

*An Evaluation of  
TE RAU PUAWAI  
WORKFORCE 100*

**volume 1**

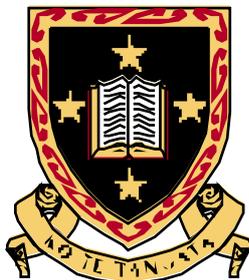
# **Te Rau Puawai Evaluation Overview**

**technical report no. 1**

**Prepared for the Ministry of Health**

By

*Linda Waimarie Nikora  
Michelle Levy  
Jacqueline Henry  
Laura Whangapirita*



**The  
University  
of Waikato**

*Te Whare Wānanga  
o Waikato*

*Maori & Psychology Research Unit  
University of Waikato*

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## **Acknowledgements**

We are grateful for the contribution and support of the Te Rau Puawai coordination and support staff, the Te Rau Puawai Board, staff of the Ministry of Health, academic staff of Massey University, particularly of Te Putahi a Toi and the College of Humanities and Social Sciences.

Bursars, mentors, Mental Health agency staff ...your cooperation in helping us to complete this evaluation task has been invaluable.

Te Whanau o Te Rau Puawai, kia kaha, kia maia, kia manawa nui.

Na,

***The Evaluation Team***

Maori & Psychology Research Unit

## **Executive Summary and Recommendations**

Te Rau Puawai was established in 1999, as a joint venture between the former Health Funding Authority and Massey University. The overall goal of the programme is to contribute at least 100 Maori graduates to the Maori mental health workforce within a five year period. To achieve this, Te Rau Puawai actively identifies and supports Maori who are committed to Maori mental health advancement, into mental health related programmes available from the College of Humanities and Social Sciences of Massey University. The desired outcome of Te Rau Puawai is the accelerated development of a professional Maori mental health workforce, and of the range of providers of Maori mental health services. The net result is expected to be health gains for Maori. Programme organisers have been successful in a number of ways and appear favourably positioned to meet their goal of graduating 100 bursars. Bursars have achieved a staggering pass rate of 80% compared with 65% for all Massey University students as a whole, and it is anticipated that at least 56 students will have completed their programme of study by the end of 2001, with a further 50 to complete over 2002/03.

In July 2001, the Maori & Psychology Research Unit of the University of Waikato was asked to conduct an evaluation of the Te Rau Puawai programme. The overall aim of the evaluation was to provide the Ministry of Health 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.

Through archival search, questionnaire surveys and interviews, evaluative data was collected from major stakeholders in the Te Rau Puawai programme. They were: the Te Rau Puawai Board, the Ministry of Health, key Massey University academic staff, academic mentors, mental health service providers, bursars and the Te Rau Puawai support team and coordinator.

### **Evaluation highlights**

#### ***Uniquely Maori aspects of the programme***

Te Rau Puawai is a programme that draws from important Maori practices and processes in order to establish a familiar and productive academic learning environment for Maori within the Massey University and Maori mental health communities. Te Rau Puawai is a whanau – of bursars, academics and mentors, support staff, Board members, and mental health agency providers. There is a sense of ownership and self-determination, if you like, rangatiratanga, expressed through Te Rau Puawai and by its whanau members, that engenders a sense of responsibility in

bursars to the Te Rau Puawai kaupapa and to each other. The Maori mental health workforce stands to benefit from the professional networks established through Te Rau Puawai.

### ***Transferability***

As an education provider, Massey University is unique. It specialises in distance education; it is well supported by the expertise within its School of Maori Studies, and offers a number of programmes relevant to Maori mental health. Although the general principles and culture of the programme may be transferable to other settings and sectors (both public and private), the details of any such programme would need to be tailored to the needs and characteristics of specific target groups, funders, institutional contexts, and sectors.

### ***Critical success factors***

Participants in this evaluation highlighted a variety of factors considered important to the success of Te Rau Puawai. These were:

- An academic institution with multiple delivery modes, able to attract committed Maori people, to pursue qualifications that will support the needs of the Maori mental health workforce across Aotearoa/New Zealand.
- Well established Maori academic leadership with an international track record in mental health and an ongoing relationship with those in the field.
- An extended funding arrangement (5 years) provided at the national level, rather than regionally, to provide for administration, coordination, staff, and financial and academic support for bursars.
- A committed and enthusiastic Board composed of funder and provider representatives of adequate status to effect changes when necessary and to provide short and long-term strategic leadership.
- A flexible selection criterion responsive to regional and vocational Maori mental health workforce needs.
- A recognisable Maori programme based within a supportive Maori environment built on a foundation of Maori values and processes, and a commitment to training people for careers in Maori mental health.
- Innovative and multiple support strategies that respond to the financial circumstances, academic learning support needs, geographic location, work status, and time commitments of bursars.
- An enthusiastic and positive support team (coordinator, administrator, support staff, academic mentors and institutional hierarchy) who: collectively shoulder

the responsibility of supporting Maori bursars to successful outcomes; believe that bursars can achieve; who reinforce and model expectations; are accessible to bursars; and who provide timely, appropriate and sensitive support.

- Excellent coordination.

### ***Barriers to success***

Bursars in this evaluation were noticeably excited about their courses of study and identified few barriers to their success. There was little suggestion of racism or prejudice that often characterises previous research in this area; or expressed frustration in accessing support, resources or people when a need arose. Although there was some concern about continuity, the financial needs of bursars had been ameliorated by Te Rau Puawai, removing or lessening the burden of debt repayment, or the need to seek financial support. The Te Rau Puawai whanau and support system serves as an efficient vehicle to allow bursars to adapt and negotiate an unfamiliar tertiary environment. Te Rau Puawai allows bursars a place to stand and to be Maori.

The evaluation team did note some minor programme ‘gaps’ and these are presented within the recommendations below.

## **Recommendation for improvements**

Te Rau Puawai is a joint venture between the Ministry of Health and Massey University. The interests of each party are represented within the constitution of the Te Rau Puawai Board. It is therefore appropriate to address our recommendations to the Board for implementation.

1. The Te Rau Puawai Board has successfully built and delivered a programme of support to accelerate the development of a professional Maori mental health workforce that will realise improved mental health gains for Maori. Te Rau Puawai is well on track to meeting its objective of training 100 Maori graduates.
  - a. **For the greater benefit of Maori in tertiary education and in related sectors, the evaluation team recommends that the Te Rau Puawai Board publicise the critical success factors of the programme. This might be achieved through academic publications and the popular press.**

2. Academic mentoring can facilitate: access to academic resources; a space and time for reflection and feedback; the opportunity to encourage and enhance the esteem of bursars; and a sense of collegiality, the latter being important to creating a sense of belonging and community. Despite these possibilities, academic mentors are not well used by bursars.
  - a. **The evaluation team recommends that the role and tasks of academic mentors be clarified, with particular attention to:**
    - i. **establishing a shared responsibility by mentors and bursars, for making and maintaining the mentoring relationship; and**
    - ii. **resolving the possible conflicts of interest of academic mentors who are also paper coordinators.**
3. Knowing if a bursar will remain committed to a career in Maori mental health is an uncertain matter. We note that this will require further experimentation and investigation.
  - a. **We recommend that the Te Rau Puawai Board remain: strategic in selecting bursars, and informed of the needs of the Maori mental health workforce.**
4. As the number of bursars pursuing higher degrees increase, the programme will need to refocus on their changing needs.
  - a. **The evaluation team recommends that the Te Rau Puawai Board monitor the experiences of its' post graduate bursars with the view to better meeting their academic support needs. The support role that the Te Putahi-a-Toi research programmes can play could be further explored.**
5. Mental health agencies (mainstream and Maori) are likely to continue as a source of bursars, and an employment setting for them. Ultimately, it is the face to face service that is provided to clients that will result in real health gains for Maori. Mental health agencies are important stakeholders to the Te Rau Puawai programme.
  - a. **The evaluation team recommends that the Te Rau Puawai Board work to enhance its links with mental health agency providers particularly with respect to recruiting potential bursars, and promoting the Te Rau Puawai programme.**

6. Coordination of the Te Rau Puawai programme is vital to its success. The Te Rau Puawai Board needs to ensure that the coordinator and staff are well supported with clear strategic direction and early warning of changes to direction.
  - a. **The evaluation team recommends that the Te Rau Puawai Board meets regularly (once or twice a year) with the coordinator and staff to specifically discuss strategic directions.**

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## Introduction

Te Rau Puawai is an initiative that has meant many things to those involved: the institutions, academics and support staff that host and provide it, the Health Funding Agency/Ministry of Health that purchased it, the sector for which it is intended to impact, and to the bursars, their whanau and communities it is intended to support. Te Rau Puawai can be viewed simply as a Maori recruitment and retention programme, like many others that are in existence. But unlike others, it does make a difference. With the programme's strong emphasis on whanaungatanga, the vast majority of bursars successfully pass their chosen papers and go on to graduate with academic qualifications relevant to working in the Maori mental health field.

Bursars achieved a staggering pass rate of 80% compared with 65% for all Massey University students as a whole. Programme organisers anticipated that at least 56 students will have completed their programme of study by the end of 2001, with a further 50 to complete over 2002/03.

## Why evaluate Te Rau Puawai?

As the statistics presented above reflect, Te Rau Puawai is a success. It has attracted and supported bursars to successful academic outcome over and above that achieved, on average, by other Maori students and by other mainstream students. By enhancing the bonds between bursars, academic staff, and mental health agencies, Te Rau Puawai has already contributed to arming the Maori mental health workforce with desperately sought after skills.

At the time of commissioning this evaluation, the Ministry of Health and Massey University were enthusiastic in expressing their satisfaction with the achievements of Te Rau Puawai and its bursars. And for good reason too. Te Rau Puawai has been operating for two academic years and is currently beginning its third. Within that time, Te Rau Puawai has achieved over and above that initially anticipated. Because of this, the Ministry of Health and Massey University were keen to discover explanations for such success and to identify any barriers that the programme still needed to address.

## Evaluation objectives

To investigate and provide evaluative comment on the following with respect to Te Rau Puawai:

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

## About the report

This is the first of 6 technical reports. In this report: we describe the Te Rau Puawai programme; provide a description of evaluation participants; present an overview of our evaluation procedures; discuss our overall evaluation conclusions; and present recommendations. In the other technical reports, we present and summarise: our review of literature; and that information gathered via interviews and questionnaires with various participants and stakeholders to the Te Rau Puawai programme. The reports are:

- 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*

## Te Rau Puawai – One hundred blossoms

Appropriately named, Te Rau Puawai was established in 1999, as a joint venture between the former Health Funding Authority and Massey University. They collaborated to provide a programme that sought to contribute at least 100 Maori graduates to the Maori mental health workforce within a five year period. To achieve this, Te Rau Puawai recruits and supports Maori who are committed to Maori mental health advancement, into mental health related programmes available from the College of Humanities and Social Sciences of Massey University. The desired outcome of Te Rau Puawai is the accelerated development of a professional Maori mental health workforce, and of the range of providers of Maori mental health services. The net result is expected to be health gains for Maori.

In this section we describe the Te Rau Puawai programme: the programme's structure, the support services, its staff, and the benefits that are afforded students. The information required to produce this description has been drawn from Te Rau Puawai documents (see Appendix 1); programme staff; Massey University staff; the Te Rau Puawai Board, the Ministry of Health, bursars, and from observations that we have made of programme activities.

## The background context

### ***The Ministry of Health***

The mission of the Ministry of Health (2001, pp 12-13) is to be:

*an effective facilitator of desired change, actively linked with and understanding the total health and disability system – ‘Leading Health’.*

Its key roles are: to manage all aspects of health and disability policy advice; fund the health and disability sector; manage the relationships between the Ministry of Health, the Minister of Health and District Health Boards; monitor standards and ensure performance, enforce regulation and auditing; report regularly on health and disability status throughout the country including the achievement of health goals; and provide nationwide planning for service infrastructure.

Itself, the subject of change over the passed two to three years, the Health Funding Authority which initiated the Te Rau Puawai joint venture with Massey University, has now been disbanded with its functions redistributed across a revamped health sector. In these change activities, an effort was made to retain support for Te Rau Puawai at the national level. This was for a number of reasons including, the need for continuity across a 5 year funding arrangement, and the centralisation and strategic use of institutional and community knowledge to enhance Maori mental health workforce development.

The Te Rau Puawai programme makes a direct contribution to the achievement of Ministry of Health’s priority area of Maori capacity building and is a key feature of their Mental health workforce development plan 2000-2005.

### ***Massey University***

As an institution, Massey University has a multi-campus structure comprising five Colleges and 43 academic units located across three campuses in the North Island. They are Albany, Palmerston North and Wellington. The vast majority of courses offered by Massey are available from its three campuses or through flexible training options including: internal, extramural, block courses, and mixed mode (internal and external). Massey’s experience in delivering extramural study in New Zealand is unique. Harnessing available technologies, distance education with Massey is facilitated by ordinary post, email, phone, the internet and block courses.

## ***College of Humanities and Social Sciences***

Te Rau Puawai is housed in Te Putahi-a-Toi – the School of Maori Studies. Set within the broader College of Humanities and Social Sciences, Te Putahi-a-Toi links with other Schools in the College to provide programmes of learning in English and Media Studies, Health Sciences, History, Philosophy and Politics, Language Studies, People, Environment and Planning, Psychology, Social and Cultural Studies and Sociology, Social Policy and Social Work. As the context within which Te Rau Puawai springs, the College of Humanities and Social Sciences provides an academically coherent framework for careers in the Maori mental health sector.

### ***Te Putahi-a-Toi***

As a School, Te Putahi-a-Toi offers programmes in Te Reo Maori, Maori Health, Maori Community and Social Work, Maori Resource Management, Maori Culture and Heritage, Maori Visual Arts, Maori Policy and Development, and Maori Public Sector Management. Strong Maori academic leadership, an energised group of academic and research staff, a multidisciplinary approach, and experience in distance education provides the foundation of Te Putahi-a-Toi. This is the foundation that the Health Funding Authority (HFA) recognised in 1999 as being able to impact the quality of the Maori mental health workforce, and the range of providers of Maori mental health services.

Te Putahi-a-Toi is also ‘home’ to Professor Mason Durie. As Head of School, he provides a track record of having worked as a psychiatrist, chair and director of numerous public sector boards, researcher and academic, as well as policy analyst and maker. He is a prolific writer providing vital and rare texts for study in the Maori mental health field. Under the initial Directorship of Professor Durie, the School established a number of externally funded research programmes, two of which are Te Pumanawa Hauora (Maori Health) and Te Hoe Nuku Roa (Maori Households).

The position of Maori Studies as a School within the College of Humanities and Social Sciences is a unique one not found in any other university in Aotearoa/New Zealand. This has the advantage of easily linking Maori Studies to other disciplines and subject areas in the College. Unlike the University of Auckland and the University of Waikato where Maori studies is positioned more as a ‘College’ rather than ‘School’, the link between Maori Studies at Massey University and other health disciplines is a very short step.

The combined effect of a Maori Studies School within a College of Humanities and Social Sciences, at an institution with a track record of delivering distance education programmes to people through out Aotearoa/New Zealand (and in some cases off shore), is a firm and innovative structure upon which to rest the Te Rau Puawai programme.

Numerous training options and qualifications relevant to Maori mental health are offered by the Schools/Centres within the College of Humanities and Social Sciences

most being supported by the Te Rau Puawai programme. The Schools and Centres of the College are:

- School of English and Media Studies (*Turitea & Wellington*)
- School of Health Sciences (*All campuses*)
- School of History, Philosophy, and Politics (*Turitea*)
- School of Language Studies (*Turitea & Wellington*)
- School of Maori Studies (*Turitea & Wellington*)
- School of People, Environment and Planning (*Planning at all campuses; otherwise Turitea & Wellington*)
- School of Psychology (*All campuses*)
- School of Social and Cultural Studies (*Albany*)
- School of Sociology, Social Policy and Social Work (*Turitea & Wellington*)
- Centre for Defence Studies (*Turitea*)

## Recruitment of Bursars

The promotion of the Te Rau Puawai programme across the Mental Health Sector and to potential applicants is an ongoing activity. The Te Rau Puawai coordinator, support team, Board, Massey University, Ministry of Health, and broader national networks of current bursars and associated mental health agencies, are all part of the promotion and recruitment process, all serving to identify, encourage and support applications to the programme. Applications are considered by the Te Rau Puawai Board who make strategic decisions about bursar commitment and career direction, as balanced against current and future needs of the Maori mental health sector.

## The Bursars

Te Rau Puawai is currently supporting the training of 113 Maori students nation-wide. Most of those supported by the programme are mature, part-time students (73%)<sup>1</sup> working full-time in the Maori mental health field. They undertake study from a distance (62%), to compliment and extend on their current experience and employment. The remainder are full-time students (27%). Training options include studies at the Certificate, Diploma, undergraduate or postgraduate degree level in a wide range of mental health related disciplines. In 2000, bursars were enrolled in programmes offered by the Schools of Social Work and Social Policy (40%), Psychology (20%), Health Science (19%), and Maori (19%). Two bursars who graduated in 1999 with Te Rau Puawai continue their postgraduate studies, with a Maori mental health focus, outside of the above mentioned schools (2%).

The vast majority of bursars are mature students, the 'school leaver' being the exception rather than the norm. They are also 'first generation' university students being the first in their whanau to attend university. They bring with them a wide variety of experiences with the education system, some positive but much being

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<sup>1</sup> These percentages are based on enrolments in 2000.

negative. The challenges that bursars have overcome to apply for the Te Rau Puawai cannot be underestimated.

## Programme description

The organisational framework of Te Rau Puawai is depicted in Figure 1 below. Te Rau Puawai is led by a full-time coordinator under the umbrella of the Te Rau Puawai Board of Management. The Board comprises of:

- the Pro Vice-Chancellor of the College of Humanities and Social Sciences and three other representatives from Massey University appointed by the Vice Chancellor or Pro Vice Chancellor
- three representatives from the Ministry of Health appointed by the Deputy Director General of Mental Health.

Finance from the Ministry of Health supports the following:

- bursar fees and course related costs
- bursar attendance to on-campus courses and headstart hui
- the full-time coordinator
- the full-time administrator
- cost of staffing the Thursday night call centre (peer mentors)
- regional visits by Te Rau Puawai staff to meet with and support bursars
- website
- database.

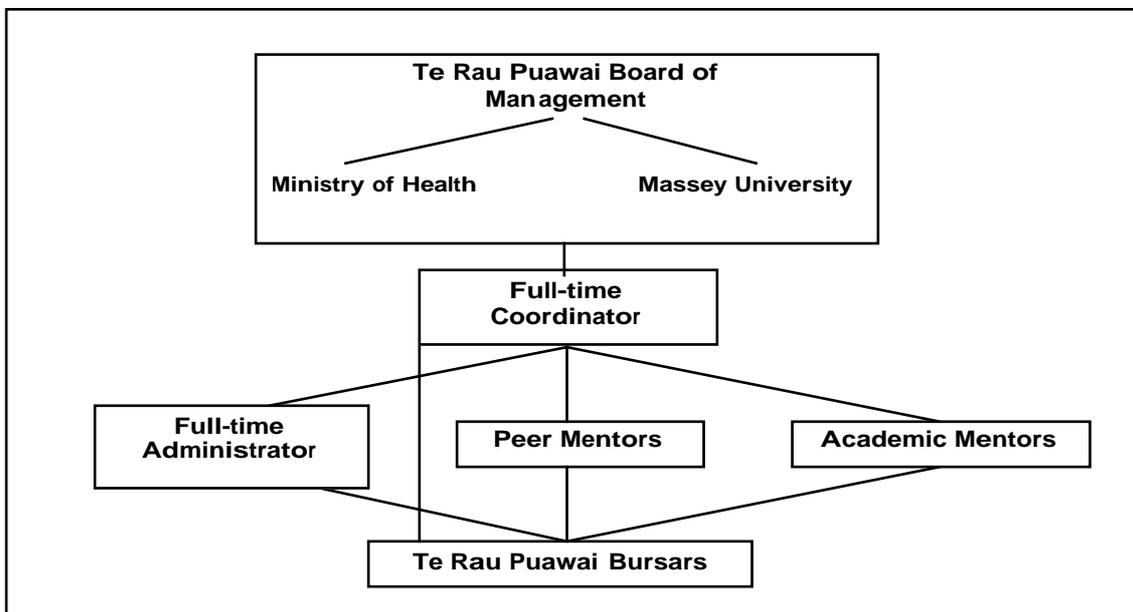


Figure 1. Organisational framework of Te Rau Puawai

Massey University provides the following:

- Te Rau Puawai office located within the School of Maori studies
- the provision of an academic mentor for each of the bursars
- Te Rau Puawai room with access to a computer and internet 24 hours per day
- a site for the Thursday night call centre
- a place to hold headstart hui twice per year in the School of Maori studies
- relevant mental health related educational programmes
- overhead cost for Te Rau Puawai coordinator, administrator and call team (eg. power, phone costs and equipment).

## Financial support

The Ministry of Health provide funds to support bursary payments to Te Rau Puawai bursars, calculated on the basis of \$5,000 pa for each undergraduate equivalent full-time student enrolled and \$7,000 pa for each postgraduate equivalent full-time student enrolled. How the funds are deployed are at the discretion of the Te Rau Puawai Board. The Board can choose to fully support a bursar by meeting the cost of fees, travel to head start hui or block courses, purchase of text books, and the like. Alternatively, if the bursar has other sources of financial support the Board can choose to provide complementary funding. In 2001, the range of financial support was from \$500-\$5000. Reflecting the other opportunities provided by Te Rau Puawai, each year a small number of applications are received requesting learning support only, as financial support is either not needed or considered secondary. Bursaries are tenable for up to four years depending on the length of the programme of study the bursar is enrolled in.

Making the duties of the Te Rau Puawai coordinator and Board easier, is the requirement that all bursars on the programme consent to the use or release of personal information for Te Rau Puawai purposes. All bursars are required to sign a waiver to this effect. This enables access to bursar enrolment details, their programme of study, assignment grades and overall paper grades. By having access to information that is usually kept 'personal and confidential', the monitoring of bursar progress is less complicated and enables the Coordinator to be pro-active in identifying students who are struggling, or are falling behind.

## Te Rau Puawai Support Team and Staff

The Te Rau Puawai support team<sup>2</sup>, the administrator and coordinator play important roles within the programme. In 2001, the support team was comprised of the coordinator, the administrator and four peer mentors.

In 1999, the programme began with 32 bursars who were monitored and supported by the Te Rau Puawai Coordinator. However, numbers (and work load) rapidly escalated to 113 bursars in 2000. To meet the administrative load that these numbers

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<sup>2</sup> We use the term 'support team' in an inclusive fashion as all Te Rau Puawai staff are charged with supporting Maori bursars.

presented, an administrator was appointed to assist the coordinator. The Te Rau Puawai support team of peer mentors was also put in place in 2000 to more specifically accommodate the learning support needs of bursars. Bursar numbers continued to increase to 123 in 2001 (Maxwell-Crawford, 2001).

## Coordination

The role of Te Rau Puawai co-ordinator was recognised from the outset as critical to the success of the programme and was a key feature of the proposal originally presented to the Health Funding Authority by Massey University. The coordinator's role and responsibilities include:

- Assisting with the recruitment and selection of students;
- Providing personal and learning support for students in the programme;
- Developing support and “whanau” networks for students in the programme;
- Monitoring and reporting to the Board of Management on the performance and progress of students;
- Co-ordination among academic mentors and those responsible for the relevant academic programmes in the College of Humanities and Social Sciences;
- Liaison with health providers and health agencies to promote the programme and recruit students;
- Preparing information and publicity material relating to the programme.

The Coordinator for the period of the evaluation is described as: committed to the kaupapa of Te Rau Puawai; energetic; multi skilled; able to relate and communicate well with a wide range of Maori, academic staff and mental health providers; is aware of whanau dynamics and comfortable in Maori processes; a good time manager; is flexible and tactful; knows the university system; and holds an academic degree.

## Peer mentors

Peer mentors (who are also bursars) are senior undergraduate students or postgraduate<sup>3</sup> students who assist bursars according to their own area of study. As part of the Thursday night telephone support service, peer mentors:

- develop a working rapport with each of their assigned students;
- provide academic support;
- and contact students whom they have not heard from for two weeks or more regarding their study and progress on pending assignments.

To help facilitate their work, peer mentors are provided with academic texts and course outlines which include due dates and assessment details for papers taken by bursars. The peer mentors are also able to forward calls to the voice mail messaging services of the coordinator, academic mentors or paper coordinators. Peer mentors act as a link between other bursars and the Te Rau Puawai Office, academic mentors and staff generally (Maxwell-Crawford, 2000a).

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<sup>3</sup> Students who have completed either an undergraduate or graduate degree.

The main role of the support team is to answer bursar inquiries at the Thursday night telephone call centre based at Te Putahi-a-Toi. As many bursars study part-time and are mature distance learners the call centre provides a vital and convenient after hours service for working bursars (Maxwell-Crawford, 2001). The Thursday night call centre is the most frequently accessed form of support by bursars.

Along with other staff, members of the support team also assist with workshops at the head start hui held each semester. Various study related workshops are available to bursars from: how to use the internet, note taking skills, writing reports/assignments, to participating in waiata and karakia (Maxwell-Crawford, 2001).

Whereas originally the coordinator alone would conduct regional visits to maintain contact with bursars, Board members, mentors, and members of the support team are now also involved. The promotion of Te Rau Puawai also occurs during visits to mental health provider agencies (K. Maxwell-Crawford, personal communication, November 21, 2001) and at conferences, for example the Health Research Council's Hui Whakapiripiri held in Rotorua in 2001.

## Academic Mentors

An integral part of the Te Rau Puawai programme is the provision of academic mentoring. Academic mentors are selected by the Head of School and each mentor is invited to participate with the right to decline. To minimise additional workload on academic staff, an effort is made to select mentors who are involved with the student's programme of study as programme or paper co-ordinator. Each student is given their academic mentor's contact details and are responsible for initiating and maintaining contact when needed. The time commitment involved in academic mentoring is between 0-5 hours a month.

## The nature of support

A variety of strategies are employed to deliver support to bursars. Already mentioned are those provided through financial support, and by the coordinator, support team and staff, and academic mentors. Other strategies are briefly described as follows.

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

**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 to provide support.

**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 with 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 when on campus.

**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.

In summary, the Te Rau Puawai programme is called upon to support an extremely diverse range of bursars, with varying prior experience of the education system, who are pursuing a number of different programmes of study, and are situated across the width and breadth of Aotearoa/New Zealand. In response to this diversity, the Te Rau Puawai programme draws on a variety of strategies to support students towards successful academic outcomes. In short, it is a multi-pronged strategy that responds to a complexity of issues. It has also been described as a “holistic, proactive model of support which includes financial aid and learning assistance” (Maxwell-Crawford, 2001).

## Overview of methods

In this section we provide an overview of the groups who provided information for this evaluation, and the methods that we used to collect and analyse the information obtained from them. More detailed information about participating groups and methods are provided in each of the technical reports for which this document is an overview.

### Participants and data gathering techniques

There were people from seven stakeholder groups who we gathered information for this evaluation from. The stakeholder groups and methods employed are as follows.

#### ***Bursars***

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 2) 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 the 150 questionnaires distributed, 62 were completed and returned (either by post or electronically). This is a reasonable response rate to a 'mail out' questionnaire. Mail out questionnaires typically illicit responses from less than 20% of the target group.

The majority of respondents (75%) were female and 70% were aged over 35 years with 30% aged 45 years and older. Seventy 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.

In our questionnaire, we asked bursars to indicate whether they were willing to participate in a follow up interview conducted either by phone or as part of a focus group of other willing bursars situated in the same geographic area. We conducted three focus groups with 11 bursars. The focus groups took place in Porirua, Palemerston North and Tauranga. We completed a further 8 interviews with bursars either by phone or in person. The questions asked of bursars in these follow up interviews can be found in Appendix 3. The results of this procedure are reported on in more detail in Technical Report no. 3 *Perspectives of Te Rau Puawai Bursars*.

#### ***Mental health agency personnel***

Those bursars who were working with a Mental Health Agency (nearly 65% of those who responded to our questionnaire) were also asked to provide a name of a staff member within their agency who they thought would be willing to participate in the evaluation. Four staff of agencies from Gisborne, Palmerston North, Porirua and Tauranga were interviewed. Questions asked of this group are included in Appendix 4. The information gathered from this group has been combined with that of other stakeholder groups and is presented in our Technical Report no. 6 titled *Stakeholder perspectives*.

### ***Te Rau Puawai support team***

Included in the support team are: The Te Rau Puawai Coordinator, the Administrator and a team of peer mentors. We completed a focus group interview with the coordinator and three of the four peer mentors. As they carry out vital roles within the Te Rau Puawai programme we also completed individual interviews with the coordinator and administrator. Their views and experiences in delivering the Te Rau Puawai programme are presented in our Technical report no. 4 titled *Te Rau Puawai support team and staff perspectives*. We have included the issues discussed with the support team in Appendix 5.

### ***Academic mentors***

We sent out an email questionnaire to 46 academic staff, 5 of which automatically returned an 'out of office' or 'non-functional address' message. Of the remainder, 18 mentors responded to our questionnaire (see Appendix 6). Although the response rate was less than what we desired, the material furnished by these mentors was informative and revealing. This information is presented in Technical report no. 5 titled *Academic mentors perspectives*.

### ***Te Rau Puawai Stakeholders***

The evaluation team met and interviewed the Te Rau Puawai Board both in their capacity as Board members and later in relation to other roles played in support of Te Rau Puawai. For example, some Board members were also academic mentors, or a Head of College, School or programme. As a 'joint venture Board', some members were also members of the Ministry of Health. We also interviewed the project manager from the Ministry responsible for Te Rau Puawai. The issues discussed with Te Rau Puawai stakeholders, via focus groups or individual interviews, were organised directly around the objectives of this evaluation. The information collected from this group was combined with that provided by Mental Health provider agency participants and presented in our Technical report no. 6 titled *Stakeholder perspectives*.

### ***Literature Review and Document Analysis***

The local and international literature on mentoring and the recruitment and retention of students in tertiary education was reviewed to find examples of best practice and to context the Te Rau Puawai programme against other initiatives. We also requested that the Te Rau Puawai support team, the Board and the Ministry of Health provide the Evaluation Team with any documentation relevant to understanding the Te Rau Puawai programme. A list of documents reviewed is provided in Appendix 1 of this report. The information gathered via the literature review is presented in Technical report no. 2 titled *Addressing the recruitment and retention of Maori students in tertiary education institutions: A Literature Review*.

### **Participant observation**

Where possible the evaluation team participated in the activities of the Te Rau Puawai programme. All of the evaluation team members attended the July 2001 Hui at Te Putahi-a-Toi to welcome and induct new bursars into the Te Rau Puawai programme. At the same time, we took the opportunity to attend the Te Rau Puawai July 2001 Board meeting to meet Board members and to survey initial ideas about the evaluation. In October/November 2001 one member of the evaluation team visited with the Te Rau Puawai support team and observed the telephone team at work. We also monitored the Te Rau Puawai web site over a period of one month in the second semester of 2001. Where relevant, we have incorporated our observations into the findings across all of our technical reports.

### **Data analysis**

Data analysis procedures are explained in greater depth in each of the technical reports that accompany this overview report. However, a brief summary is also included here. Aside from the data collected by way of the bursar questionnaires, all participants that we interviewed or held focus groups with received a summary report of issues surveyed during the interview/focus group. Participants were invited to make comment and corrections or to add to the summary report any relevant information that was not told during the initial gathering. This procedure served as a check on the information that we had received and on our initial content analysis and development of themes. Following on from the summary reports, we worked with the data to present it according to the specific objectives of the evaluation. In general, this is how the technical reports have been structured and presented.

From the quantitative data collected we calculated and report on frequencies and percentages.

Data analysis was completed as data came to hand. This allowed the evaluators to feed findings from early phases of the evaluation into later phases to gain a greater insight into the issues under examination. For example, through feedback from bursars we identified that they were not drawing on the support from academic mentors as much as what might have been expected. We were able to take this information and feed it in to the design of questionnaires that we sent to the academic mentors.

## **Ethical issues**

All participants were either presented with an information sheet about the evaluation or the evaluation was explained verbally to them over the phone or in person. Apart from those who completed questionnaires, all other participants were given an opportunity to ask questions and have their questions answered.

Where possible and appropriate, written consent was obtained, but not in all instances (i.e., email/postal questionnaires, telephone interviews). The fact of a returned questionnaire was taken as consent to use information provided. In the case of telephone interviews, verbal consent was obtained.

All who participated in telephone interviews, face-to-face interviews and focus groups had the opportunity to check the information that they provided and to further consent to our using the data in this evaluation.

All participants were guaranteed anonymity in reports that were produced except where they occupied institutional or programme positions where their office or role was difficult to disguise. In these instances, participants were asked to consent to their office or role being identified but that they would not be identified by name.

The evaluation procedures were reviewed and approved by the Research Committee of the Department of Psychology at the University of Waikato. They were also reviewed by the Pro Vice-Chancellor of the College of Humanities and Social Sciences.

## Overview of results

How and why people view a programme to be successful will vary according to the individuals' position relative to the programme (i.e., Bursar, Academic Mentor, Board member). It will also vary according to the extent to which they have used or delivered a particular aspect of the programme, their success at doing so, and the challenges that necessitate support seeking or delivery.

In a number of ways, we asked parties to the Te Rau Puawai programme about their experiences of Te Rau Puawai, the challenges encountered and their views about the important factors that result in programme success. We start this section by summarising and highlighting the major results of our evaluation activities conducted with bursars, support staff, academic mentors and programme stakeholders.

### Te Rau Puawai bursar perspectives

As all of the bursars who were interviewed either individually or in a focus group had previously completed the postal questionnaire, the results represented here are for both groups.

#### *Finding out about Te Rau Puawai*

Bursars had multiple sources from which to learn about Te Rau Puawai. They were most likely to learn about the programme from their peers or from Massey University. Whanau, brochures and conference presentations, although less frequently indicated, were also sources of information.

#### *The pull of Te Rau Puawai*

The Maori focus of the programme, and the financial and academic support offered were the two most influential factors in a bursar's decision to apply for the programme. Also influential in their decision-making was the opportunity presented to up skill and to obtain further qualifications. Less influential was encouragement from work colleagues or employers.

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

### ***Accessing support***

Once selected for the Te Rau Puawai programme, bursars report maintaining regular contact with the Te Rau Puawai support team and to a lesser extent, with their academic mentor. This may well reflect the proactive nature of the support team in that they contact students whom they have not heard from for two weeks or more regarding their study and progress on pending assignments.

Bursars were most likely to seek support by making phone calls or sending emails to the Te Rau Puawai coordinator or support team. Some bursars sought support as regularly as once per fortnight, others monthly. Academic mentors were reportedly accessed by about a third of responding bursars at least monthly. The Te Rau Puawai web site was used at least once per month by about a quarter of respondents and the monthly newsletter was well received. Telephone conferencing, as a means of facilitating support was not familiar to the sample of responding bursars. At the time our questionnaire was distributed telephone conferencing had just been introduced.

Interestingly, although email was mentioned as a vehicle for seeking support 15% of respondents did not use email reflecting limited or no access to the internet, the computer technology, or the knowledge to drive this technology. Thirteen percent of respondents report not participating in regional support visits.

### ***Important components of Te Rau Puawai***

The coordinator was noted as critical 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 head start hui held each semester were valuable in terms of networking and providing a source of motivation and a sense of community.

Overall, bursars were either 'very satisfied' or 'satisfied' with the majority of support services provided by Te Rau Puawai staff, including academic mentors. Very few bursars were dissatisfied with any of the services offered.

### ***Cultural responsiveness***

All services and processes provided by Te Rau Puawai received ratings for being 'very responsive' or 'somewhat responsive' to bursars as Maori. Email exchanges, the Te Rau Puawai website, conference calls and academic mentors received lower responsiveness ratings than other services. However these services received little, if any, 'somewhat unresponsive' or 'not responsive' ratings.

### ***Other highlights***

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 particularly at head start hui and by making bursar histories, interests and employment descriptions available in the Kiaora.doc. Bursars report a strong sense of being a whanau.

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

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

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

## **Support staff perspectives**

### ***Accessibility***

As reported earlier by Maxwell-Crawford (2000a, 2000b, 2001), the support team have close contact with bursars in such a way that they are able to respond to bursar needs in a timely and sensitive manner. Throughout the period of the evaluation, the Te Rau Puawai coordinator was immediately accessible to the evaluation team. There was always someone at the end of the line.

### ***Critical success factors***

The support team shared with the evaluators what they thought were the critical success factors of Te Rau Puawai. Creating a Maori environment that embraced Maori values and principles in which bursars were familiar and comfortable with was one factor. Employing multiple support strategies was another. Having a support team who were committed, had a positive attitude towards bursars and role modelled what they advised bursars in terms of staying 'on track' with their own studies was also perceived as important to the programme.

Strong coordination and a coordinator who was encouraging, positive, motivating and proactive not only towards bursars but all involved in Te Rau Puawai was mentioned as another success factor. Being motivated and supported by an enthusiastic coordinator who had her ‘finger on the pulse’, energised the team to be just as enthusiastic with the bursars that they worked with.

### ***Te Rau Puawai as a uniquely Maori programme***

Te Rau Puawai was regarded by the support team as a ‘Maori’ programme which offered a holistic approach to supporting bursars. Providing a comfortable environment based on Maori values and processes was seen as critical to the success of Te Rau Puawai. The head start hui was seen as an important forum to establish whanau like relationships with and between bursars, their diverse backgrounds contributing to this process. It also went somewhat towards breaking down the impression of the university as foreign and alien. The specific Maori processes mentioned by the support team were: Whanaungatanga; awhi; aroha; kanohi ki te kanohi; tuakana-teina relationships, and whakamana i te tangata.

### ***Challenges***

Some of the challenges faced by bursars were shared with the evaluation team. Mainstream papers were sometimes difficult and bursars needed guidance, encouragement and support from the Te Rau Puawai team. As bursars under-utilised the support offered by their academic mentors, the team recommended that they facilitate access by strengthening relationships between academic mentors and bursars. As a strategy, this was seen as problematic due to the large number of bursars on the programme.

With the current number of students, respondents thought the programme was running at optimal level. The support team were able to establish rapport and be responsive to bursars. If the programme continued to expand respondents felt that they would be unable to dedicate as much attention to bursars.

Critical challenges for the coordinator and Te Rau Puawai staff were mentioned. These included:

- Working continually to encourage bursars to access the team, as many are distance learners.
- Ensuring bursars make contact before they reach crisis point.
- Developing the programme and support systems without clear direction from the Te Rau Puawai Board.
- Not knowing how many bursars to expect in any one year.
- Expanding from 32 internal bursars to 110 mainly extramural bursars and developing systems to cater to the needs of students.
- Maintaining systems without placing a huge workload on Te Rau Puawai staff.

Respondents suggested that more involvement from the Te Rau Puawai Board into the day-to-day activities of the programme would enable them to gain a clearer

perspective of how the programme works and workload on staff. More Board meetings were suggested to discuss the programme and to establish a clearer long-term vision. Another suggestion was to have Massey members of the board meet with support staff regularly, maybe twice per semester.

These responses raise issues about the interface of governance bodies, in this case the Te Rau Puawai Board, and operational activities. While it is important for the Te Rau Puawai Board to be aware and responsive to operational issues so that the goals of the programme can be achieved, it is just as important that the Board does not become engaged in 'micro-management' issues. For example, 'over' supervising the day to day operations of the programme has the potential to result in role conflict.

### ***Transferability***

Some elements of the programme were regarded as transferable such as the website, headstart hui and newsletter. Exploring effective ways to meet the needs of different target groups was recommended.

## **Academic mentor perspectives**

With respect to contact between mentors and bursars our findings generally concur with those of Maxwell-Crawford (2001). Most mentors mentored one or two bursars per year but some had in excess of seven. On average, mentors were in contact with their allocated bursars once or twice a semester although for some this was more frequent.

### ***Support provided by academic mentoring***

Some academic mentors were unsure about the impact of their mentoring role on bursars. Views of this nature were held mainly by those who had infrequent contact with bursars. The types of support that mentors felt that the mentor/bursar relationship afforded were: access to academic resources, a space and time for reflection and feedback, the opportunity to encourage and enhance the esteem and confidence of bursars, and a sense of collegiality – being important to creating a sense of belonging and community.

### ***Te Rau Puawai coordination***

Overwhelming in further comments made by mentors was their high praise and recognition of the importance of the support afforded to them by the coordinator, administrator and leadership of the Te Rau Puawai programme. One mentor felt assured that if problems arose with bursars they mentored, that appropriate support and follow up would be provided by the Te Rau Puawai coordinator. Another

recognised the sense of community that the coordinator worked hard to create for both bursars and mentors. She appreciated meeting with other mentors and the broader bursar group.

### **Challenges**

Academic mentors identified some challenges to the role of mentoring. These challenges included the need to be aware of the power differential between mentors and bursars. For staff who were also paper coordinators this differential was a lot higher. However, a competing view in regard to these dual roles was the advantages that being both a mentor and paper coordinator afforded. Those who thought this way felt that contact and monitoring of students was more efficient.

Suggested improvements included mentors taking more proactive steps in establishing and structuring contact with bursars. Ideas to achieve this were, mentors initiating contact and explicitly contracting with bursars about frequency of contact and mentor and bursar expectations of the relationship.

## **Stakeholder perspectives**

### **Critical success factors**

Programme stakeholders identified six factors critical to the success of the programme. They were: a) the employment of an enthusiastic and committed coordinator who provided an essential foundation for the programme; b) an efficient and effective system of support; c) good leadership and the ability to gain and maintain the confidence of the Ministry of Health and the Maori mental health sector; d) funding; e) a whanau approach; and f) an innovative structure responsive to the needs of bursars.

Two other success factors deserve further mention. Firstly, the composition of the Te Rau Puawai Board was seen as a foundational contributor to the programme's success. The inclusion of both funder and provider, and the importance of total commitment from these parties allowed for issues to be raised and addressed by Board members who had the capacity to effect changes without the complexities of having to communicate needs beyond the composition of the Board.

Secondly, the significance of an extended funding contract, in this case five years rather than the usual three, cannot be under-estimated. The extended funding contract provided continuity, security for programme staff and bursars, which is particularly important for bursars studying part time. It also enabled adequate time for Massey University to achieve results. Along with an extended funding period is the concomitant need to select providers carefully. Ministry of Health respondents felt that the risk, in this instance was mediated by: good leadership; a Board composed of members of the funding and provider agency; and an institution with an established reputation and track record in working with issues associated with the Maori mental health field.

## ***Programme impacts***

### **The University**

Te Rau Puawai was seen as instrumental in opening pathways between various schools and departments within the College of Humanities and Social Sciences. The programme had increased communication across the college, and had brought in Maori students that otherwise may not have come to university. With the “excellent” support strategies provided by Te Rau Puawai the College was perceived as becoming a “better environment for Maori”. For as much as the university environment had an impact on Maori bursars, the fact of their presence within the university had also created changes.

### **Mental health agencies**

The programme was reported to have made a positive impact within agencies. Comments were made regarding the performance of bursars on placements or employed in agencies. Bursars were perceived as bringing new and innovative ideas and research knowledge into agencies.

## ***Areas for improvement***

### **Careers in Maori mental health**

Several areas for improvement were noted. These included ensuring bursars were committed to career pathways in Maori mental health. One suggested way to address this issue was through the Board being more focused on strategic development through its selection of bursars, for example more specifically targeting identified Maori mental health workforce needs. The suggestion for other agencies, such as Corrections or Child, Youth and Family, to take responsibility for their own workforce development needs may also be important to consider.

### **Links with Mental health agencies**

Improving the links between Te Rau Puawai and mental health agencies was also considered an area in which improvements could be made. It was interesting to note that of the mental health agencies interviewed none identified the Ministry of Health as a source of information about Te Rau Puawai. To some extent this supports the premise that the development of relationships between Te Rau Puawai and mental health agencies is an area in which the Ministry of Health could strive for a higher and more explicit profile.

### **Academic mentoring**

The academic mentoring component of the programme was viewed mainly by Te Rau Puawai Board respondents as having scope for improvement so that the potential

benefits for bursars could be realised. Increased promotion of mentors to bursars, as well as placing more emphasis on mentors being proactive in their mentoring roles were perceived ways to achieve this. It was interesting to note the view that some mentors may feel unsure of their ability to fulfil a mentoring role within Te Rau Puawai due to perceived cultural limitations, possibly reflecting a lack of understanding on the part of mentors about the role of academic mentors within the programme.

### ***Transferability***

All key stakeholders thought that the programme was transferable. Key issues to consider in relation to this included: a multi-skilled coordinator; good leadership to secure buy-in from relevant stakeholders; and the ability to ensure that a 'transferred' programme is responsive to its target group.

## Discussion

Below, we discuss the results organised around the specific objectives of the evaluation to ensure a clear link between what we have found and what the Ministry of Health expected the evaluation team to achieve. This discussion is organised around: a) the uniquely Maori aspects of the programme; b) its transferability; c) critical success factors; d) barriers to success; and e) gaps in the programme. Where appropriate we have also included reference to supporting literature (local and international) to highlight a general issue or pattern, or something unique to Te Rau Puawai. This section is followed with our recommendations.

### Uniquely Maori aspects of the programme

There are many aspects of the Te Rau Puawai programme that are uniquely Maori. Like new bursars, evaluation team members (who are all Maori) were introduced to Te Rau Puawai via the head start hui held in July 2001. We observed the Te Putahi-a-Toi runanga space and complex, participated in the powhiri and whanaungatanga processes, witnessed the participation of Maori Studies staff, met and engaged bursars through the medium of te reo Maori, and were embraced by the Te Rau Puawai spirit of manaakitanga, aroha, awhi, and whanaungatanga.

Te Rau Puawai is a whanau – of bursars, academics and mentors, support staff, Board members, and mental health agency providers. It is an inter-related web of mutually supportive and reciprocal relationships. Depending on perspective, its centre can be positioned upon any element of the Te Rau Puawai whanau. It can spread from the Ministry of Health; or from Te Putahi-a-Toi; from a mental health agency provider based in Kaitaia; or from a bursar situated in some remote valley such as Waimana. As a result, the Te Rau Puawai whanau gives meaning and purpose to its members, something felt by many of the participants in this evaluation. The Maori mental health workforce stands to benefit from the professional networks established through Te Rau Puawai.

The diversity that exists amongst bursars facilitates the construction of the Te Rau Puawai whanau. Bursars are not simply students. There are bursars who are new to university study, and others who are near completion. This enables the reciprocal relationship of tuakana-teina. Bursars are kaumatua, minita a iwi, healers, orators, and great grandparents. They are comfortable and at home in roles necessary for a variety of Maori rituals and processes and bring with them a uniquely Maori capacity to reach out and embrace the kaupapa of Te Rau Puawai and its members. There is a sense of ownership and self-determination, if you like, rangatiratanga, expressed through Te Rau Puawai and by its whanau members that engenders a sense of responsibility in bursars to the Te Rau Puawai kaupapa and to each other.

All the support strategies employed by Te Rau Puawai were considered by bursars to be responsive to them as Maori, even those strategies that employ new technologies (eg., the internet).

## **Transferability**

Massey University is a unique institution. Of all the universities in Aotearoa/New Zealand, Massey has a proven record in delivering distance education. This situation is slowly changing but other institutions still have some way to go before they become a real competitive threat. The situation of Maori Studies within the College of Humanities and Social Sciences is also unique. No other Maori Studies School/Department in any other university is aligned in such a way. Moreover, the range of certificates and degrees offered for study within in the College of Humanities and Social Sciences that are relevant to the mental health field is impressive.

The context within which Te Rau Puawai is situated is unique, and as such, it is difficult to positively conclude that the programme in its entirety is transferable. In particular, it would be difficult to find academic staff with a comparable record as those at Massey, able to make a similar contribution to Maori mental health workforce training.

The evaluation team concurs with participants in this study who felt that the general principles and culture of the programme were transferable to other settings and sectors (both public and private). However, the details of any such programme would need to be tailored to the needs and characteristics of specific target groups, funders, institutional contexts, and sectors.

These are summarised as critical success factors in the following section.

## **Critical success factors**

Participants in this evaluation highlighted a variety of factors that they considered important to the success of Te Rau Puawai. As already mentioned, what are seen to be 'success factors' will depend on where participants are positioned relative to the programme. To mediate this, we have attempted to present below an over view that is considerate of all positions so that only the most essential factors are identified.

Critical factors in building and delivering a programme of support to accelerate the development of a professional Maori mental health workforce that will realise improved mental health gains for Maori are:

- An academic institution with multiple delivery modes, able to attract committed Maori people, to pursue qualifications that will support the needs of the Maori mental health workforce across Aotearoa/New Zealand.
- Well established Maori academic leadership with an international track record in mental health and an ongoing relationship with those in the field.
- An extended funding arrangement (5 years) provided at the national level, rather than regional, to provide for administration, coordination, staff, and financial and academic support for bursars.

- A committed and enthusiastic Board composed of funder and provider representatives of adequate status to effect changes when necessary and to provide short and long-term strategic leadership.
- A flexible selection criterion responsive to regional and specific Maori mental health workforce needs.
- A recognisable Maori programme based within a supportive Maori environment built on a foundation of Maori values and processes, and a commitment to training people for careers in Maori mental health.
- Innovative and multiple support strategies that respond to the financial circumstances, academic learning support needs, geographic location, work status, and time commitments of bursars.
- An enthusiastic and positive support team (coordinator, administrator, support staff, academic mentors and institutional hierarchy) who: collectively shoulder the responsibility of supporting Maori bursars to successful outcome; believe that bursars can achieve; who reinforce and model expectations; are accessible to bursars; and who provide timely, appropriate and sensitive support.
- Excellent coordination.

This last factor deserves greater attention as it is a role and function that is *vital* important to the success of Te Rau Puawai.

### ***The importance of coordination***

Te Rau Puawai is based on multiple support strategies. Through the Board and Coordinator, the programme harnesses the cooperation of Mental health agency providers, of academic staff and senior bursars to deliver a coherent programme of support to over 100 bursars mostly situated at a distance. The coordinator is reported to personally know every bursar, and what their progress and needs are. She has clearly established as solid programme of academic support based on whanaungatanga and mutual care. Academic mentors, the Board, bursars and mental health agency providers all recorded their appreciation of her energy and efficiency in keeping people on track and informed.

Without such essential coordination, the various strategies that make up Te Rau Puawai could well be plagued by miscommunication and ambiguity. Coherency and integration bought about by the effective coordination of all Te Rau Puawai elements is vital to its success.

### **Barriers to success**

Barriers to successful participation of students in tertiary education are numerous (Ministry of Education, 2001; Thomason, Timothy, Thurber, and Hanna, 1999).

These include the transition and adaptation to unfamiliar tertiary environments and tertiary study, lack of social support, lack of academic support, financial barriers, external commitments, and racism.

No one factor can be attributed to unsuccessful participation in tertiary institutions as it is the complex interaction of numerous factors, situational, institutional and epistemological that lead to poor outcomes within tertiary education. The Ministry of Education (2001) reinforces this view. If a student experiences one barrier, successful tertiary study may still result due to motivation and a commitment to study. However, withdrawal or non-completion often results when a student experiences a multitude of factors.

Bursars in this evaluation were noticeably excited about their study and identified few barriers to their success. There was little suggestion of racism or prejudice that often characterises such studies (see, for example, Jefferies, 1997); or expressed frustration in accessing support, resources or people when a need arose.

Although there was some concern about continuity, the financial needs of bursars had been ameliorated by Te Rau Puawai, removing or lessening the burden of debt repayment, or the need to seek financial support. The Te Rau Puawai whanau and support system serves as an efficient vehicle to allow bursars to adapt and negotiate an unfamiliar tertiary environment. Te Rau Puawai allows bursars a place to stand and to be Maori.

Bursars are busy people with a multitude of commitments to the Maori mental health workforce, their whanau, and more broadly to the Maori world. Few complaints were heard from bursars about any clash of commitments external to their programmes of study. This does not mean that they do not exist, rather, it would seem that membership of Te Rau Puawai facilitates a clarity of perspective that prioritises success at university.

## **Gaps in the programme**

The Te Rau Puawai programme can be fine-tuned in a numbers of ways to improve the experience of bursars training for roles in the Maori mental health workforce. These should not be considered as programme deficiencies, but as changes to smooth the progress of Te Rau Puawai.

### ***Academic mentoring***

Most participating groups identified the need to improve the role and process of academic mentoring. For some bursars and mentors, the frequency of contact between them was low. Suggested ways to rectify this included mentors taking more proactive steps in establishing and structuring contact with bursars. Ideas to achieve this were, mentors initiating contact and explicitly contracting with bursars about frequency of contact and mentor and bursar expectations of the relationship.

Mentors identified some challenges to the role of mentoring. These challenges included the need to be aware of the power differential between mentors and bursars. For staff who were also paper coordinators this differential was a lot higher. However, a competing view in regard to these dual roles was the advantages that being both a mentor and paper coordinator afforded. Those who thought this way felt that contact and monitoring of students was more efficient.

From comments made by mentors, bursars, the support team and stakeholders, it is apparent that the role and tasks of academic mentoring require clarification so that all involved can subscribe to a common vision.

### ***Bursar commitment***

Knowing if a bursar will remain committed to a career in Maori mental health is an uncertain matter, as reflected in comments made by Board members and Ministry of Health participants.

A suggested way to address this issue is for the Board to continue its focus on the strategic selection of bursars. The Board already targets potential bursars according to identified Maori mental health workforce needs. They also select students from regions where there is an identified need for people with specific qualifications. The assumed effect of this is that the opportunity for bursars to firstly, gain employment and secondly, remain in their home communities is enhanced. In addition to these strategies, supporting bursars to pursue programmes of study that prepare them directly and specifically for roles in the mental health field (rather than general roles) is another possible suggestion to improve bursar commitment.

### ***Technology***

Although Te Rau Puawai provides computing and internet workshops our results show that the use of email and access to the programme's web site is low. This may be due to bursars not having access to the technology necessary to access the internet, or that they do not know how to use the technology. As internet based delivery of distance education increases, so will the importance of technological 'know how'. Te Rau Puawai organisers will need to persist in their efforts to up skill bursars in this area.

### ***Isolation***

Some bursars, particularly those participating in mainstream papers report a lack of social support gained from the presence of other Maori in the same papers. While this may only be resolved by increasing the participation by Maori in mainstream papers, it may be mediated by: interaction with academic mentors, and with those bursars who have taken the paper previously; and by an emphasis on the importance of persisting.

### ***Post graduate support***

Post graduates report the need for greater support for the directions that they are pursuing. As bursars move on to higher degrees they are likely to encounter fewer of their Te Rau Puawai colleagues and to feel the challenges of post graduate study more acutely than when they were well supported under graduates. As the number of bursars pursuing higher degrees increase the programme will need to refocus on their changing needs. The support role that the Te Putahi-a-Toi research programmes can play could be further explored.

### ***Closer workplace relations***

Mental health agencies reported satisfaction with the benefits accrued by their employee(s) and workplace. For most bursars, the agencies that they belonged to were supportive and understood the programme they were pursuing. For some bursars, they reported a less supportive attitude due mainly to the competing demands of work and study.

The Te Rau Puawai coordinator was reported to be helpful in clarifying for agency personnel the purpose of Te Rau Puawai, the expectations upon bursars, and the need to attract more Maori to pursue qualifications for careers in Maori mental health. Both the Board and the Ministry of Health recognised the importance to workforce development goals, of maintaining relationships with mental health agencies and nurturing the work that they do. Suggested ways to facilitate this were for the Ministry of Health to play a greater role in promoting the Te Rau Puawai programme across the sector.

Agency providers were not a large group of participants in this evaluation and so their views and needs will need to be more systematically solicited in the future.

## Evaluation limitations and areas for further research

The stakeholder group most absent from this evaluation were Mental Health Service Providers where bursars were either employed or completing placement activities. Attempts were made to access views from this group with very limited success. For ethical reasons, the participation of agency staff was reliant on bursars consenting to an approach by the evaluation team, and on bursars providing contact details. Also, the time over which we attempted to contact agency staff was not ideal (December/January/February). Given that the recruitment of and intended destination of Te Rau Puawai graduates is into the mental health field and to such agencies, their views are important.

The brief for this evaluation required the evaluation team to maintain a broad focus with attention directed to critical success factors, barriers to success; uniquely Maori aspects of the programme; gaps in the programme; its transferability, and areas for improvement. In attending to this brief, the evaluation team is aware of one major area that deserves attention. That is the striking performance record of Te Rau Puawai bursars, over and above that of mainstream students. This begs some serious questions about the barriers that tertiary education institutions place in front of all students. The Te Rau Puawai experience clearly demonstrates that this situation can be changed. Further investigation of strategies to better support students and create responsive educational environments is required.

## Recommendation for improvements

Te Rau Puawai is a joint venture between the Ministry of Health and Massey University. The interests of each party are represented within the constitution of the Te Rau Puawai Board. It is therefore appropriate to address our recommendations to the Board for implementation.

1. The Te Rau Puawai Board has successfully built and delivered a programme of support to accelerate the development of a professional Maori mental health workforce that will realise improved mental health gains for Maori. Te Rau Puawai is well on track to meeting its objective of training 100 Maori graduates.
  - b. For the greater benefit of Maori in tertiary education and in related sectors, the evaluation team recommends that the Te Rau Puawai Board publicise the critical success factors of the programme. This might be achieved through academic publications and the popular press.**
2. Academic mentoring can facilitate: access to academic resources; a space and time for reflection and feedback; the opportunity to encourage and enhance the esteem of bursars; and a sense of collegiality, the latter being important to creating a sense of belonging and community. Despite these possibilities, academic mentors are not well used by bursars.
  - a. The evaluation team recommends that the role and tasks of academic mentors be clarified, with particular attention to:**
    - i. establishing a shared responsibility by mentors and bursars, for making and maintaining the mentoring relationship; and**
    - ii. resolving the possible conflicts of interest of academic mentors who are also paper coordinators.**
3. Knowing if a bursar will remain committed to a career in Maori mental health is an uncertain matter. We note that this will require further experimentation and investigation.
  - a. We recommend that the Te Rau Puawai Board remain: strategic in selecting bursars, and informed of the needs of the Maori mental health workforce.**

4. As the number of bursars pursuing higher degrees increase, the programme will need to refocus on their changing needs.
  - b. The evaluation team recommends that the Te Rau Puawai Board monitor the experiences of its' post graduate bursars with the view to better meeting their academic support needs. The support role that the Te Putahi-a-Toi research programmes can play could be further explored.**
5. Mental health agencies (mainstream and Maori) are likely to continue as a source of bursars, and an employment setting for them. Ultimately, it is the face to face service that is provided to clients that will result in real health gains for Maori. Mental health agencies are important stakeholders to the Te Rau Puawai programme.
  - a. The evaluation team recommends that the Te Rau Puawai Board work to enhance its links with mental health agency providers particularly with respect to recruiting potential bursars, and promoting the Te Rau Puawai programme.**
6. Coordination of the Te Rau Puawai programme is vital to its success. The Te Rau Puawai Board needs to ensure that the coordinator and staff are well supported with clear strategic direction and early warning of changes to direction.
  - a. The evaluation team recommends that the Te Rau Puawai Board meets regularly (once or twice a year) with the coordinator and staff to specifically discuss strategic directions.**

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## **APPENDICES**

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## Appendix 1 Te Rau Puawai Documents

### Electronic Information Received:

#### ***Board papers:***

- The Board minutes and Co-ordinator reports from 1999-2001.
- Workload analysis of Te Rau Puawai

#### ***In-house research reports:***

- Annual bursar evaluations (1999 & 2000)
- Academic mentor evaluation (2000)
- Evaluation/feedback report to mentors (2000)
- Te Rau Puawai graduation profile (2001)
- Maori Provider Development Scheme (2000)

#### ***Academic rates:***

- Anonymised achievement rates of Te Rau Puawai bursars (1999, 2000, 2001 [Semester A])
- Massey University Maori and student body achievement rates (1999)

#### ***Te Rau Puawai Database:***

- Contact details of current Te Rau Puawai bursars.
- Current bursars employment details.
- “Contact Tab” - monitors the regularity of contact with individual bursars.
- Contact details of Te Rau Puawai graduates and past bursars.
- Graduate employment details.
- A list of student’s not funded through to completion with categorised reasons for non-funding and recommendations for contact.

## **Information Hard Copies Received:**

### ***Te Rau Puawai policy and implementation documents:***

- Te Rau Puawai: Workforce 100 proposal to the former Health Funding Authority.
- Te Rau Puawai Memorandum of Understanding

### ***Reports and correspondence between the MOH and Te Rau Puawai***

- Biannual Performance Monitoring Reports from Te Rau Puawai to the former Health Funding Authority.
- Correspondence between Barrie Macdonald and Anna Long regarding Te Rau Puawai expenditure.

### ***Other relevant materials received***

- In-house analysis of Te Rau Puawai by Uta Shimizu.
- Relevant section of Hei tautoko i nga wawata Maori: Etahi tauira na nga Kura Waananga – Supporting Maori Achievement: A collection of Tertiary Provider Initiatives, Ministry of Education (2001).
- Massey University Supplementary Record to Council (2000).
- Original Te Rau Puawai application form.
- Nga Moemoea O Te Rau Puawai Newsletters
- Te Rau Puawai Kia Ora Doc
- Tipu Hauora Kia Ora Doc II
- Diagram of Te Rau Puawai Programme structure
- Te Rau Puawai Programme Co-ordinator's job description.
- Te Rau Puawai Administrator's job description
- Te Rau Puawai Academic mentors job description
- Te Rau Puawai Support Tutors job description
- Te Rau Puawai Workforce 100 pamphlets
- Massey University Map pamphlet
- Te Rau Puawai Mid-Semester Hui Programme 13/07/01.
- HFA Mental Health Group Newsletter Issue 1 (2000)
- HFA Mental Health Group Newsletter Issue 3
- HFA Mental health Group Newsletter Issue 4
- Massey University Alumni Magazine Issue 8 – April (2000)
- General information booklet on the Te Rau Puawai programme
- Te Rau Puawai power point presentation
- Call log of conferences calls
- Call log of all incoming 0800 Puawai calls
- Agenda 2001 – Semester A & B Te Rau Puawai Hui
- Te Rau Puawai slide – power point presentation
- Te Rau Puawai Call team videotape.

## Appendix 2 Bursar Information Sheet and Questionnaire

### 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)

## 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.

<input type="radio"/> Yes	<b>Explanation</b>
<input type="radio"/> 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	
<b>a)</b> Telephone discussions about course work	1	2	3	4	5	6
<b>b)</b> Email discussions about course work	1	2	3	4	5	6
<b>c)</b> Helping each other to prepare for tests and exams	1	2	3	4	5	6
<b>d)</b> Sharing assignment tasks	1	2	3	4	5	6
<b>e)</b> Helping each other to meet assignment deadlines	1	2	3	4	5	6
<b>f)</b> 'Catching up' with each other	1	2	3	4	5	6
<b>g)</b> Sharing library books	1	2	3	4	5	6
<b>h)</b> Sharing study resources	1	2	3	4	5	6
<b>i)</b> Seeking advice and guidance on work place challenges	1	2	3	4	5	6
<b>j)</b> Sharing work place resources	1	2	3	4	5	6
<b>k)</b> Strategizing to resolve course related issues or concerns	1	2	3	4	5	6
<b>l)</b> Other activities? _____	1	2	3	4	5	6
<b>m)</b> 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?**

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### 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?

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

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## 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?**

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

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**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?

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**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).

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

**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**

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

## 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"/> <b>Yes</b>	Briefly describe the services provided by the Agency you work(ed) for.
<input type="radio"/> <b>No</b> 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 Mental Health Agency Information Sheet and Interview Schedule

### Information sheet:

### Te Rau Puawai WORKFORCE 100 Evaluation

Tena koe,

*Kei te tuku atu nga mihi ki a koe e hapai ana nga tauira Maori o Te Whare Wananga o Manawatu.*

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

We are seeking your views as they relate to your role in the Te Rau Puawai programme. In our report, we will not identify you by name. However, because of your unique position, it is possible that some readers will recognise who is being interviewed. If there is certain information you would like treated with confidence, please indicate this during the interview. We will respect all such confidences.

Please note the following:

- This is an anonymous interview/focus group. We ask you not to provide any information that may identify you in any way unless you state otherwise.
- Answer only those questions that you want to answer.
- You may withdraw from this process at any time and without explanation.
- Announcements and progress reports on the evaluation will be provided in Nga Moemoea. You will be given a summary report and not a full transcript of the interview/focus group.
- 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)



## **Mental Health Provider Agencies Interview Schedule:**

1. How did you first find out about Te Rau Puawai?
2. How many of your employees have been or are currently on the Te Rau Puawai programme?
3. What type of contact do you have with the Te Rau Puawai Coordinator?
4. What is your understanding of the programme?
5. In what ways has Te Rau Puawai made an impact on your agency?  
**Prompts:**
  - **Are there any benefits to the agency with having employee/s on the programme?**
  - **Are there any 'downsides' to the agency having employees on the programme?**
6. What types of support have you provided employees on the Te Rau Puawai programme?
7. What types of support were you **unable** to provide employees on the Te Rau Puawai programme?
8. We are interested in recommending how the Te Rau Puawai programme could be improved. Do you have any comments to make in relation to improving the programme? Please explain.
9. Any other comments that you think are important for us to know as evaluators?

## Appendix 5 Support Team Information Sheet and Interview Schedules

### Information Sheet for Support Team:

#### Te Rau Puawai WORKFORCE 100 Evaluation

Tena koe,

*Kei te tuku atu nga mihi ki a koe e hapai ana nga tauira Maori o Te Whare Wananga o Manawatu.*

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

We are seeking your views as they relate to your role in the Te Rau Puawai programme. In our report, we will not identify you by name. However, because of your unique position, it is possible that some readers will recognise who is being interviewed. If there is certain information you would like treated with confidence, please indicate this during the interview. We will respect all such confidences.

Please note the following:

- This is an anonymous interview/focus group. We ask you not to provide any information that may identify you in any way unless you state otherwise.
- Answer only those questions that you want to answer.
- You may withdraw from this process at any time and without explanation.
- Announcements and progress reports on the evaluation will be provided in Nga Moemoea. You will be given a summary report and not a full transcript of the interview/focus group.
- 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)

**Support Team Interview Schedule:**

1. How many students do you generally speak to on Thursday nights?
2. What kinds of benefits do you see Te Rau Puawai students receiving from the Call Centre?
3. What kinds of problems have you encountered while working at the Call Centre?
4. What do you think are the positive aspects of the Te Rau Puawai programme?
5. What do you think are the negative aspects of the Te Rau Puawai programme?
6. In what ways do you think the Te Rau Puawai programme could be improved?
7. With regard to transferability of the programme to another tertiary institution to encourage Maori participation and success rates at tertiary level:
  - a. what elements of the programme do you think are easily transferable?
  - b. what elements of the programme do you think are not easily transferable?
8. Any other comments that you think are important for us to know as evaluators?

## **Coordinator/Administrator Interview Schedule:**

1. What have been the critical challenges to implementing the Te Rau Puawai programme?.
2. What do you think are the critical challenges to the programme's continuance?
3. What qualities does the co-ordinator/administrator of the Te Rau Puawai programme need to have?
4. What was the nature of the position when you started?
5. What were your responsibilities when you started?
6. The programme seems to have evolved over time – how did this come about?
7. What do you think are the critical success factors of the programme?
8. In what ways do you think the Te Rau Puawai programme could be improved?
9. What do you think are the uniquely Maori aspects of Te Rau Puawai?
10. Do you think there are any gaps in the programme? Please explain.
11. With regard to transferability of the programme to another tertiary institution to encourage Maori participation and success rates at tertiary level:
  - a. what elements of the programme do you think are easily transferable?
  - b. what elements of the programme do you think are not easily transferable?
12. Any other comments that you think are important for us to know as evaluators?

## Appendix 6 Mentor Information sheet and questionnaire

### Information Sheet:

**Subject:** Te Rau Puawai Evaluation

**Date:** Friday, 8 February 2002 3:14 PM

**From:** L.Nikora <psyc2046@waikato.ac.nz>

Tena koe,

I am contacting you in your capacity as academic mentor for Te Rau Puawai bursars. 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

I am seeking your views as they relate to your role as academic mentor in the Te Rau Puawai programme. A brief questionnaire is provided at the end of this email for you to complete and return. I will be very grateful if you could set aside 10 minutes to contribute your comments.

Please note the following:

- Your identity will remain confidential to myself as the researcher collecting the information. Your identity will not be disclosed to any third party.
- Answer only those questions that you want to answer.
- You may withdraw from this process at any time and without explanation by simply refusing to respond to this email. A response from you will be read as agreement to participate. The information that you provide will therefore be used as data for analysis.
- Announcements and progress reports on the evaluation will be provided in Nga Moemoea, the Newsletter of the Te Rau Puawai programme.
- If you have any concerns about this project, please contact either myself or the Chair of the Psychology Department's Ethics Committee - Dr Bernard Guerin, University of Waikato, Private Bag 3105, Hamilton, Phone: 07 8562889 8293.

Manaakitanga,

Linda Waimarie Nikora

(Evaluation team leader)

Director, Maori & Psychology Research Unit, University of Waikato, ph: 8562889 8200

## Academic Mentors Questionnaire:

1. How many Te Rau Puawai bursars do you mentor?

2. On average how often would:

a) Te Rau Puawai mentoring students contact you?  
(delete those that do not apply)

At least once a week  
At least once a fortnight  
At least once a month  
Less than once a month  
Less than once a semester  
Not at all

b) The Te Rau Puawai Coordinator (Kirsty) contact you?  
(delete those that do not apply)

At least once a week  
At least once a fortnight  
At least once a month  
Less than once a month  
Less than once a semester  
Not at all

3 Even though it is not part of your role, how often would you contact your Te Rau Puawai Bursars?

(delete those that do not apply)

At least once a week  
At least once a fortnight  
At least once a month  
Less than once a month  
Less than once a semester  
Not at all

3. In what ways do you think your role as an academic mentor has been useful to the students?

4. We are aware that some academic mentors are not widely used by bursars. What are your ideas about improving mentoring relationships?

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

Thank you for your time.

