | |
|--|--|
| <input type="radio"/> Regional support visits from TRP Coordinator/ Support team | <input type="radio"/> Te Rau Puawai website |
| <input type="radio"/> Nga Moemoea Newsletter | <input type="radio"/> Thursday night support team (either by phone or in person) |
| <input type="radio"/> Your academic mentor | <input type="radio"/> Email exchanges with TRP support team |
| <input type="radio"/> Phone exchanges with TRP support team (outside Thursday night) | <input type="radio"/> Support provided by TRP Administrator (Jean) |
| <input type="radio"/> TRP Hui at beginning of each Semester | <input type="radio"/> Support provided by TRP coordinator (Kirsty) |
| <input type="radio"/> Financial Support | <input type="radio"/> Conference calls |

15. Are there other ways that the Te Rau Puawai programme could support you towards achieving successful academic outcomes?

16. What changes do you think are needed to improve the Te Rau Puawai programme?

Demographic Details

17. I am ...(please circle) female male

18. I am ...(please tick **3** one box)

18 - 20 years old

21 - 25 years old

26 - 35 years old

36 - 45 years old

45+ years old

19. What year did you start on the Te Rau Puawai programme?

Enter year _____

20. During my time as a Te Rau Puawai Bursar, I have studied as ...

(please tick as many of the following that apply).

An internal student

A distance student

An extramural student

A block student

A full time student

A part time student

21. What degree are you currently enrolled in?

Kia ora!!! Thank you - we do appreciate your time. This is the end of the questionnaire, but we have some questions about your participation in further evaluation processes.

Please turn over...

The evaluation team wishes to invite you to engage further with us by participating in a focus group or personal interview either in person or via telephone conference.

A. Do you wish to take up this invitation?

- Yes** (If yes, please provide details below. Post the questionnaire in one self-addressed envelope then post these two pages in the other self-addressed envelope).
- No** (If no, please simply return the questionnaire in the self-addressed envelope).

Your name:	
Address:	
Email:	
Day phone:	
Night phone:	
When is the best day/time for us to phone you?	

B. If you work for a Mental Health Agency, we are particularly interested in talking with someone from your agency about the nature of the support the agency provides to Te Rau Puawai Bursars and their views on the Te Rau Puawai programme. Are you willing to nominate an agency person for us to talk to about Te Rau Puawai?

- Yes** (If yes, please provide details of agency person to contact over the page).
- No**

DETAILS OF NOMINATED AGENCY CONTACT PERSON

YOUR name:	
Name of Agency contact person	
Name of Agency	
Street address of agency	
Postal address of agency (if different from above)	
Agency contact person's Email:	
Day phone:	
Night phone:	
When do you think is the best day/time for us to phone them?	

Appendix 3 Focus Group/Interview Information Sheet and Interview Schedule

Information Sheet:

Te Rau Pauwai WORKFORCE 100 Evaluation

Kei te tuku atu nga mihi ki a koutou e whai ana i nga matauranga o te aohurihuri.

In July 2001, the Ministry of Health commissioned the Maori & Psychology Research Unit of the University of Waikato, to evaluate the Te Rau Puawai Work Force 100 programme of which Massey University is the provider.

The overall aims of the evaluation are to investigate and comment on the following aspects of the Te Rau Puawai programme:

- critical success factors
- barriers to success
- uniquely Maori aspects of the programme
- gaps in the programme
- recommendations for improvements
- transferability
- other relevant issues

As a Te Rau Puawai Bursar, we are inviting you to complete an evaluation questionnaire where we ask you to comment on your experience of the Te Rau Puawai programme and on those areas listed above.

Before completing the questionnaire please note the following:

- This is an anonymous questionnaire. We ask you not to provide any information that may identify you in any way.
- Answer only those questions that you want to answer.
- You may withdraw from this process at any time by not returning the questionnaire.
- By returning the questionnaire (either by mail or electronically) the evaluation team will assume that you have provided your consent for us to use your information for evaluation purposes.
- Announcements and progress reports on the evaluation will be provided in Nga Moemoea. You will also be given a summary report and access to the final report.
- If you have any concerns about this project, please contact other evaluation team members, or the Chair of the Psychology Department's Ethics Committee - Dr Bernard Guerin, University of Waikato, Private Bag 3105, Hamilton, Phone: 07 8562889.

Manaakitanga,
Linda Waimarie Nikora
(Evaluation team leader)

Te Rau Puawai Bursar Interview/Focus Group Schedule:

Aspects of the Te Rau Puawai Programme

We know that overall, Te Rau Puawai bursars have excellent pass rates in their papers.

1. **What do you think are the critical things that have realised this result? Try to think of the one or two most important things.**
2. What aspects of the programme do you think bursars recognise as being useful/helpful to them as Maori engaged in higher learning?
3. What problems do you think programme organisers need to solve to ensure the future success of the programme?

Use of Te Rau Puawai Resources

4. Academic mentors are not widely used by bursars.
 - a. What do you think are the reasons for this?
 - b. What are your thoughts about how mentoring relationships could be improved?
5. Many bursars have access to email and the internet, however, these modes of communication are not widely used to access Te Rau Puawai services.
 - a. What do you think are the reasons for this?
 - b. How could utilisation of these Te Rau Puawai services be improved?

Employed by a Mental Health Service Provider

6. Have you been employed by a Mental Health Service Provider during your time as a Te Rau Puawai Bursar?

<input type="radio"/> Yes	Briefly describe the services provided by the Agency you work(ed) for.
<input type="radio"/> No Go to question 8.	

7. Generally bursars have indicated that Mental Health Agencies that they work for provide them with resources such as computer equipment, email, internet and paid study leave. However, some bursars also indicated that they were dissatisfied or very dissatisfied with the support they received from their employer.
 - a. What are your comments in relation to this statement?
 - b. How could this situation be improved with the help of Te Rau Puawai?

General Question

8. Any other comments that you think are important for us to know as evaluators?

Appendix 4 List of technical reports

Technical report no. 1	Te Rau Puawai – Evaluation overview
Technical report no. 2	Addressing the recruitment and retention of Maori students in tertiary education institutions: A Literature Review
Technical report no. 3	Perspectives of Te Rau Puawai Bursars
Technical report no. 4	Te Rau Puawai Support team and staff perspectives
Technical report no. 5	Academic mentors perspectives
Technical report no. 6	Stakeholder perspectives