



# Te Rau Puawai 2002-2004 An Evaluation

*A report prepared for the*  
Ministry of Health  
& Massey University

*by*

Linda Waimarie Nikora  
Mohi Rua  
Andrew Dairs  
Keri Thompson  
& Tamati Amuketi

*Maori & Psychology Research Unit  
University of Waikato*

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*Authors*

**Linda Waimarie Nikora**

**Mohi Rua**

**Andrew Duirs**

**Keri Thompson**

**& Tamati Amuketi**

*Institutional Affiliation*

Maori & Psychology Research Unit,  
Department of Psychology,  
University of Waikato

Contact details

Linda Waimarie Nikora  
Maori & Psychology Research Unit,  
University of Waikato, Private Bag 3105,  
Hamilton

Email: [mpru@waikato.ac.nz](mailto:mpru@waikato.ac.nz)  
<http://psychology.waikato.ac.nz/mpru/>

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

Na

*The Evaluation Team* - Waimarie, Mohi, Andrew, Keri, and Tamati  
Maori & Psychology Research Unit

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## Executive Summary

Established in 1999 as a joint workforce initiative between the former Health Funding Authority and Massey University, Te Rau Puawai aimed to support 100 Maori students to graduate with mental health qualifications within a five year period. The goal of Te Rau Puawai is to contribute to the building of capacity for Maori in the mental health workforce.

Te Rau Puawai aimed to achieve this goal by recruiting Maori students into specific tertiary programmes available from the College of Humanities and Social Sciences at Massey University. The programme provided support for those students in the form of scholarships, support staff, peer mentors, academic mentors and a range of technical support services.

The key objective of Te Rau Puawai is to increase the participation and success of Maori students in mental health related studies such as social work, nursing, rehabilitation, psychology and Maori studies. This objective is achieved through providing selected Maori students enrolled in mental health related study programmes at Massey University with bursaries and academic support.

The programme exceeded its performance expectations in the first two years (1999-2001) with 56 bursars completing their qualifications. Bursars achieved an 80% pass rate compared with 65% for all students at Massey University as a whole. In 2004, this pass rate has continued, a significant achievement in light of increasing numbers of bursars being accepted and many without previously studying at the tertiary level.

In 2001 the Maori & Psychology Research Unit (MPRU) at the University of Waikato undertook an evaluation of Te Rau Puawai reporting on the programme's success and identifying any barriers the programme needed to address. The 2002 evaluation report outlines critical success factors and recommendations for improvement.

In 2003 Te Rau Puawai negotiated further funding from the Mental Health Directorate (MeHD) of the Ministry of Health under the Mental Health Workforce Development Strategy (2002). Workforce development is critical in building capacity and capability in the mental health workforce to increase appropriately skilled workers required to meet the mental health needs of Maori communities. In 2004 the Ministry of Health requested a follow-up evaluation to provide a descriptive record of programme activities and progress from April 2002 to December 2004.

This report provides an overview of Te Rau Puawai activities between 2002 and 2004; the progress and contributions made by bursars to the mental health workforce; and a reassessment of the programme's critical success factors.

## Te Rau Puawai activities between 2002 and 2004

When we were asked to evaluate the Te Rau Puawai programme in 2002, programme organisers, Massey University and the Ministry of Health knew that the programme was a success. And we concluded the same. At that time, the programme was on line to graduating 100 bursars within a five year time period. The programme was well regarded by applicants, bursars and employers. It was run efficiently and employed a diversity of strategies to support bursars to successful outcome.

In 2004, Te Rau Puawai continues to be delivered in a way that has built upon its earlier key success factors. The programme has undergone staff changes, the inception of additional staff roles and the fine-tuning of some activities. Specifically, a new coordinator was appointed in 2002 to replace the previous incumbent who had vacated the position. A part time administrator was appointed in 2003 to assist with managing office systems and other administrative tasks; and a part-time support tutor was appointed in 2003 to help better facilitate support to increasing numbers of bursars in particular the growing number of postgraduates.

Programme organisers continue to deliver a range of diverse support strategies to bursars. They include: support provided by the coordinator and administrator; regional support visits; the website; email exchanges with the support team; academic mentoring; Thursday night support services; regular hui to begin semesters; conference calls; and the Nga Moemoea newsletter. Most support strategies appear to be used by bursars as appropriate to their on/off campus status. Of those strategies used, the majority of bursars who engaged the programme were either satisfied or very satisfied, and indicated that most strategies made a positive difference to their academic goals. Moreover, these bursars found these strategies to be responsive to them as Maori.

Comments by bursars about the Te Rau Puawai website and other online technologies flagged to the evaluators the possible presence of two groups. Those who have access to computers connected to the internet and are confident in using this technology, and those who do not. Other support strategies therefore become more important to this second group.

Programme organisers have made good progress on implementing all except one of the recommendations from our previous evaluation. In our last evaluation, we asked that programme organisers give greater attention to the nature of academic mentoring which bursars received. This was due to our finding that some academic mentors were either confused or ambivalent about their roles. We viewed academic mentoring as a component of the programme that could result in broader institutional change thereby facilitating an academic environment receptive and responsive to both bursars and Maori students generally. While academic mentoring had not changed during 2002-2004, significant changes were being implemented in 2005.

The funding that Te Rau Puawai has received from the Ministry of Health has gradually increased in line with expected changes within the programme. For example, postgraduate bursars receive a higher bursary payment than part-time undergraduate bursars. The longer the programme operates the more postgraduate



students it might expect to have. Administration, coordination and support tasks have also undergone an expected increase in funding as bursars diversify the range of programmes they are enrolled in. Our review of financial statements for the programme indicates that the actual costs of the programme are in line with the funding the Ministry of Health has provided.

### **Progress and contributions made by bursars to the mental health workforce**

Since 1999, the programme has accepted 597 bursars, declined 205 applications, and since 2000, have had 38 bursars withdraw. The programme, up until 2003, had graduated 103 bursars. While bursars are spread throughout all DHB regions in New Zealand, the majority come from the Central and Northern regions. Those who have withdrawn have done so for a variety of reasons but reasons pertaining to workplace and family demands are reported to predominate.

Bursars completed qualifications from 25 different programmes of study. As might be expected, most bursars graduated with undergraduate degrees and certificates but as bursars move through the programme higher degrees are being pursued and obtained.

Of the 104 bursars enrolled in 2004, 55 were undertaking undergraduate studies and 49 were enrolled in postgraduate programmes. While bursars pursue a range of qualifications three cluster groups are apparent. These clusters are for those bursars pursuing a Bachelor of Arts (Maori and Psychology); Bachelor of Arts (Psychology), and Bachelor of Arts (Social Policy) and Bachelor of Social Work. At the graduate level, two clusters are apparent: Master of Nursing and Master of Psychology.

Data collected through the bursar survey indicates that bursars intend to study beyond the qualification that they are currently pursuing. Most indicate a desire to pursue higher degrees in health related disciplines. While most indicated an intention to find work, or continue to work in the mental health sector, some were simply concerned with finding a job and paying off their student loans.

While some bursars are employed in special education, community social work or have returned to full-time study, the overwhelming majority (90%) of bursars who have graduated from Te Rau Puawai are employed in the mental health sector. This finding clearly demonstrates the present contribution the programme is making to the mental health workforce.

Bursars report being supported by their employers in a variety of ways for example, receiving paid study leave, flexible working hours, use of computers, and email and internet access. While most bursars reported being satisfied with support from employers, a small number reported being dissatisfied, their comments reflecting their wish for employers to be more flexible with time and with paid study leave. Those bursars who were not in paid employment or who had left paid employment tended to be studying fulltime.

Few barriers to employment in the mental health sector were identified by those bursars we surveyed. This did not mean that there were no barriers, they were simply unable to identify them. Of those who did make comments in this regard, their focus rested on Maori lacking qualifications, or no vacancies being available in the area where they lived. Institutional racism was suggested as a barrier but not elaborated upon.

Comments made by bursars about the contribution that bursars will make to the mental health sector are overwhelmingly optimistic. Most felt that bursars will contribute appropriately qualified employees who have a critical analysis and who are responsive to the needs of Maori, who are well networked, and capable of taking on leadership roles.

### Programme success factors

Bursar evaluations of the programme remain favourable and feedback from bursars, support staff and Board members continue to identify the following factors as contributing to programme success. The first success factor is unique to the Massey University institution, that is:

- 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.

The following factors are characteristic of the Te Rau Puawai programme and the Massey University context, but, in our view can be transferred to other settings. We have chosen to present these factors as ‘statements of best practice’.

- Alleviating the financial stress associated with tertiary study contributes to the successful recruitment and retention of bursars who may otherwise choose not to pursue tertiary education.
- Coupling the provision of bursaries with membership of a bursar group provides bursars with a vital sense of community and collective mission.
- Strong leadership provides for bursars and staff a sense of security, continuity and responsibility, as do collaborative relationships with key stakeholders.
- Bursars are more responsive to active and diverse support strategies rather than those that passively receive help seekers.
- To be effective, academic support services need to be packaged and delivered in a way that is familiar and accessible to bursars.
- Bursars must take responsibility for their own learning and must recognise the reciprocal nature of support.
- The provision of support must recognise and reinforce the dynamic cultural practises and kinship networks that Maori have with each other.

## Evaluation limitations

While we attempted to make contact with and survey employers of bursars, we had very limited success. Contact details for employers were either out of date, inadequately specific to allow for the identification of an informed person within an organisation, or the contact person had since moved on.

## Recommendations

1. The Te Rau Puawai programme is a success. The contribution of highly qualified Maori personnel to the Maori mental health workforce is vitally important to making a difference in the lives of Maori who are grappling with a mental illness.
  - a. **We recommend that the Ministry of Health continue to financially support this programme.**
  - b. **We recommend that the contribution of Massey University be acknowledged and endorsed.**
2. The Te Rau Puawai board is comprised of Massey University and Ministry of Health representatives and is the governance body for the Te Rau Puawai programme. In our previous evaluation, we noted the effectiveness of this partnership between funders and providers.
  - a. **We recommend that the partnership between Massey University and the Ministry of Health continue.**
3. Te Rau Puawai is responsible for making a significant contribution to the Maori mental health workforce by providing a quality mentoring and bursary programme for Maori students. While external evaluations contribute to identifying areas for programme changes, improvements and outcomes, internal evaluations are also helpful in this regard.
  - a. **We recommend that the programme coordinator continue and further develop processes for integrating regular evaluation strategies into all programme activities.**
4. Online technologies like the use of email, chatrooms, and websites are increasingly an integral tool in the delivery of on and off campus education. Not all bursars have the same level of computer literacy or the same access to computers and the internet.
  - a. **We recommend that programme organisers continue to encourage and support students towards online learning.**

- b. We recommend that programme organisers continue to use multiple strategies for the dissemination of important programme information to bursars.**
5. We understand that since 2002 the mentoring system has been reviewed and changes prepared for introduction in 2005.
  - a. We recommend that the mentoring system introduced in 2005 be closely monitored through internal evaluation strategies. The ‘progress’ of the strategy, and any changes should be reported on to the Board for necessary action at the end of the first and second semesters of 2005.**
6. The aim of Te Rau Puawai is to engage Maori graduates in the mental health workforce. There are some bursars who continue to be employed in the mental health sector while studying, others give up their employment to undertake study, and yet others have never been employed in the sector but this is where their aspirations lie.
  - a. We recommend that greater attention be given to increasing and consolidating the ‘programme/sector’ interface in particular with agencies who may contribute people as bursars; who may accept bursars on placements; or who may employ bursars in the future.**
  - b. We recommend that Te Rau Puawai updates its contact database of employers with particular attention to identifying direct line managers or supervisors of bursars rather than just agency details.**
7. Te Rau Puawai has allowed many bursars an opportunity to ease their way into university study, to complete a first degree, and then go on to pursue a higher degree.
  - a. We recommend that programme organisers continue to compile data to better track the ‘stepping up’ pattern that has been identified here.**
8. As the number of Te Rau Puawai bursars grows in the workforce, their value as a resource for programme organisers and future bursars also increases.
  - a. We recommend that their value be recognised through the formation of a Te Rau Puawai Whanui Association.**

## Introduction

In 2004, the Maori & Psychology Research Unit at the University of Waikato was contracted by the Ministry of Health to conduct a second evaluation of the Te Rau Puawai programme delivered by Massey University. The first evaluation spanned the 1999-2002 period of programme operation (Nikora, Levy, Henry, & Whangapirita, 2002). This current evaluation focusses on the 2002-2004 period and provides a report of our observations and conclusions.

Te Rau Puawai has its base within the soundly established higher education tradition of Massey University, an institution with a firm reputation as a provider of quality distance education in New Zealand. In collaboration with the Ministry of Health, Massey University has been able to package a unique range of distant education strategies and relevant mental health programmes to recruit, support, graduate and contribute Maori graduates to the Maori mental health workforce.

Appropriately named, Te Rau Puawai – ‘One hundred Blossoms’ was established in 1999, and sought to contribute at least 100 Maori graduates to the Maori mental health workforce within a five year period. To do this, Te Rau Puawai recruits and supports Maori who are committed to Maori 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 2003 Massey University graduated its 100<sup>th</sup> Te Rau Puawai bursar meeting a five year goal of 100 graduates. In 2004 another 21 bursars were graduated and in 2005 it is expected that a further 26 bursars will graduate. The 121 bursars on the programme between 1999 and 2004 gained 124 qualifications in total. Collectively, they held 84 undergraduate and 40 postgraduate qualifications. Present indications show that 100 graduates are currently employed in a range of mental health settings within Aotearoa.

### From the 2002 Evaluation

The objective of the 2002 evaluation was to describe, investigate and provide evaluative comment on the Te Rau Puawai programme particularly with respect to: critical success factors; barriers to success; uniquely Maori aspects of the programme; gaps in the programme; recommendation for improvements; transferability; and other relevant issues.

For an indepth and detailed description of the Te Rau Puawai programme, its structure, administration and coordination, we refer the reader to our 2002 evaluation report (Nikora et al., 2002). For the record, it is worthwhile highlighting here the main findings from the 2002 evaluation to provide some continuity for the reader and for this report. The following is what we found:

### **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 specializes in distance education; it is well supported by expertise in Maori mental health, 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) 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 recognizable 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 characterizes previous research in this area; nor did they expressed frustration in accessing support, resources or people. 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 for bursars to adapt and negotiate an unfamiliar tertiary environment. Te Rau Puawai allows bursars a place to stand and to be Maori.

At that time, the Te Rau Puawai programme was well organised, efficient and effective. It was exceeding its anticipated goal of graduating 100 bursars within a 5 year period. In addition to this, bursars had a higher mean rate of achievement that exceeded that of other Maori students who were not in the programme. As evaluators, it was very difficult to find fault with the programme, the result being very few recommendations for improvement. Again, for continuity and because they are a major focus of this current evaluation, the recommendations from the 2002 evaluation are presented as follows.

### **Recommendations from the 2002 Evaluation**

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 realize 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 publicize 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 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.**

## 2002-2004 Major Evaluation Objectives

The major objective of this evaluation is to determine the effectiveness of the Te Rau Puawai programme in achieving its overall aims. Specific objectives were to investigate and provide evaluative comment on:

- Te Rau Puawai's responses to the recommendations of the previous evaluation;
- Programme activities undertaken from the period of the last evaluation through to December 2004;
- The 'state' of progress since the last evaluation;
- The status of all bursars who have been selected on to the Programme and what impact the Programme has had on them.

Along with the major evaluation objectives described above, the Ministry of Health was also seeking answers to specific questions. These were:

1. What activities have been undertaken since the previous evaluation and comment on the state of the programme?
2. What number of Bursars has completed the programme but is not employed in Mental Health since 1999 and outline the reasons for why this has occurred?
3. What barriers, in the mental health sector or other areas, (if any exist) may hinder Bursars going into Mental health employment?
4. What impact do Bursars have in Mental Health Services upon employment?
5. How effective are current approaches to student support including;
  - a. How useful do Bursars find the website and associated electronic services?
  - b. How have Bursars found the programme, use of mentors and Co-ordinator?
6. To what extent are bursars using the programme as a 'step up' through academic/tertiary education?
7. To what extent were the actual costs of the programme in line with the funding the Ministry of Health provided?
8. What other unintended activities or events, if any, have occurred as a result of the programme since it commenced?

## Evaluation design

In collaboration with Massey University and the Ministry of Health, we developed an evaluation plan. This enabled us to negotiate with programme organiser's access to information and processes through which we could gather the information needed for this evaluation. The plan clarified roles, pathways to achieving evaluation objectives and time lines for the achievement of tasks.

While we dealt with compiling all the evaluation data, Massey University was asked to furnish to the evaluators the results of an internal self-audit commissioned by the Ministry of Health and completed over the December 2004 period.

This evaluation combined qualitative and quantitative data gathering methods which are described below. The methods used were designed in light of the information sought by the Ministry of Health and the opportunities available to us within the Te Rau Puawai programme. We adopted a utilization-focused approach (Patton, 1990) to the evaluation ensuring that the key stakeholders of Te Rau Puawai were always central to our investigations and that evaluation inquiries were not too burdensome.

## Participants and data gathering techniques

### Te Rau Puawai self-evaluation report (SER)

The Te Rau Puawai coordinator provided evaluators with a Te Rau Puawai self evaluation report<sup>1</sup> including Te Rau Puawai board and programme documents, statistical analysis, reports to the Ministry of Health, in-house reports, and minutes from meetings.

We also requested further information to meet evaluation service specifications and travelled to meet with the coordinator and administrator to collect and discuss this information. This included access to financial reports and documentation as well as a specific meeting with the coordinator regarding financial systems.

### Kanohi ki te kanohi: Kaumatua, bursars and support team

We completed three site visits to Te Rau Puawai at Massey University's Palmerston North campus. We had face to face discussions with kaumatua, observed the coordinator and administrator in their respective roles and completed both face to face interviews and focus group discussions with them and members of the support team. We examined their facilities including the bursar support room, computers and the Te Rau Puawai website. We also attended the January 2005 Head Start hui and were

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<sup>1</sup> The Te Rau Puawai Self-Evaluation (Nov 2004) document is included in the document database as document D1. The appendices have been given the following document identifiers.

- D1a Te Rau Puawai Self Evaluation – Appendix 1 Enrolments by District Health Boards
- D1b Te Rau Puawai Self Evaluation – Appendix 2 Qualifications obtained 1999-2003
- D1c Te Rau Puawai Self Evaluation – Appendix 3 Bursars Withdrawn 1999-2003
- D1d Te Rau Puawai Self Evaluation – Appendix 4 Employment Patterns

generously hosted by Te Rau Puawai kaumatua, the coordinator, administrator, support team and staff from the Department of Maori Studies. We participated in whanaungatanga sessions with Te Rau Puawai bursars and listened to the experiences of current bursars about Te Rau Puawai support and also heard from new bursars, and how they hope to complete their studies and contribute to the health of Maori communities. We also observed the facilitation of workshops at the Head Start hui.

### **Te Rau Puawai Management Board**

We were invited to Massey University and presented an update of our evaluation proceedings at a Te Rau Puawai Management Board meeting, February 2005. This was followed by a focus group session with these members that considered the governance of Te Rau Puawai and their respective vision for the programmes future. Informal discussions with board members continued over lunch.

### **Academic mentors, support staff and Massey University academic staff**

We conducted 12 face to face interviews with academic mentors, support staff and Massey University academic staff associated with Te Rau Puawai. The information gathered from the interviews was informative and represented a broad range of experiences and perspectives on the mentoring programme. These interviews provided a rich source of information that helped to contextualise the history of Te Rau Puawai and collect a range of visions for the programmes future. See Appendix 1 for information sheets, interview schedules and consent forms.

### **Bursars**

We used postal questionnaires and telephone surveys to seek bursar's perceptions and experiences of Te Rau Puawai. We also conducted informal discussions with bursars at the Head Start hui.

#### **Questionnaires**

One hundred and twenty questionnaires (See Appendix 2) were distributed by post to bursars who had graduated, were currently studying, or who had been bursars but had withdrawn from the programme. We also contacted most of these bursars by email to encourage them to return the questionnaires.

Of the 120 questionnaires, 52 (43.33%) were completed and returned by post. This is a reasonable response rate for 'mail out' questionnaires which typically illicit less than a 20% return rate. Forty two percent of respondents were extramural students. The majority of respondents (65.38%) were female and 35.29% were aged over 35 years with 49.02% aged 45 years or older. This larger proportion of extramural and older bursars returning questionnaires is congruent with the demographic make up of Te Rau Puawai bursars over all.<sup>2</sup>

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<sup>2</sup> Database document D2 titled '2005 Survey of Bursars' contains tabulated frequency counts of responses bursars made to the evaluation survey of bursars.

### **Telephone follow up interviews**

Bursars were asked to indicate in the surveys their willingness to participate in follow up phone interviews. Twenty eight respondents (53.81%) agreed to do so and were subsequently interviewed by phone<sup>3</sup>. Interview schedules for phone interviews can be found in Appendix 3.

### **Informal face to face discussions**

We also attended the 2005 Head Start Hui as mentioned earlier, as part of the whaunangatanga sessions. There we introduced the evaluation to staff and bursars and listened to bursars experiences of both Te Rau Puawai and worklife in the mental health sector. Bursars also discussed their expected contribution to the improvement of Maori health via studying. We also had some limited and informal conversations with bursars during social interactions and hui workshops.

## **Employers of Te Rau Puawai bursars**

### **Questionnaires**

The Te Rau Puawai programme coordinator provided us with a list of addresses for 60 people and organisations who had, or who were employers of Te Rau Puawai bursars. Each employer was sent a questionnaire (See Appendix 4) but only 6 responded. Many questionnaires were returned to us 'gone no address' or 'person unknown at this address'. Some were returned as the address was inadequately specific, particularly in the case of large organizations like District Health Boards. Due to this low response rate, we asked bursars who had returned their bursar questionnaires if we could contact their employers (if they were employed). This met with limited success.

### **Follow up telephone interviews with employers**

Employers were asked to indicate, in their questionnaires, a willingness to complete a follow up telephone interview. Of the six employers who returned their questionnaires, all were interviewed by phone. A broad schedule of questions was designed to guide discussions about the employer's knowledge and experiences of Te Rau Puawai. The schedules could be found in Appendix 5.

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<sup>3</sup> Database document D3 titled 'Summaries of telephone interviews with bursars' contains the responses that bursars made to evaluators.

## Data analysis

Qualitative survey data was summarised and subjected to thematic analysis. Face to face and telephone interview data was summarised and participants were provided with opportunities to make comments, corrections or additions to the summaries. This feed back provided a valuable check on data already collected.

The examination of data continued as it came to hand allowing us the opportunity to adjust later phases of the evaluation to ensure objectives were met. For example telephone schedules were designed and altered in light of feedback from the postal surveys. Multiple face to face encounters allowed the team to refine and clarify findings whilst collecting further information necessary for evaluation outcomes.

Means and frequency counts were completed for quantitative data. The data set was not large enough to allow for more sophisticated statistical testing.<sup>4</sup>

## Ethical issues

The bursar evaluation questionnaire was advertised in Nga Moemoea, Te Rau Puawai's newsletter. Participants were presented with an information sheet about the evaluation and could contact the evaluation team for clarification before completing the questionnaires. Participants in face to face interviews were given an opportunity to ask questions and have their questions answered before, during and after interviews.

Where possible and appropriate, written consent was obtained. Consent for a telephone interview was obtained through postal surveys and reaffirmed over the phone. All participants in face-to-face interviews and focus groups had an opportunity to check a summary of their interviews via email attachments. All participants were granted anonymity for privacy reasons, however due to the role of some participants, they could be identified. This was explained to participants.

The evaluation procedures were reviewed and approved by the Department of Psychology's ethical review committee at the University of Waikato. The University of Waikato staff Code of Conduct, and the New Zealand Psychological Society's Code of Ethics guided the professional conduct of all personnel employed in the evaluation.

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<sup>4</sup>Database document D2 titled '2005 Survey of Bursars' contains tabulated frequency counts of responses bursars made to the evaluation survey of bursars.

## Evaluation results

The evaluation results are presented in three parts. The first part describes those activities that have occurred between evaluations through until the end of 2004. The second part focuses on the interface between Te Rau Puawai as an academic support programme, and as a programme designed to contribute skilled people to the Maori mental health sector. In the last part we discuss those things that make Te Rau Puawai a success. The respective parts have been organised according to the investigative questions required by the Ministry of Health.

### Part I

#### What has happened between evaluations?

##### Describe the activities undertaken from the period of the last evaluation through to December 2004

In this section we outline the activities of Te Rau Puawai undertaken between 2002-2004. Much of this information comes from the Te Rau Puawai Self-evaluation report (2002), coordinator reports to the board, and key informant interviews. The 2002-2004 period includes both the first and second phases of the programme. Phase one of the programme (1999-2003) funded by Health Funding Authority, and then by the Ministry of Health when the Health Funding Authority was disestablished, saw 103 bursars graduate with certificates, diplomas and degrees. This result exceeds the target of 100 bursars for that period and was a significant milestone for Te Rau Puawai. Phase two (2004 – 2006) based on a new contract with the Ministry of Health aspires to graduate a further 50 students.

##### Programme structure

The Te Rau Puawai Management Board continues to provide direct governance and administrative leadership for the programme. The Board is currently chaired by Professor Mason Durie and consists of Massey University and Ministry of Health representatives. Since the 2002 evaluation the Board has established a new administrator's role and support tutor's role both of which are part-time positions. This is in addition to the existing co-ordinator's role (full time) and the continued casual telephone support staff.

In addition to new staff roles in the programme, new people have been appointed to positions that have been vacated. Specifically, a new coordinator was appointed in 2002 to replace the incumbent who had vacated the position.

The role of Te Rau Puawai coordinator is still recognized as a critical element for the success of the programme. The co-coordinator's roles and responsibilities continue to remain the same as at 2002 and include the following:

- 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.

A part time administrator was appointed in 2003 to assist with managing office systems and other administrative tasks; and a part-time support tutor was appointed in 2003 to help better facilitate support to bursars in particular the growing number of postgraduate bursars.<sup>5</sup>

The Thursday night support team continues to see a turn-over in staff. The majority of support team members being bursars themselves. As their commitments change from year to year so does their capacity to be employed to support other bursars. The coordinator regularly reports to the Board on staff changes in the support team and no issues appear to be arising here.

### **Progress made by Bursars**

The current budget makes provisions for mentoring (30%), scholarships/bursaries (60%), and administration (10%). All bursary applications are approved by the board which is similar to that of the last evaluation.

According to Ministry of Health and Te Rau Puawai documents, bursary funding is calculated on the number of papers for which a bursar is enrolled. This could range between \$1000 - \$7000 per annum per bursar. Strict academic requirements must be met before a bursary is approved by the Te Rau Puawai board. Some bursaries may be tenable for up to four years, although this depends on the programme of study.

As part of scholarship conditions, the TRP coordinator, academic mentors, support tutor and TRP Board have access to each bursar’s academic files. This allows the progress of bursars to be monitored efficiently and effectively once enrolled. Initiatives can be put in place if bursars appear to be struggling.

All bursars are enrolled in programmes of study within Massey University’s College of Humanities and Social Sciences. According to the Self Evaluation Report (2004)

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<sup>5</sup> Job descriptions for the coordinator and administrator are included in the document database at:

D5 Te Rau Puawai Coordinator’s Job Description  
D6 Te Rau Puawai Administrator’s Job Description



the number of students enrolled in nursing and rehabilitation, has increased. This is reportedly due to demand from those sectors of the workforce. The number of extramural students is reported to have increased over the 2002-2004 period due to a priority given to applicants currently employed in the mental health sector. The number of students gaining postgraduate qualifications is also reported to have increased.

As stated in the 2002 evaluation, Te Rau Puawai bursars passed 80% of all their papers. The Self Audit Report (2004) suggests that this pass rate has continued, a significant achievement in light of increasing numbers of bursars being accepted without previously studying at the tertiary level.

### Enrolments

Enrolments have remained steady over the first two phases of the programme (Table 1).

While the full capacity of the programme is 100 bursars programme organisers have chosen to select beyond this number in anticipation of withdrawals.

Table 1

Bursars enrolled per year 1999 – 2004

1999	2000	2001	2002	2003	2004	Total
32	109	113	121	103	119	597

Source: Te Rau Puawai Self Evaluation Report (2004)

The Te Rau Puawai coordinator explained to us that not all applicants to the programme become bursars. Some do not meet the academic requirements for entry, some are not interested in the Maori mental health sector and others omit to provide the required documentation with their applications.

### Graduations

The graduation target of 100 bursars for the first phase of the programme was met in 2003 with a total of 64 bursars claiming undergraduate degrees and 39 bursars completing post graduate degrees (Table 2). In 2004, a further 21 qualifications were obtained by bursars. In total, 121 bursars have graduated from the Te Rau Puawai programme.

Table 2

Number of qualifications gained per year

	1999	2000	2001	2002	2003	2004	Total
<b>All</b>	10	17	26	20	30	21	124
<b>Undergraduate</b>	5	9	18	13	19	20	84
<b>Postgraduate</b>	5	8	8	7	11	10	40

Source: Te Rau Puawai Self Evaluation Report (2004)

Note - 3 students obtained more than 1 qualification.

Te Rau Puawai graduates have gained degrees, diplomas and certificates across 25 different programmes of study. These are described in the Te Rau Puawai Self Evaluation report that can be found in the document database.

## Withdrawals

Table 3

Bursar withdrawals

Year	2000	2002	2003	2004	Grand Total
Withdrawals	12	6	5	15	38

Source: Te Rau Puawai Self Evaluation Report (2004)

Between 200 and 2004, 38 bursars withdrew from the programme. The coordinator explains:

*Students who withdrew from study after receiving a Te Rau Puawai bursary did so for a variety of reasons most frequently because of excessive workplace and family demands. Extramural study is not easy and must typically be accommodated within a host of competing demands... Important for success is adequate time for study and a workplace that is conducive to study. Experience suggests that where there is a cohort of bursars in the same working environment commitment is higher and results are generally better (Te Rau Puawai Self Evaluation Report, 2004, p6).*

## Determine the 'state' of progress from the last evaluation (2002)

Since the 2002 report, the following points should be noted. Te Rau Puawai successfully administered 343 bursaries in 2002-2004 compared with 254 during last evaluation. This is an increase of 25% (89) overall. Fifty two undergraduate bursars and 19 postgraduate bursars have graduated since 2001. Six successful hui, held twice per year at the beginning of each semester, have been hosted for all bursars at Massey University. These hui provided whanaungatanga sessions that lays the foundation upon which support relationships are built. They also allow bursars to share their study and life experiences. The hui also ran workshops on programme selection, academic study/writing, library use and support services. The board hosted dinners at each hui and met with bursars to share the Te Rau Puawai vision and its implications for the Maori mental health workforce. The following section will consider the progress and impact of Head Start Hui, regional visits, the TRP website, support staff as well as the newly introduced 'learning objectives contract'.

## Head Start Hui

Head Start hui continue to make a significant impact on bursars and how they engage in their studies for the year. The focus on building relationships through whanaungatanga sessions has been a successful facilitative tool. Head Start hui also provide workshops designed to equip students with the knowledge and skills necessary for the successful completion of their studies. For instance one workshop specifically focused on the construction of an essay assignment, another workshop considered subject specific issues e.g. Treaty of Waitangi, strategic Maori development and post graduate psychology. Other workshops focused on writing ethics proposal, organising references and bibliographies, exam techniques and using government resources and legislation. An all day Tikanga Māori workshop is run by kaumatua and kuia to provide students with an avenue to share and enhance their knowledge in this area. The hui had a major impact on bursars who reported enthusiastically about its importance. The following quotes reflect this enthusiasm.

*Hui were excellent for building relationships with fellow bursars, meeting tutors etc.... the hui made a lot of difference by awesome networking [and] assignment and exam reassurance.*

*The hui provided workshops that aided my study. Contact with the bursars and TRP staff at the hui was encouraging and helped me to focus on [the] upcoming semester with confidence.*

*The hui itself – It provided networks, motivation, inspiration and coming together and Maori connected spirit. Being compulsory was important. It enabled me to take time out from family and work commitments and to focus on preparing for the study ahead surrounded with people who were on similar if not the same journeys.*

## Regional visits

Conference calls substitute for regional visits to bursars in the South Island, with face-to-face visits completed with most North Island bursars as this is where the majority of bursars are situated. The conference call option in 2004, semester 1, reduced travel and accommodation costs and was a sensible response as only two students were situated in the South Island compared to 5 students in the past. Regional visits are a continuation of the kanohi ki te kanohi visits reported in the last evaluation (2002).

The co-ordinator and support tutor were responsible for organising the regional visits, although the support tutor conducted most of them. These were previously conducted by the co-ordinator, members of the support team or academic staff.

Those bursars we surveyed who participated in regional visits from programme staff reported a) being satisfied with the support strategy; b) that they felt the strategy made

a significant positive difference to their academic goals; and c) that the strategy was responsive to them as Maori.<sup>6</sup>

### **Website**

The Te Rau Puawai website was reformatted and updated in 2004. The Te Rau Puawai website has been designed as a primary interface for bursar support particularly for extramural bursars. It is used however by a range of people including applicants to the programme, employers in the mental health sector, TRP support staff and bursars. The website has important information, programmes and activities specifically relating to TRP. It also has a secure 'user' area, for communication between bursars and support staff. The website is hosted and maintained by Massey University. The website can be viewed at the following web address, <http://te-rau-puawai.massey.ac.nz/>

The coordinator and support staff told us that for the website to reach its full potential it has to be used more often and more consistently by both bursars and staff. While we did not survey staff use of the website, bursars who replied to our survey reported accessing the website irregularly. Almost 30% of those surveyed report not accessing the website at all. Of those who had accessed the website (n=35) most reported being satisfied or very satisfied with the support strategy.

Email exchanges between bursars and staff is another support technology. Those bursars who did seek support in this way report being satisfied with the exchanges they had. Forty percent of bursars surveyed choose not to engage in this way.

To the evaluators it would seem that Te Rau Puawai possibly has two types of bursars – those who have access to a computer and to the internet and know how to use the technology; and those who don't have access to a computer connected to the internet or have limited confidence using such technology. This opinion is supported by comments made by bursars in our survey of them. Those who accessed the website reported finding information useful to their study, to networking, and to accessing resources. Those who did not access the website had limited or no idea of its potential. Aware of this problem, Te Rau Puawai staff provide face-to-face workshops and one-to-one tutoring during regional visits and national hui.

### **Support Staff**

As already mentioned, the current support team includes the co-ordinator; administrator, support tutor and telephone support staff. The administrator and support tutor positions are the only new additions since the 2002 evaluation, reflecting the growing number of postgraduate bursars in Te Rau Puawai and their needs<sup>7</sup>. The increase in postgraduate bursars is expected to continue throughout 2005-2006. All support staff are trained in the effective use of library systems and databases, the Procite/endnote bibliographic databases, the Maori@Massey university database, and course planning techniques with relation to career development. A review of the Te Rau Puawai phone support system was completed in 2004 the result being clear

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<sup>6</sup> Database document D2 titled '2005 Survey of Bursars'

<sup>7</sup> Database document D1 titled 'Te Rau Puawai Self Evaluation (2004)'.

guidelines for support staff to follow<sup>8</sup>. These are reported on in a later section about the Telephone support team.

### **Learning objectives contract**

The ‘Learning Objectives Contract’<sup>9</sup> is a tool to assist the negotiation of an agreement between the bursar and staff of Te Rau Puawai. In her report to the board, the Te Rau Puawai coordinator explained that:

*The aim of the contract is to ensure that students and support tutors have a clear understanding of what is required of each other and provide motivation by having clear goals to successfully complete a paper. In addition, it will assist the Co-ordinator in monitoring and measuring the performance of the support team (Co-ordinator’s and Support Tutor’s Report - Summary of Semester Two, 2003, p3).*

Bursars do not receive bursary payments until the contract is completed and filed with the Te Rau Puawai office – completion of the contract is a condition of being a Te Rau Puawai bursar.

Introduced in 2003, the contract documents agreed activities for the bursar, mentor or support staff, expected timeframes and due dates. These activities include

- Attendance at two national hui.
- Being available during regional visits
- Fortnightly contact with Te Rau Puawai support tutors.
- Attendance at all block and compulsory contact courses.
- Initiating contact with a academic mentor
- Advising support staff of problems/obstacles that will hinder progress.
- The support tutor to making contact with the bursar every month

The bursar also has the opportunity to identify individual learning objectives that Te Rau Puawai can help them to achieve.

Te Rau Puawai staff through key informant interviews reported to us that the learning objectives contract creates a sense of responsibility and interdependence. It also clearly sets out the expectations of the Te Rau Puawai programme with regard to participation in programme activities and the use of support staff.

### **Determine the status of Bursars who have been selected on to the programme and what impact the programme has had.**

We have already addressed the status of bursars with regard to qualifications pursued and gained and their current employment. Below we consider the impact the programme has had on the bursar.

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<sup>8</sup> Database document D7 titled ‘Te Rau Puawai Support Tutor’s Job Description’

<sup>9</sup> Database document D8 titled ‘Learning objectives contract’

Engaging in university study is a life changing experience. Gaining a qualification provides skills and competencies, and career options. Through our survey of bursars, they perceived increases in the following that they thought would make a difference to the mental health sector<sup>10</sup>.

- Critical analysis of existing models of mental health care
- The capacity to put ‘Maori’ theory into practice
- Cultural and clinical awareness
- Leadership
- Qualifications
- Local, regional and national networks
- Role models
- A capacity for Maori to participate
- Improved service delivery to Maori

Being aware of their potential contribution to the mental health sector is an outcome in and of itself. That bursars had a capacity to understand themselves and their place within a broader context reflects an advanced critical analysis of their intended career direction.

Bursars speak highly of Te Rau Puawai support services and this is reflected our survey of bursars and telephone interviews.<sup>11, 12, 13</sup> Specific mention is made of Te Rau Puawai bursaries, whanau support, academic support services and the use of tikanga Maori - all significant factors in their success as bursars of the programme. The importance of these support strategies can not be underestimated as many bursars claim Te Rau Puawai has been the driving energy behind their completion and even consideration of tertiary studies. Such sentiments are reflected in the following:

*If it wasn't for TRP I would never have done tertiary study. The support and financial help has made me achieve the impossible. I moved from Tauranga to Palmerston knowing I would have the tautoko from TRP - I have never regretted the move. The programme is 'Tu Meke' more programmes should be administered to other tertiaries.*

*[Te Rau Puawai] kept me focused. All the awahi, manaaki, tautoko from the support team and whanau (TRP bursars) has been overwhelming. I would have given up without this support*

*Knowing that I was part of a team really committed me to doing well [it was] not just about me, but other Maori*

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10 Refer to document database D4 titled ‘The contribution of Te Rau Puawai Bursars to the Mental Health Sector – What bursars thought’.

11 Refer to database document D3 titled ‘Summaries of telephone interviews with bursars’

12 Refer to database document D9 titled ‘Overall perceptions, thoughts and views of Te Rau Puawai – What bursars thought’.

13 Refer to document database D4 titled ‘The contribution of Te Rau Puawai Bursars to the Mental Health Sector – What bursars thought’.

*students. [Te Rau Puawai] helped to reinforce my identity as Maori within the context of mental health*

### **To what extent are bursars using the programme as a step up through academic tertiary education?**

Feedback from the co-ordinator, support staff and mentors suggest that Te Rau Puawai has allowed many bursars an opportunity to ease their way into university study. This is supported by bursar comments<sup>14</sup>. Qualitative responses in our survey of bursars suggest that some bursars, having completed one qualification, continue on to pursue subsequent qualifications. Some bursars already have a pathway towards a higher degree planned out at the point of becoming a bursar. Others only realise that a higher qualification is possible at the point of achieving their first. While bursars may not be actively conscious of the ‘stepping up’ function that Te Rau Puawai can provide, some do become progressively aware as possible ‘dreams’ of a higher degree become an increasing reality. In our survey of bursars we found that about half of the bursars surveyed intended to pursue a subsequent qualification.

While most bursars appear to remain committed to pursuing qualifications and careers in mental health related areas, a few have switched from their original programme of study to programmes unrelated to the mental health field. In doing so, they forfeit their Te Rau Puawai entitlements.

More precise data needs to be compiled to better track the ‘stepping up’ pattern that has been identified here.

### **How have the recommendations of the previous evaluation been implemented?**

In this section we outline responses made by Te Rau Puawai staff to each of the 2002 evaluation recommendations. The information was collected from the internal self evaluation completed by Te Rau Puawai<sup>15</sup> and subsequent face to face interviews with the Te Rau Puawai board, coordinator, and administrator.

### **Recommendation 1 Promoting programme success**

*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.*

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14 Refer to database document D9 titled ‘Overall perceptions, thoughts and views of Te Rau Puawai – What bursars thought’.

15 Database document D1 titled ‘Te Rau Puawai Self Evaluation (2004)’.

Te Rau Puawai has publicised some of its success over the last two years. The coordinator reported a number of publications; newspapers, Maori mental health newsletters, conferences, Massey University Vice Chancellor symposiums, academic publications in nursing and psychology, graduate journals, internal Massey University advertising and secondary school promotions. The evaluation team sighted articles in Issue 19 of Massey News (October, 2004,) titled “Workforce programme highly commended”, a paper in the proceedings of the 29<sup>th</sup> International Conference of the Australian and New Zealand College of Mental Health Nurses (2003), and the Bearing Point Innovation Awards (2004), where TRP was a finalist in the ‘Innovation in Services to Maori and State Sector’ categories. It was “highly commended” for the latter.

### **Recommendation 2 Academic Mentors**

*The evaluation team recommends that the role and tasks of academic mentors be clarified, with particular attention to: establishing a shared responsibility by mentors and bursars, for making and maintaining the mentoring relationship; and resolving the possible conflicts of interest of academic mentors who are also paper coordinators.*

In 2004 the mentoring system was reviewed and newly developed strategies have been realised as a result. The review suggested hiring six part-time mentors drawn from an academic staff pool. An honorarium would be paid to these mentors’ respective schools, which should relieve them from some work related responsibilities. The strategy was to be implemented in 2005. At the time of this evaluation, expectations that at least one mentor will come from the School of Maori Studies, School of Psychology, and the School of Sociology, Social Work and Social Policy. The School of Health Sciences was expected to provide two mentors. This new system is significantly different to the previous scheme, where mentors undertook this role on top of their usual academic duties. No honorarium was paid then. As a result, mentors are expected to now dedicate more time to mentoring without sacrificing other work responsibilities. This new initiative will be monitored by the Te Rau Puawai coordinator and mentors are expected to make monthly reports regarding contact with bursars. This new system will allow the coordinator to concentrate on supporting, training and evaluating mentors and the mentoring scheme.<sup>16</sup>

### **Recommendation 3 Strategic Directions**

*We recommend that the Te Rau Puawai Board remain strategic in selecting bursars and informed of the needs of the Maori mental health workforce.*

Selecting people from the Maori mental health workforce has been the priority focus area for recruitment since the last evaluation (2002). This focus has been

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<sup>16</sup> Refer to database document D10 for a copy of the ‘Academic mentor job description’.



complemented by non-workforce applicants who display “strong motivations” for the discipline and field.

The needs of the Maori mental health workforce are understood via strategic relationships and alliances between the workforce and Te Rau Puawai. The Ministry of Health also has a representative on the Te Rau Puawai Board which keeps them abreast of workforce issues. This is complemented by Te Rau Puawai regional visits that sometimes include meetings with employers, iwi health providers and mental health teams. Relationships such as these show specific needs of bursars, employers and community alike.

The coordinator is expected to complete 6 monthly reports to the Te Rau Puawai board. These reports reflect ways in which the Te Rau Puawai has, can or should select bursars for the programme and how such strategies reflect the needs of the Maori mental health sec

### **Recommendation 4 Post Graduates**

*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.*

Te Rau Puawai has given specific attention to the needs of its postgraduate bursars. This includes conference calling with students, Te Rau Puawai support staff and academic staff. Specific postgraduate workshops are included during the twice yearly Head Start Hui, and dedicated phone staff specific to postgraduates have been added to the support team. Scholarship payments have also been adjusted to meet the increased cost of postgraduate study.

In return, post graduates are required to initiate weekly contact with phone staff or the co-ordinator with progress reports as negotiated through the learning objectives contract. Reports from bursars are to specifically outline study progress for example, an update on assignments, due dates, progression of assignments and any concerns. Postgraduate reports are then entered into a [Maori@massey](mailto:Maori@massey) database which was developed from the AVC Maori office. This database provides a communication and information sharing network accessible to Te Rau Puawai support staff. This database allows support staff to know exactly where any one postgraduate is in terms of their study.

All bursars irrespective of programme of study have access to the Te Putahi-a-Toi (Massey University, Department of Maori Studies) research programmes support space for graduates. This space allows bursars access to computers and research databases whilst mingling, networking and building relationships with students and staff of Te Putahi-a-Toi.

## Recommendation 5 Links to Mental Health Agencies

*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.*

The Board and coordinator reported through key informant interviews and the Te Rau Puawai Self Evaluation (2004) that they have remained committed to fostering strong relationships with providers understanding that they play a significant role in contributing students as bursars in the programme. Promotional visits conducted by the coordinator to regional mental health agencies have been the primary means of promoting Te Rau Puawai and recruiting bursars. Along with the development of the Te Rau Puawai website, access to information about Te Rau Puawai has been increased and applications are received from a broad spectrum of agencies.

We have already referred to the difficulties that we as evaluators experienced in our attempts to make contact with employers to complete survey questionnaires and to participate in telephone interviews. Of those that we did speak to, their experiences of the programme and of bursars are at variance with each other.

One employer reported that bursars from their organisation were ill-prepared for academic study, found juggling work, study and family a significant challenge. Of the three bursars who engaged in the Te Rau Puawai programme none of them completed their programmes of study. The employer felt that the investment in the bursars made by the Te Rau Puawai programme and by their organisation did not result in positive outcomes.

Contrary to the view above, another employer reported significant positive outcome. The employer reported having six bursars on placement and over the past two years had employed 6 bursars. The employer told us that:

*I have had really positive experiences with the bursars that we have employed and the ones that come on placements. We have utilised the bursars on placements to fill gaps in service delivery. TRP bursars understand manaakitanga and know how to be caring towards others. We have found that this comes naturally to the bursars. They spend time talking to clients and making sure that they are comfortable. They are very helpful around the organisation and they all do their work.*

This employer told us that their agency was closely involved in networking with Te Rau Puawai, contributing to Head Start Hui, and contributing to promotional and training videos for training in the mental health sector.

## **Recommendation 6 Coordinator and Support staff**

*That the Te Rau Puawai Board meets regularly (once or twice a year) with the coordinator and staff to specifically discuss strategic directions.*

The coordinator reported in the Self Evaluation (2004) that the Te Rau Puawai board meets at least three times a year. The coordinator and administrator play a key role in board meetings with updates and progress reports. Strategic planning is a regular agenda item. In the second half of 2004 the board and coordinator worked towards strategic planning for 2005 and beyond. A strategic planning meeting with key stakeholders was held in February 2005.

### **How effective are current approaches to student support including:**

*How useful do bursars find the website and associated electronic services? How have bursars found the programme, use of mentors and co-ordinator?*

Support services include dedicated mentoring, phone team support, administrative support primarily from the coordinator and administrator, Head Start hui and workshops, Nga Moemoea newsletter, and Te Rau Puawai website. The effectiveness of these strategies for delivering support to students is discussed below.

### **Electronic services and the website**

We have already reported on the effectiveness of the website for students. While the website is one electronic resource, so are other online facilities like chatrooms, discussion boards, email, file transfer routines, library access and access to online academic databases, as well as internet search. Across most academic environments generally these resources are becoming integral to tertiary education. They are instrumental in serving information to students, facilitating the production of new knowledge, the sharing of resources, and the creation of virtual communities. Online technologies are essential features of providing distance education.

In our survey of bursars we found that those who used the website reported significant benefits. Those who did not, tended to identify barriers to their use of the technology (eg. no computer, no internet access, inadequate confidence with the technology). From this we might assume that they are also experiencing difficulty with other online technologies like using email to contact fellow bursars and support staff. Whether this finding can also be extrapolated to using other telecommunications technology is doubtful. However, satisfaction ratings by some bursars would indicate that phoning the support team outside of the Thursday night support hours was not a frequent activity. Those who did seek telephone support mostly reported being very satisfied with the service. Again, our findings here reflect the need for bursars to engage technology in order to discover and understand its potential benefits.

## Mentoring system

Eighty six percent of bursars we surveyed reported using a mentor during the course of their studies. Fifty five percent of those bursars accessed their mentor on a monthly, fortnightly or weekly basis and 14% reported not using mentors while studying. In general, bursars spoke highly of the support they received from mentors which included encouragement and support for personal issues, and practical study tips for assignments, learning strategies, general study skills and even the selection of courses.

Bursars reported,

*My on campus mentor was pretty awesome giving really balanced feedback and being patient with me when I was struggling with some course material.*

*[I] was able to discuss issues with them that were larger than individual papers such as career options. [They] provided good advice about the kaupapa issues students experience at certain times and showed me where to find information I needed for studies.*

Although bursar's experiences of the mentoring system were overwhelmingly positive not all bursars had access to mentors who were directly responsible for programmes that bursars were enrolled in. This lead to difficulty in providing accurate information to bursars about their paper choices. One academic staff member reported<sup>17</sup>:

*I am currently an academic staff and felt last year the TRP team inappropriately took upon themselves the need to advise students in my school about their programme of study (ie) paper choices without consulting the correct staff members. Sometimes students were provided with advice to enrol in incorrect or inappropriate papers.*

While a small number of bursars reported difficulty forming a working relationship with their academic mentors most bursars and support staff valued mentoring as a key success factor. Bursars commented in survey results that direct access to academic staff helped them to continue with their programme of study and achieve excellent results. The support gained from academic mentors was positively commented on far more than any other support strategy offered by Te Rau Puawai.

As mentioned earlier, since our last evaluation, programme organisers have since reviewed the academic mentoring programme. The coordinator advises us that the review and restructuring of the mentoring programme purposefully sought to address issues like those described above.

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<sup>17</sup> The staff member referred to here made this comment as part of our survey of bursars.

### Phone team support

The coordinator informed us that attempts to contact all bursars are made by phone by support staff every Thursday evening to check on their progress and address any needs that bursars may identify. If the team is unable to make contact or the student has not rung in, the Co-ordinator is advised and a follow up is conducted by way of card, letter, phone, email, networking with supervisors, lecturers and or mentors. Bursars are also able to phone support staff on Thursday evenings between 6 – 9pm or during the advertised working hours of the part time support tutor. All contacts are recorded in the contact database and support staff must return calls on the same day or make arrangements for an alternative follow up contact time.

None of the bursars surveyed reported any dissatisfaction with this service. The majority of bursars who used the support strategy indicated that it made a positive difference to their academic goals, and that the service was responsive to them as Maori.

### Coordinator

The coordinator's role is a key component to the management of activities and services<sup>18</sup>. The co-ordinator oversees the:

- Recruitment and selection of bursars
- Whanau and learning support for bursars
- Networking for bursars
- Monitoring and reporting to the Te Rau Puawai board on bursar progress
- Coordination of mentors, academic staff supporting Te Rau Puawai, phone team support staff and Te Rau Puawai administration
- Promotion of Te Rau Puawai to regional health providers

In 2002, the coordinator's position was vacated and subsequently filled by a new staff member. As the role relies significantly on the capacity of the incumbent to relate well to key stakeholders, how coordination tasks are enacted are just as much a product of the person as they are of the job. Through key informant interviews and comments made in our survey of bursars, it is clear that bursars have related differently to both the past and present coordinators and to a certain extent, some have experienced some difficulty during the period when the new coordinator was exploring and coming to understand her role and its relationship to significant stakeholders including bursars. We view these comments as reflective of a transitional period that has now passed rather than a reflection of something ongoing and problematic.

Most bursars surveyed were in regular contact with the coordinator; they were largely satisfied with these interactions; they felt that these interactions made a positive difference to their academic goals; and were responsive to them as Maori. Of the small number of employers we had contact with, all appreciated the contact they had with the coordinator and the opportunity to discuss bursar progress, workforce development issues, agencies needs and staffing issues.

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<sup>18</sup> Refer to document D5 titled 'Te Rau Puawai Coordinator's Job description'.

The fact that the majority of bursars surveyed were generally satisfied with all services delivered reflects positively on the effectiveness of programme coordination. The role of the coordinator remains strategic to the success of Te Rau Puawai providing core support to bursars, mentors and support staff as well as direct input into the governance of the programme.

### **Administrator**

In 2003 a new administrator was appointed to provide support to the coordinator and support staff. At the time of appointment, the coordinator reported that:

*the administrator has alleviated a lot of pressure and enabled the co-ordinator to concentrate on promotional, management and student support (Coordinator's and Support Tutor's report – summary of semester 2, 2003, p4).*

The administrator's role contributes a range of tasks to the efficient administration of the Te Rau Puawai programme<sup>19</sup>. While the programme is a relatively independent unit, it must still align itself with university administration systems and databases. Tasks required of the administrator include the following:

- Word-processing
- Receiving, distribute or responding to correspondence
- Maintaining programme databases
- Maintaining the Te Rau Puawai website
- Backing up computer systems
- Preparing and recording invoices and reimbursements
- Processing internal journal entries
- Processing bursary payments
- Checking budget records
- Making travel arrangements
- Assist in the Te Rau Puawai application and selection process
- Provide secretarial services to the Te Rau Puawai Board
- Maintain the coordinator's calendar
- Manage office purchases
- Provide customer services during office hours and respond to general enquiries made by staff and bursars.

Our survey of bursars indicate that bursars were aware of the position, most had contact with the administrator and expressed high levels of satisfaction with that contact. They felt that the support afforded by the administrator made a positive difference to their academic goals and that the service was responsive to them as Maori.

Given that the administrator occupies an office and must be accessible during office hours, the administrator is often the first person bursars and support staff make contact. Comments made by bursars describe the current administrator as friendly, competent and committed to the Te Rau Puawai kaupapa.

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<sup>19</sup> Refer to document D6 titled 'Te Rau Puawai Administrator's Job Description'.

During our site visits to Massey we were impressed by both the coordinator's and administrators capacity to furnish quite detailed information immediately. We sighted cash books, purchasing and receipting records, the Te Rau Puawai database and website including its secure area. As one of our visits was just prior to a Head Start hui, we were also able to observe coordination and administration tasks relevant to this event. We were privy to observing the coordinator and administrator going about problem solving a variety of issues including changes in bursar travel arrangement, the timely arrival of stores and food supplies for the hui, the collation of bursar information packs, and the coordination of support team members to carry out various tasks during the hui. At the same time, the administrator remained available for general staff and bursar enquiries. Those members of our team who stayed on to the Head Start hui report being impressed by the scale of the event and the attention given to detail by the coordinator and administrator. It is this careful, planned and consider approach to programme activities that ensure its continuity and success.

### **Nga Moemoea newsletter**

The monthly newsletter posted to bursars during the academic year remains an important means of providing programme information, notices of activities, the promotion of up coming events as well as articles and success stories by bursars and support staff. Of those bursars surveyed most claimed to have received the newsletter while they were enrolled.

Given that some bursars experience difficulty accessing online information, the newsletter must be considered as an important alternative avenue for providing programme information.

### **Hui and workshops**

Head start hui held twice a year at Te Putahi-a-Toi, School of Maori Studies, Massey University continue to provide key opportunities for bursars to form whanau networks, meet support staff and mentors, attend workshops and visit Massey University's Palmerston North campus including meeting with some academic staff. Attendance at hui remains compulsory and was reported by bursars surveyed to be foundational for developing whanau support. Survey results and informal discussions between bursars and the evaluation team at the head start hui in 2005 indicate a high level of bursar satisfaction with the hui. Bursars reported that hui were crucial for welcoming new bursars into the Te Rau Puawai whanau and for bursars to receive important information about support and academic services that in turn maximises their potential for academic success. Continuing bursars also reported in the survey that they gain encouragement and motivation for the next phase of their studies and enjoyed being able to make a significant contribution to supporting new bursars.

The sense of community, relatedness and identity experienced by bursars as part of the Te Rau Puawai whanau should not be under-estimated. Belonging to an entity with an impressive record of achievement and success is something that instils pride and excitement in bursars. It is motivational. New bursars who enter into this fellowship now have a responsibility to maintain the success record and to live up to

expectations of what it means to be a Te Rau Puawai bursar. Very few fail in this regard.

### **To what extent were the actual costs of the programme in line with the funding the Ministry of Health provided?**

Funding for the Te Rau Puawai programme comes from the Ministry of Health to Massey University as the legal entity. Funding has been allocated to three main areas: administration, mentoring and student bursaries.

Te Rau Puawai accounting procedures include segregation of purchasing, receipting and authorising duties which is managed by the co-ordinator, administrator, College of Humanities and Social Science Business Manager, Research Unit, Te Rau Puawai Board and Head of School Maori studies to ensure accountability. The coordinator along with the administrator maintain a record of purchases and payments which is recorded on an excel spreadsheet. Copies of orders, packing slips and invoices are held at Te Rau Puawai as well as Massey University Finance office. In addition, a budget forecasting template was introduced to assist the co-ordinator and administrator to monitor and report on budget expenditure. In this way programme staff are able to have a general idea of the amount of budget per month, and of over and under-spending. We note that we have sighted all documents and systems mentioned above.

Te Rau Puawai staff maintain their own financial records to provide a more accurate report based on the contract categories. The centre responsible for these records is the Research Services centre. Evaluator requests for Te Rau Puawai records held by Research Services, with 2002-2004 income and expenditure statements of particular interest, resulted in very little. The evaluation team was advised that Research Services could not supply further information to that held by Te Rau Puawai staff. We found this response somewhat remarkable yet in retrospect understandable.

The Te Rau Puawai accounting system and record is complicated. After initially reviewing the financial documentation we concluded that we had inadequate information to form an opinion. This conclusion rested on our expectation that income and expenditure statements would be readily available and clear to the outside observer. They are not. A number of things explain this. The first is that Massey University and the Ministry of Health operate according to two different financial years. Massey University uses the calendar year while the Ministry of Health uses the 1 July-31 June year. This inevitably will result in the Massey University record showing either a considerable positive or negative balance dependent upon when expenses were incurred and payments received. The second difficulty was the requirement that Massey University invoice the Ministry of Health subsequent to services being delivered and expenditure incurred. Again, this caused significant anomalies in the recording of income and expenditure and resulted in an overpayment being made by the Ministry in 2002<sup>20</sup>. If an organisation has no income against which to debit expenditure then the accounts will show a negative balance. This

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<sup>20</sup> Refer to document D11 titled 'File note. Ministry of Health, August 2002'.



second difficulty has since been addressed by the Ministry of Health through their most recent contract. The first difficulty still remains.

Having examined the consolidated statements of income and expenditure for 2002-2004 recorded by the Te Rau Puawai office<sup>21</sup>, we are satisfied that the actual costs of the programme are in line with the funding the Ministry of Health provided. Any under and over spending that might appear is not excessive and can be explained through the use of file notes. The use of any underspend is negotiated directly with the Ministry of Health. Any overspend is carried by Massey University.

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<sup>21</sup> Refer to database document D10 titled 'Consolidated statement of income and expenditure'.

## Part II

### From Bursars to the Maori Mental Health Sector

In this section we address a number of questions related to the bursars' intentions with regard to working in the Maori mental health sector.

#### **What number of bursars have completed the programme but are not employed in Mental Health since 1999 and outline the reasons for why this has occurred?**

Employment patterns supplied by the coordinator<sup>22</sup> indicate that at least 100 graduates of Te Rau Puawai are currently employed in the mental health sector. Sixty five of those bursars are employed in the Central DHB region, 21 in Midlands, 10 in Northern and three in the Southern region. One graduate is known to be employed in the United Kingdom. Twenty four bursars are either unaccounted for or currently not employed in the mental health sector. Anecdotal evidence suggests that these bursars are currently not employed in mental health because of family reasons such as undertaking primary care roles, or having to meet whanau and iwi responsibilities not directly related to mental health. A very small number of bursars are now employment in areas outside of mental health such as management, special education and business.

#### **What other unintended activities or events if any have occurred as a result of the programme since it commenced?**

##### **Transferability**

The Board and coordinator reported that a number of Massey University departments not directly involved with Te Rau Puawai were closely following the successes of the programme and attempting to use Te Rau Puawai as a model to develop similar support services in their departments. The departments were particularly interested in the level of success Te Rau Puawai has in improving pass rates with bursars. Face to face access with academic staff and tutors was reportedly viewed by other departments as having a significant impact on student's ability to negotiate their first university experiences. The creation of 'student networks' and accessible follow up support strategies were considered success factors that were desirably transferable to other programmes.

##### **Strategic Alliances**

Te Rau Puawai continues to maintain a strategic alliance with its host Massey University and particularly Te Putahi a Toi – the Department of Maori Studies. The use of department facilities and collaboration between staff and bursars is highly

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<sup>22</sup> Refer to database document D1d titled 'Te Rau Puawai Self Evaluation – Appendix 4 Employment Patterns'.

visible. A mutual respect and sharing of vision for Maori students works towards the provision of professional and student friendly services.

As part of Te Rau Puawai's strategic planning for 2005, meetings with the Henry Rongomau Bennett Board and Te Rau Matatini Trustees have been sought to talk about strengthening alliances. These two alliances are particularly important. The Rongomau Bennett Board administers significant scholarships for the training of mental health clinicians. Te Rau Matatini is a Maori mental health workforce initiative funded by the Ministry of Health. Te Rau Matatini contributes to Maori Mental Health workforce policy development at a national and regional level, expanding the Maori Mental Health workforce, and promoting rewarding career opportunities in mental health for Maori. Both organizations share a similar vision to that of Te Rau Puawai.

The Te Rau Puawai coordinator has also been invited to join an advisory group at Auckland University of Technology who have been contracted by the Health Research Council to evaluate Health Disability and Maori scholarship programmes. The appointment of an administrator has allowed the coordinator to take up such a role and is viewed by the board as important alliance establishment.

### **What impact do Bursars have in mental health services on employment?**

Bursars and employers surveyed and interviewed generally reported that bursars have a positive impact on mental health agencies they were employed in. Employers were generally positive about the contribution bursars were making to their agency and believed skills and knowledge gained from their studies were having a 'pollinating' effect on other employers. By 'pollinating', they mean new techniques, skills, ideas and information were being introduced into agencies by bursars. Qualified bursars were securing employment quickly and were valued by employers as a key resource to improving service delivery to Maori.

According to our survey of bursars, they viewed qualifications as a potential fast track to leadership and management positions as well as providing opportunities to seek promotion, remuneration increases or new employment opportunities.

### **What barriers in the mental health sector or other areas (if any exist) may hinder Bursars going into mental health employment?**

Bursars reported a number of barriers to gaining employment in the mental health sector including:

- a) Low pay scales that did not reflect bursar qualifications.
- b) Culturally inappropriate / insensitive workplace.
- c) A lack of 'hands on' or 'specific experience' within a mental health workplace.
- d) Lack of mental health services in some locations in which bursars were living.

Some bursars also reported that they felt a level of ‘gate keeping’ by mental health professionals was hindering bursars from employment in mainstream mental health agencies.

One bursar reported,

*I think there tends to be some gate keeping by those [in] positions of power [who are] threatened by the idea of change and the changing identity of Aotearoa.*

One employer we spoke with concurred with the above view relating the experiences that a placement bursar had finding employment as a clinician. At odds with these previous views, another employer we spoke with in a Maori mental health agency reported that having invested significantly in a Te Rau Puawai bursar, the bursar has subsequently graduated and now found work in a mainstream organisation – viewed by this employer as a significant loss to their agency.

These competing views are to be expected given that bursars experience employment and the workplace differently from each other. Further research is required to identify any persistent patterns of experience.

## Part III

### Te Rau Puawai Success Factors

Participants in this evaluation highlighted a range of factors that contributed to the persistent success of Te Rau Puawai. Bursars emphasized different aspects of the programme dependent upon their status as bursars, that is, for example, whether they were on campus, extramural, first time tertiary students and the like. As expected, key informants like Board members and support staff tended towards a more holistic view of the programme emphasizing the importance of its integrated nature within the university environment and the mental health sector generally.

We have taken the key success factors identified in our 2002 evaluation and assessed them against what participants in this study have told us. The findings of this present evaluation provide persistent support for those success factors identified previously. Rather than simply repeat those success factors described in the introduction section of this report, we have chosen to fine-tune their wording to ensure an exact focus on the key ideas that we are wishing to express. The factors that make the Te Rau Puawai programme a success are as follows.

The success factor that is especially relevant to the Massey University context is:

- 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.

The following factors are characteristic of the Te Rau Puawai programme and the Massey University context, but, in our view can be transferred to other settings. We have chosen to present these factors as ‘statements of best practice’.

- Alleviating the financial stress associated with tertiary study contributes to the successful recruitment and retention of bursars who may otherwise choose not to pursue tertiary education.
- Coupling the provision of bursaries with membership of a bursar group provides bursars with a vital sense of community and collective mission.
- Strong leadership provides for bursars and staff a sense of security, continuity and responsibility, as do collaborative relationships with key stakeholders.
- Bursars are more responsive to active and diverse support strategies rather than those that passively receive help seekers.
- To be effective, academic support services need to be packaged and delivered in a way that is familiar and accessible to bursars.
- Bursars must take responsibility for their own learning and must recognise the reciprocal nature of support.

- The provision of support must recognise and reinforce the dynamic cultural practises and kinship networks that Maori have with each other.

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# Appendices



## **Appendix 1**

### **Face to Face Interview Schedules**

# Te Rau Puawai 2005 Evaluation

## Information sheet for those in central roles

Tena koe,

Kei te tuku atu nga mihi ki a koe e hapai ana I nga tauira Maori o Te Kunenga ki Purehuroa?

We are a group of evaluators from the Maori and Psychology Research Unit at the University of Waikato. We have been contracted by the Ministry of Health to evaluate the Te Rau Puawai Programme.

The objective of this evaluation project is to follow up on an earlier evaluation of Te Rau Puawai completed in April 2002. That is to describe activities undertaken since the last evaluation and measure the impact the programme has had and to whom.

We recognise the central role that you play in the administration, organisation and delivery of the Te Rau Puawai programme, hence our reason for seeking your participation in a conversation with us about your views of Te Rau Puawai as they relate to your role in the Te Rau Puawai programme. We would prefer that this conversation takes the form of a face-to-face interview at a time to be negotiated between yourself and one of our researchers. Your identity will remain anonymous unless stated otherwise. However, because of your unique position, the possibility exists that some readers may recognise you. If there is certain information you would like treated with confidence, please indicate this during the interview. We will respect all such confidences.

An evaluation team member will contact you shortly to arrange a mutually agreeable time to speak with you about the evaluation. If you require more information about this evaluation project please contact Andrew Duirs at [agd2@waikato.ac.nz](mailto:agd2@waikato.ac.nz) or Linda Waimare Nikora at The University of Waikato.

Nga manaakitanga,

Linda Waimarie Nikora  
(Evaluation team leader)

Phone: +64 7 8562889 Extn 8200 Fax: + 64 7 856 2158

Maori and Psychology Research Unit, Department of Psychology, Faculty of Arts and Social Sciences, University of Waikato, Private Bag 3105, Hamilton, Aotearoa/New Zealand

# Te Rau Pauwai 2005 Evaluation

## Consent form for those in central roles

(Participant's copy)

- Name of evaluation team member:**
- Andrew Duirs
  - Tamati Amuketi
  - Keri Thompson
  - Linda Waimarie Nikora

I have received an information sheet about this research project and the researcher has explained the study to me. I have had the chance to ask any questions and discuss my participation with other people. All questions have been answered to my satisfaction.

I understand that the evaluators are seeking my views as they relate to my role in the Te Rau Puawai programme. In evaluation reports and summaries, I will not be identified by name. However, because of my unique position, I understand that it may be possible that some readers will recognise who I am.

I agree to participate in this evaluation project and I understand that I may withdraw at any time. If I have any concerns about this project, I may contact other evaluation team members, or the Chair of the Psychology Department's Ethics Committee University of Waikato, PB 3105, Hamilton, Ph: 07 8562889

Participant's

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator team member's

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Interview schedule for mentors and academic support

1. What is your understanding of the goals of the Te Rau Puawai programme?
2. How do you understand your position in Te Rau Puawai and what it involves?
3. How often do you have contact with:
 

Bursars	Coordinator (Monica)
Administrator (Taniya)	Academic Mentors
Thursday night support team	Board of Trustee
4. Can you describe what this contact involves?
5. Have you found that you are fulfilling your position in different ways from when you began? If so in what ways?
6. Can you describe the activities in Te Rau Puawai you are involved in?
  - 6a. Are there aspects of these activities that make your role easier to perform?
  - 6b. Are there aspects of these activities that make your role harder to perform?
7. Do you have any ideas about what TRP organisers could do or change to make your job or role more effective?
8. While Te Rau Puawai offers quite a few services, you may have some ideas about other services or activities that could make a difference. If so, please tell us about them.
9. What does TRP do that is particularly attractive or responsive to Maori?
10. Is there anything that you as a support person do specifically to meet the needs of Maori?
11. What are your thoughts on the pool of bursar applicants?
12. Do you have any ideas about how Te Rau Puawai might improve recruiting Bursars?
13. Do you think bursars are using the programme for purposes other than to enter the Mental health workforce?

14. Have you found that your involvement with Te Rau Puawai has led to your being involved in events, activities or opportunities that you may not have normally been involved in? For example have you attended social events, hui, academic events or University activities were your attendance was related to your involvement in Te Rau Puawai? If yes we would appreciate your telling us about these events or activities.
15. Do you have any comment on barriers in the mental health sector or other related areas that may hinder Bursars going into mental health employment?
16. What influence do you think Bursars have in Mental Health Services upon employment?
17. Describe your overall perceptions/thoughts/views of the Te Rau Puawai programme
18. Can you make any recommendations to improve the program?
19. Any further comments?

## Interview schedule for Trustees

1. How do you understand the goals of the Te Rau Puawai programme?
2. Can you describe what your position as a Te Rau Puawai trustee involves?
3. Are you aware of your role as a trustee having changed in any ways since you began as a trustee? If so can you describe those changes?
4. 3a. Have any of those changes made it easier to perform your role?
5. 3b. Have any of those changes made it harder to perform your role?
6. What does TRP do that is particularly attractive or responsive to Maori?
7. Is there anything that you as a Trustee do specifically to meet the needs of Maori?
8. What are your thoughts on the pool of bursar applicants?
9. Do you have any ideas about how Te Rau Puawai can improve recruitment of Bursars?
10. Do you think bursars are using the programme for purposes other than to enter the Mental health workforce?
11. Could you comment on barriers in the mental health sector or other related areas, that may hinder Bursars going into Mental health employment?
12. What influence do you think Bursars have in Mental Health Services upon employment?
13. Describe your overall perceptions/thoughts/views of the Te Rau Puawai programme
14. Can you make any recommendations to improve the programme?
15. Any further comments?

## **Appendix 2**

### **Bursar Postal Questionnaire**

7<sup>th</sup> February 2005

Dear Te Rau Puawai Bursar,

We are a group of evaluators from the Maori and Psychology Research Unit at the University of Waikato. We have been contracted by the Ministry of Health to evaluate the Te Rau Puawai Programme. We understand from programme organisers that you are, or have been a Te Rau Puawai Bursar.

In the survey attached we invite you to make known to us your views, experiences and thoughts about the Te Rau Puawai programme. We ask a variety of questions and urge you to provide your perspectives. It is a long survey that is best completed while you have some quiet time.

The responses that you make will be used to feedback information to Te Rau Puawai programme organisers and the Ministry of Health so that they may better plan for the future. We assure you that all your responses will remain anonymous.

Please complete the survey and return it directly to us in the replied paid envelope attached by the 23<sup>rd</sup> February 2005.

If you have any questions or queries please contact us at the address, phone number or email below. We thank you for your participation.

Manaakitanga,

Linda Waimarie Nikora  
Andrew Duirs  
Keri Thompson  
Tamati Amuketi

Maori and Psychology Research Unit, Department of Psychology, Faculty of Arts and Social Sciences, University of Waikato, Private Bag 3105, Hamilton, Aotearoa/New Zealand

Phone: +64 7 8562889 Extn 8200 Fax: +64 7 856 2158 Email: [agd2@waikato.ac.nz](mailto:agd2@waikato.ac.nz)



## Te Rau Puawai Programme Evaluation Survey

### Instructions:

Please read and answer all questions in the spaces or check boxes provided. If at any stage you need more space to complete an answer please feel free to continue on the reverse side of the page. Alternatively, you could continue on separate paper and attach to the appropriate section.

### Please tick all that apply:

- I am a Current Bursar of Te Rau Puawai
- I am a Graduate of Te Rau Puawai
- I am an Employer of a Te Rau Puawai Bursar/Graduate

### Gender:

Female                  Male

### Age:

- 18 - 20 years old
- 21 - 25 years old
- 26 - 35 years old
- 36 - 45 years old
- 45+ years old

### Current Enrolment:

I am

- An internal student
- An extramural student
- A block student
- A full time student
- A part time student

**Please complete the following statements**

I am studying towards a (enter degree) \_\_\_\_\_

I started Te Rau Puawai in (enter year) \_\_\_\_\_

I graduated/am graduating in (enter year) \_\_\_\_\_

**Finding out about Te Rau Puawai****1. How did you find out about the Te Rau Puawai programme?**

- Friends (who were not students)
- Whanau (who were not students)
- Work colleagues
- Employer
- Students at Massey University
- Massey University Publicity
- Publicity and promotion by the Te Rau Puawai coordinator / staff
- Te Rau Puawai Website
- Other (please specify) \_\_\_\_\_

2. Which of the following influenced your decision to apply to be a Te Rau Puawai Bursar?

	Very influential	Somewhat influential	Not influential
I was encouraged by my employer			
I wanted to improve my qualifications			
The financial support offered			
The academic support offered			
The peer support offered			
I was encouraged by my whanau			
I was encouraged by my work colleagues			
I recognised that I need to up skill			
The Maori focus of Te Rau Puawai			

3. Perhaps there are other things that influenced your decision to apply to become a Te Rau Puawai Bursar. Please tell us about them.

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4. **In the short term (1-3 years), what do you hope to achieve by being a Te Rau Puawai Bursar?**

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5. **If you are completing an undergraduate, graduate or post-graduate degree this year will you undertake further graduate or post-graduate studies at Massey? What course of study will this be?**

<input type="checkbox"/>	<b>Yes</b>	<u>Explain</u> <hr/>
<input type="checkbox"/>	<b>No</b>	<hr/> <hr/>

6. **The goals of Te Rau Puawai are to make a difference in the Maori mental health workforce. Can you see yourself working in the mental health workforce sector in ...**

3 to 5 years \_\_\_\_\_ 5 to 10 years \_\_\_\_\_

10 to 15 years \_\_\_\_\_ 15 to 20 years \_\_\_\_\_

**If you answered NO please advise us where you do see yourself working after completing your qualification**

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### Te Rau Puawai Support Services

7. On average how often would you have used the following Te Rau Puawai services? *Please only circle one number per item*

	Weekly	Fortnightly	Monthly	Bimonthly	Once a Semester	Did not use at all.
Support provided by coordinator (Monica)	1	2	3	4	5	6
Support provided by Administrator (Tania)	1	2	3	4	5	6
Regional support visits from Coordinator/team	1	2	3	4	5	6
Te Rau Puawai website	1	2	3	4	5	6
Email exchanges with support team	1	2	3	4	5	6
Academic Mentors	1	2	3	4	5	6
Thursday night support team	1	2	3	4	5	6
Phoning support team outside Thursday night	1	2	3	4	5	6
The Hui at beginning of each semester	1	2	3	4	5	6
Conference calls	1	2	3	4	5	6
Nga Moemoea Newsletter	1	2	3	4	5	6

8. Please indicate your level of satisfaction with each of the following Te Rau Puawai services. *Please circle only one number per item.*

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Did not use
Support provided by coordinator (Monica)	1	2	3	4	5
Support provided by Administrator (Tania)	1	2	3	4	5
Regional support visits from Coordinator/team	1	2	3	4	5
Te Rau Puawai website	1	2	3	4	5
Email exchanges with support team	1	2	3	4	5
Academic Mentors	1	2	3	4	5
Thursday night support team	1	2	3	4	5
Phoning support team outside Thursday night	1	2	3	4	5
The Hui at beginning of each semester	1	2	3	4	5
Conference calls	1	2	3	4	5
Nga Moemoea Newsletter	1	2	3	4	5

9. Can improvements be made to any of the Te Rau Puawai support services listed above? If so please explain.

<input type="checkbox"/> Yes	<u>Explanation</u> _____
<input type="checkbox"/> No	_____ _____

**10. How did your Academic Mentor help you in your course work/life?**

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**11. How did the Te Rau Puawai co-ordinator help you in your course work/life?**

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**12. How did the Te Rau Puawai website help you in your course work/life?**

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**13. How did email conversations with support staff help you in your course work/life?**

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**14. How did the Te Rau Puawai Program help you in your course work/life?**

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**15. We are interested in the extent to which the support offered by Te Rau Puawai made a positive difference to your academic goals. Please indicate how much of a difference each service made to you.**

	<b>A huge difference</b>	<b>Some difference</b>	<b>Little difference</b>	<b>No difference</b>	<b>Did not use</b>
Support provided by coordinator (Monica)	1	2	3	4	5
Support provided by Administrator (Tania)	1	2	3	4	5
Regional support visits from Coordinator/team	1	2	3	4	5
Te Rau Puawai website	1	2	3	4	5
Email exchanges with support team	1	2	3	4	5
Academic Mentors	1	2	3	4	5
Thursday night support team	1	2	3	4	5
Phoning support team outside Thursday night	1	2	3	4	5
The Hui at beginning of each semester	1	2	3	4	5
Conference calls	1	2	3	4	5
Nga Moemoea Newsletter	1	2	3	4	5



16. In this item, we are interested in finding out how responsive the support services offered by Te Rau Puawai were to you as a Maori person? How culturally appropriate or responsive were they?

	Very responsive	Responsive	Somewhat Unresponsive	Not Responsive	Did Not Use
Support provided by coordinator (Monica)	1	2	3	4	5
Support provided by Administrator (Tania)	1	2	3	4	5
Regional support visits from Coordinator/team	1	2	3	4	5
Te Rau Puawai website	1	2	3	4	5
Email exchanges with support team	1	2	3	4	5
Academic Mentors	1	2	3	4	5
Thursday night support team	1	2	3	4	5
Phoning support team outside Thursday night	1	2	3	4	5
The Hui at beginning of each semester	1	2	3	4	5
Conference calls	1	2	3	4	5
Nga Moemoea Newsletter	1	2	3	4	5

17. While Te Rau Puawai offers quite a few services, you may have some ideas about other services or activities that could make a difference. If so, please tell us about them.

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Te Rau Puawai Program Activities

In the following question we are trying to discover the extent to which you engaged in specific activities facilitated or suggested by Te Rau Puawai organisers.

**18. How frequently did you engage in the following activities?**

	Weekly	Fortnightly	Monthly	Bimonthly	Once a Semester	Did not use at all.
Discussions about course work	1	2	3	4	5	6
Email discussions about course work	1	2	3	4	5	6
Test and exam preparation	1	2	3	4	5	6
Sharing assignment tasks	1	2	3	4	5	6
Helping others to meet assignment deadlines	1	2	3	4	5	6
'Catching up' with each other	1	2	3	4	5	6
Sharing library books and study resources	1	2	3	4	5	6
Seek advice/guidance on work challenges	1	2	3	4	5	6
Sharing work place resources	1	2	3	4	5	6
Strategizing to resolve course issues	1	2	3	4	5	6

**19. Have you noted any unanticipated outcomes/events during your time as a Te Rau Puawai Bursar or Graduate? Please tell us about them.**

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**20. Please tell us how specific Te Rau Puawai activities (e.g. Head Start Hui, Symposiums etc) made a difference to you as a Bursar.**

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**21. What activities (Head Start Hui, Symposiums etc) were beneficial to you, as a Bursar/Graduate? How were they beneficial?**

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## Employment

This section relates to your employment by a mental health service.

*If you have or are currently employed by a Mental Health Sector please answer the following questions.*

*If you are NOT currently employed by a Mental Health Sector please answer Question 22 and then continue on to Question 27*

### **22. Have you worked for a Mental Health Sector?**

<input type="checkbox"/> No	<hr/> <hr/>
<input type="checkbox"/> Yes	<p><u>Please list your last two employers and years you worked there.</u></p> <hr/> <hr/>

### **23. Have you worked for a Mental Health Service Provider at the same time as being a Te Rau Puawai Bursar?**

<input type="checkbox"/> No	<hr/> <hr/>
<input type="checkbox"/> Yes	<hr/> <hr/>

**24. What type of support did your employer give you?**

	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Was not required</b>
Paid study leave	1	2	3	4
Flexible work hours	1	2	3	4
Use of computing equipment	1	2	3	4
Support with assignments	1	2	3	4
Email and internet access	1	2	3	4
Feedback on progress	1	2	3	4
Support with time management	1	2	3	4
Use of Agency facilities for study	1	2	3	4

**25. How satisfied were you with the support received from your employer?**

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
Paid study leave	1	2	3	4
Flexible work hours	1	2	3	4
Use of computing equipment	1	2	3	4
Support with assignments	1	2	3	4
Email and internet access	1	2	3	4
Feedback on progress	1	2	3	4
Support with time management	1	2	3	4
Use of Agency facilities for study	1	2	3	4

26. What improvements, if any, could be made to the support your employer gave you?

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27. If you are not currently employed by a Mental Health Service Provider, please tell us why.

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28. Have you experienced or are you aware of any barriers for Bursars/Graduates wishing to work in the Mental Health Sector or other areas? If so please elaborate.

<input type="checkbox"/>	Yes	<u>Explain</u> <hr/>
<input type="checkbox"/>	No	<hr/> <hr/>

29. Can you suggest how the barriers you have identified can be removed?

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**30. What difference do you think Te Rau Puawai Bursars will make to the Mental Health Sector once employed?**

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Summary

**31. Please describe your overall perceptions/thoughts/views of Te Rau Puawai programme.**

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**32. Can you make any recommendations to improve the program?**

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**33. Any further comments**

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To gain more feedback from Te Rau Puawai participants, we would like to complete a telephone interview with volunteers.

**A. Do you wish to participate in this 10-15 minute telephone interview?**

Yes

No

<b>Your name:</b>	
<b>Address:</b>	
<b>Email:</b>	
<b>Day phone:</b>	
<b>Night phone:</b>	
<b>Cellular Phone:</b>	
<b>Best time to contact</b> (Day and Time)	
<b>Best way to contact</b> (Day/night/cell phone)	

**Kia ora and thank you for participating, your time and thoughts are much appreciated. We look forward to talking to you shortly during the telephone interviews.**

Noho ora mai i raro i te manaakitanga o te Atua. Pai marire.

**Appendix 3**  
**Bursar follow up telephone interview schedules**

## Telephone interview schedule for bursars

1. Prior to conducting the interview you will need to read through the returned questionnaire and identify any comments that you think would be useful to ask more about. Also look for unanswered questions and think about whether asking about this question might be useful.
2. Write these questions down before beginning.
3. Get comfortable and make the call
4. Introduce your self
5. Check that you have the right person
6. Check that it is convenient with the bursar for you to speak with them at this time explaining that the call will take between 10-15 mins.
7. If they are unable to speak with you ask if you can make an alternative time to call them back. Check that this number is the best for calling them back on.
8. Log this alternative time into your diary.
9. Once you have established that it is convenient to proceed explain to the bursar that you would like to ask them some questions about their experiences of TRP and follow up on some of the comments that they made in the questionnaire. Check that this is ok before you continue.
10. Proceed to ask the questions you have written down. Record answers next to the questions as you conduct the interview.
11. Write up summaries after interviews and post into Neon
12. Other general areas of interest that you can ask about in the interviews:
  - a. Can you tell me about your experiences of the mentoring system?
  - b. How has the mentoring helped you succeed at your studies?
  - c. Can you tell me how you utilised the support services of TRP?
  - d. How have the support services helped you succeed in your studies?
  - e. What are your interests and goals in the mental health workforce?
  - f. How has TRP helped you move towards fulfilling those goals?
  - g. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?
  - h. Do you have any ideas about improvements to TRP services

13. Survey Question 2 (Chas): Our Question: Did you apply to TRP as a means of progressing your career in mental health?
14. Survey Question 7 (Chas): Our Question: If the bursar circled 'did not use at all' in relation to one or more of the services listed we could ask them why they did not use the services and then ask them if they feel that there are any services that were not offered that they would have found helpful.

## **Appendix 4**

# **Employer Postal Questionnaire**

7<sup>th</sup> February 2005

Tena koe,

We are a group of evaluators from the Maori and Psychology Research Unit at the University of Waikato. We have been contracted by the Ministry of Health to evaluate the Te Rau Puawai Programme. We understand from Te Rau Puawai programme organisers that you or the organisation you work for, is or has been an employer of Te Rau Puawai Bursars.

In the survey attached we invite you to make known to us your views, experiences and thoughts about the Te Rau Puawai programme. We ask a variety of questions and urge you to provide your perspectives. It is a long survey that is best completed while you have some quiet time.

The responses that you make will be used to feedback information to Te Rau Puawai programme organisers and the Ministry of Health so that they may better plan for the future. We assure you that all your responses will remain anonymous.

Please complete the survey and return it directly to us in the replied paid envelope attached by the 23<sup>rd</sup> February 2005.

If you have any questions or queries please contact us at the address, phone number or email below. We thank you for your participation.

Manaakitanga,

Linda Waimarie Nikora  
Andrew Duirs  
Keri Thompson  
Tamati Amuketi

Maori and Psychology Research Unit, Department of Psychology, Faculty of Arts and Social Sciences, University of Waikato, Private Bag 3105, Hamilton, Aotearoa/New Zealand

Phone: +64 7 8562889 Extn 8200 Fax: +64 7 856 2158 Email: [agd2@waikato.ac.nz](mailto:agd2@waikato.ac.nz)

## Te Rau Puawai Programme

### Employer Evaluation Survey

#### Instructions:

Please read and answer all questions in the spaces or check boxes provided. If at any stage you need more space to complete an answer please feel free to continue on the reverse side of the page. Alternatively, you could continue on separate paper and attach to the appropriate section.

#### Please tick:

- I am a Current Bursar of Te Rau Puawai
- I am a Graduate of Te Rau Puawai
- I am an Employer of a Te Rau Puawai Bursar/Graduate

#### Current Position:

My current position is \_\_\_\_\_

My current place of work is \_\_\_\_\_

I have been in Mental Health for \_\_\_\_\_

## Finding out about Te Rau Puawai

### 1. How did you find out about the Te Rau Puawai programme?

- Friends (who were not students)
- Whanau (who were not students)
- Work colleagues
- Other organisation
- Students at Massey University
- Massey University Publicity
- Publicity and promotion by the Te Rau Puawai coordinator / staff
- Te Rau Puawai Website
- Other (please specify) \_\_\_\_\_

### 2. What is your understanding of the goals of the Te Rau Puawai program?

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### 3. How many of your employees have been or are currently on the Te Rau Puawai program?

Enter the number of past bursars \_\_\_\_\_

Enter the number of present bursars \_\_\_\_\_



Bursars and Mental Health

4. **What things (personal) outside of the work setting make it HARD for Maori wishing to work in the Mental health sector?**

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5. **What things (occupational/institutional) inside the work setting make it HARD for Maori to work in the Mental health sector?**

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6. **You may have some ideas about how to improve work settings in the Mental health sector to be more receptive to Maori employees. Please tell us about them.**

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7. **What things (personal) outside of the work setting make it EASIER for Maori wishing to work in the Mental health sector?**

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8. **What things (occupational/institutional) inside the work setting make it EASIER for Maori to work in the Mental health sector?**

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9. **Have you provided to your Te Rau Puawai Bursar employees any of the following support whilst they were studying?**

Please tick the appropriate boxes.

	Yes	Sometimes	No	Was not required
Paid study leave				
Flexible work hours				
Use of computing equipment				
Support with assignments				
Email and internet access				
Feedback on progress				
Support with time management				
Use of Agency facilities for study				

10. **If you answered No, to any of the previous statements in Question 9, please provide an explanation as to why that type of support was not offered.**

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Bursars and Mental Health Employment

11. **What difference did employing a Te Rau Puawai bursar make to your organisation/service?**

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12. **Was their contribution different to that of others employed in similar positions? Did their training make a difference?**

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13. **If your organisation was already employing a person who then became a Te Rau Puawai bursar, how did their training make a difference to your agency? Are there any benefits to the agency with having employee/s on the programme?**

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14. Are there any 'downsides' to the agency having employees on the Te Rau Puawai programme?

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Information about Bursars

15. Have you had any contact with the Te Rau Puawai Co-ordinator and/or Administrator? If so, what were the reasons for contact?

<input type="checkbox"/>	Yes	<u>Explain</u> <hr/>
<input type="checkbox"/>	No	<hr/> <hr/>

16. Did those you made contact with provide the necessary information that you wanted? If your response is 'NO', please explain.

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17. What other resources have you accessed (i.e. Te Rau Puawai website) to gain information about Bursars or Te Rau Puawai program itself?

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**18. In your view is the Te Rau Puawai programme contributing to meeting Mental Health workforce needs? Please comment on any changes you have noticed.**

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**19. In what ways has Te Rau Puawai attempted to recruit Bursars from your Agency?**

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**20. In what ways can Te Rau Puawai improve its recruitment activities?**

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Summary

**21. What is your overall view of the Te Rau Puawai Bursar programme?**

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**22. Please tell us how the programme might be improved?**

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**23. Any further comments**

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To gain more feedback from Te Rau Puawai participants, we would like to complete a telephone interview with volunteers.

**A. Do you wish to participate in this 10 (ten) minute telephone interview?**

Yes

No

<b>Your name:</b>	
<b>Address:</b>	
<b>Email:</b>	
<b>Day phone:</b>	
<b>Night phone:</b>	
<b>Cellular Phone:</b>	
<b>Best time to contact</b> (Day and Time)	
<b>Best way to contact</b> (Day/night/cell phone)	

**Kia ora and thank you for participating, your time and thoughts are much appreciated. We look forward to talking to you shortly during the telephone interviews.**

Noho ora mai i raro i te manaakitanga o te Atua. Pai marire.

**Appendix 5**  
**Employer follow up telephone interview**  
**schedules**



## Telephone interview procedure for employers

1. Prior to conducting the interview you will need to read through the returned questionnaire and identify any comments that you think would be useful to ask more about. Also look for unanswered questions and think about whether asking about this question might be useful.
2. Write these questions down before beginning.
3. Get comfortable and make the call
4. Introduce your self
5. Check that you have the right person
6. Check that it is convenient with the bursar for you to speak with them at this time explaining that the call will take between 10-15 mins.
7. If they are unable to speak with you ask if you can make an alternative time to call them back. Check that this number is the best for calling them back on.
8. Log this alternative time into your diary.
9. Once you have established that it is convenient to proceed explain to the bursar that you would like to ask them some questions about their experiences of TRP and follow up on some of the comments that they made in the questionnaire. Check that this is ok before you continue.
10. Proceed to ask the questions you have written down. Record answers next to the questions as you conduct the interview.
11. Write up summaries after interviews and post into Neon
12. Other general areas of interest that you can ask about in the interviews:
  - a. Survey Question 15 Would you have liked to have had contact with the TRP programme in some way and how would this have been helpful?

# Document Database

# **Document Database**

## **D1 Te Rau Puawai Self Evaluation Report**

### **D1a**

**Te Rau Puawai Self Evaluation – Appendix 1 Enrolments  
by District Health Boards**

### **D1b**

**Te Rau Puawai Self Evaluation – Appendix 2  
Qualifications obtained 1999-2003**

### **D1c**

**Te Rau Puawai Self Evaluation – Appendix 3 Bursars  
Withdrawn 1999-2003**

### **D1d**

**Te Rau Puawai Self Evaluation – Appendix 4  
Employment Patterns**



# Self Evaluation Report of Te Rau Puawai November 2004

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## **Self Evaluation of Te Rau Puawai November 2004**

### **1. Introduction**

This self evaluation of Te Rau Puawai is part of a wider review being undertaken by the Ministry of Health. An external agency will conduct its own audit. The self evaluation includes the following items:

- recommendations from the May 2002 review
- current state of the programme
- the number bursars per year (1999 -2004)
- number of bursar completing qualifications
- the spread of qualifications
- the bursars declined and not completing a qualifications
- the 2004 bursar profile
- patterns of employment

### **2. Recommendations from May 2002 Review**

#### a. Publication of critical success factors

Te Rau Puawai has been presented at several TEI conferences as part of a wider presentation of Māori mental health workforce development. In addition, the programme was selected as a finalist in the BearingPoint Innovation Awards 2004 for the State Sector and Māori Innovation categories. It was highly commended in the State Sector category.

#### b. Academic Mentors

The mentoring scheme has remained unchanged during 2004 but arrangements are now in place for six part-time dedicated academic mentors to be appointed. This will relieve the burden on academic staff who often felt unable to give extra time to Te Rau Puawai bursars. The new system will be in place for 2005.

#### c. The Māori mental health workforce

Priority has been given to students who are actively engaged in mental health services or who are embarking on programmes that will directly lead to a career in mental health. However, bursaries have also been allocated to students who have no previous work experience in mental health, but who seem committed to that prospect.

#### d. Postgraduate Bursars

Dedicated support for postgraduate students has been introduced through subject related conference calls, specific postgraduate workshops during the twice yearly National hui, and the addition of two phone team members with specific responsibilities for postgraduate bursars. Additional payments have been made to postgraduate student in recognition of the research component of their degrees.

#### e. Strategic Planning

The board has continued its practice of meeting twice a year and has included strategic planning as a regular agenda item. A focussed strategic planning session is planned for 2005.

### **3. Current State of the Programme**

The programme is now in its second phase. During the first phase (1999 – 2003) 100 bursars received either certificates, diplomas or degrees. The second phase, (2004 – 2006), based on a contract with the Ministry of Health expects to graduate a further 50 students. All bursaries are approved by the Te Rau Puawai Board the membership of which includes Massey University and Ministry of Health representation. Currently the board is chaired by Professor Mason Durie. The board employs a full-time Co-ordinator (Monica Koia), an Administrator (Taniya Ward), a Part-time Support Tutor (Jo Hoera) and casual staff to assist with telephone support services. The budget makes provisions for mentoring (30%), scholarships/bursaries (60%), and administration (10%).

The focus remains on Māori mental health and a mix of undergraduate and postgraduate students receive bursaries. All students are enrolled in mental health – related programmes within the College of Humanities and Social Sciences. An increasing number of students are enrolled in degrees related to Health Sciences, especially Nursing and Rehabilitation. Previously there was a greater focus on Social Work and Psychology. To some extent the shift in balance reflects the sector needs.

The trend is towards an increase in postgraduate qualifications although the majority of bursars are studying at the undergraduate level. Over the past two years there has also been a trend towards a higher number of extramural students, a reflection of the priority being given to bursars who are actively engaged in mental health services.

Although there has been an increase in the number of the students who have no previous experience of University study, the programme continues to achieve excellent pass rates (in the order of 80%), and remains a model for student support at Massey University.

#### 4. Number of Bursars per year 1999 - 2004

It can be seen from table one that apart from 1999 when the programme commenced, the number of bursars per year has remained fairly steady. The capacity of the programme is considered to be around 100 students, but it has been possible to accommodate up to 120.

Table 1 Bursars per year 1999 – 2004

1999	2000	2001	2002	2003	2004	Total
32	109	113	121	103	119	597

Details about the District Health Board spread of bursars between 1999 – 2004 can be obtained from appendix 1. In brief, the geographic distribution is not even; a larger number of students have been selected from the Midcentral District Health Board although significant numbers have also come from Bay of Plenty, Auckland, and Northland regions.

#### 5. Number of Bursars Completing a Qualification

In keeping with the terms of the programme, students must be enrolled in programmes that will support a career in mental health. This has included a range of subject areas especially Nursing, Psychology, Social Work, Rehabilitation, Māori Health, and Social Policy. Appendix 2 provides information on the qualifications completed by bursars for the years 1999 -2003.

Table 2 summarises the number of completed qualifications per year and the relative numbers of undergraduate and postgraduate completions. Postgraduates qualifications include all honours degrees, advanced diplomas, graduate and postgraduate diplomas, postgraduate certificates and masters degrees.

Table 2 Number of qualifications per year

	1999	2000	2001	2002	2003	2004	Total
<b>All</b>	10	17	26	20	30	Not available	103
<b>Undergraduate</b>	5	9	18	13	19		64
<b>Postgraduate</b>	5	8	8	7	11		39

#### 6. Spread of Qualifications

Students are enrolled in a range of subject areas as shown in appendix 2. Consideration has been given to prioritising particular programmes, but no commitment has yet been made to favour any occupational group. The board remains open to representation from DHB's and the Ministry of Health though sees merit in maintaining a wide spectrum of interest with participation in number of health related programmes within the College. Three bursaries have been granted to students enrolled in doctoral studies (Psychology – (2), Māori health – Epidemiology) and all three expect to complete their research by 2007.

#### 7. Bursars Declined and not Completed a Qualification

Not all applicants are granted a bursary. Reasons for decline are based on previous academic experience, lack of a mental health focus in study, unsatisfactory referee reports, a failure in previous year examinations, enrolment in programmes unrelated to mental health careers.



Table 3 summarises the number of applications declined for study in 1999 – 2005.

Table 3 Applications declined for study in 1999 - 2005

1999	2000	2001	2002	2003	2004	2005	Total
5	92	6	40	19	10	18	172

Students who withdrew from study after receiving a Te Rau Puawai bursary did so for a variety of reasons most frequently because of excessive workplace and family demands. Extramural study is not easy and must typically be accommodated within a host of competing demands. Between 2000 and 2004 38 students withdrew, 12 in 2000, 6 in 2002, 5 in 2003, and 15 in 2004 (see appendix 3).

Important for success is adequate time for study and a workplace that is conducive to study. Experience suggests that where there is a cohort of bursars in the same working environment commitment is higher and results are generally better. There are some implications here for District Health Board policies for staff development. Appendix 3 also links withdrawals to regions.

## 8. 2004 Bursar Profile

Table 4 indicates the number of bursars for 2004 by programme. It can be seen that of the total of 104 bursars, 55 were undertaking undergraduate studies and 49 were enrolled in postgraduate programmes.

Table 4 2004 Student profiles – level of study

Sum of Head Count	
Qualification	Total
Bachelor of Arts Māori	5
Bachelor of Arts Māori and Psychology	9
Bachelor of Arts Psychology	10
Bachelor of Arts Social Policy	15
Bachelor of Health Science (Maori Health)	3
Bachelor of Health Science (Rehabilitation)	1
Bachelor of Nursing (Student)	4
Certificate in Rehabilitation	4
Certificate Social and Community Work	4
Graduate Diploma Arts Psychology	2
Graduate Diploma Māori Development	2

(table 4 continued)

<b>Sum of Head Count</b>	
<b>Qualification</b>	<b>Total</b>
Graduate Diploma Māori Health	1
Master of Nursing	10
Master of Philosophy (Māori Health)	1
Master of Philosophy (Māori)	2
Master of Psychology	10
Master of Social Policy	1
Master of Social Work	3
Master of Social Work (Applied)	1
PhD (Maori)	1
PhD Psychology	2
Postgraduate Diploma in Health Management	2
Postgraduate Diploma in Maori	2
Postgraduate Diploma in Maori Health	1
Postgraduate Diploma in Psychology	1
Postgraduate Diploma in Psychology (CBT)	1
Postgraduate Diploma in Rehabilitation	2
Postgraduate Diploma in Social Policy	1
Postgraduate Diploma in Social Work	2
Postgraduate Diploma in Te Reo	1
<b>Grand Total</b>	<b>104</b>

The regional spread of bursars of students in 2004 is shown in table 5 below

Table 5 2004 Student profile – regional spread

<b>DHB Area</b>	<b>DHB Region</b>	<b>Bursars</b>
<b>Central</b>	Capital and Coast	11
	Hawkes Bay	3
	Hutt Valley	0
	Midcentral	29
	Tairāwhiti	16
	Wairarapa	0
	Wanganui	5
<b>Midland</b>	Bay of Plenty	13
	Lakes	1
	Taranaki	4
	Waikato	5
<b>Northern</b>	Auckland	17
	Counties Manakau	1
	Northland	7
	Waitamata	1
<b>Southern</b>	Canterbury	0
	Nelson Marlborough	1
	Otago	2
	Southland	2
	Westcoast	1

## 9. Patterns of Employment

Employment details for the 100 bursars who completed qualifications are shown in appendix 4. Details for three bursars are not known. For the remainder however, all are employed in

mental health related occupations. By far the greatest majority (90%) are in mental health services, but others are in special education, community social work or have returned to full-time study. Only one is known to be unemployed.

Sum of Headcount			Year								
DHB Area	DHB Region	City	1999	2000	2001	2002	2003	2004	Grand Total		
Central Region	Capital and Coast	Newton			1				1		
		Porirua	1	5	6	4	3	4	23		
		Taita		1					1		
		Wellington	1	4	4	2	4	7	22		
	<b>Capital and Coast Total</b>			<b>2</b>	<b>10</b>	<b>11</b>	<b>6</b>	<b>7</b>	<b>11</b>	<b>47</b>	
	Hawkes Bay	Hastings			6	5	2		2	15	
		Napier			4	3	4	2	1	14	
		Otane				1	1			2	
		Waipawa			1	1				2	
	<b>Hawkes Bay Total</b>				<b>11</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>33</b>	
	Hutt Valley	Lower Hutt		1						1	
		Upper Hutt		1	1	2				4	
	<b>Hutt Valley Total</b>			<b>2</b>	<b>1</b>	<b>2</b>				<b>5</b>	
	Mid Central	Ashhurst	Bulls		1					1	
			Dannevirke		1	1	1	1	1	5	
			Feilding			1	2	3		6	
			Himatangi Beach					1	2	3	
			Levin	2	3	2	1	2	1	11	
			Marton		1					1	
			Opiki					1		1	
			Otaki							2	
			Pahiatua							2	
			Palmerston North	11	19	22	27	27	18	124	
			Wellington							2	
	Woodville		1	1				2			
	<b>Mid Central Total</b>			<b>13</b>	<b>26</b>	<b>27</b>	<b>31</b>	<b>35</b>	<b>29</b>	<b>161</b>	
	Tairarwhiti	Gisborne	Ruatoria	1	10	8	4	4	12	39	
			Te Araroa				1		1	2	
			Te Puia Springs						3	3	
			<b>Tairarwhiti Total</b>			<b>1</b>	<b>10</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>16</b>
	Wairarapa	Masterton	3	1	1	4	3		12		
		Pahiatua					1		1		
	<b>Wairarapa Total</b>			<b>3</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>		<b>13</b>	
Wanganui	Wanganui		1	2	2	3	5	13			
<b>Wanganui Total</b>			<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>13</b>			
<b>Central Region Total</b>			<b>21</b>	<b>60</b>	<b>61</b>	<b>55</b>	<b>56</b>	<b>64</b>	<b>317</b>		
Midlands Region	Bay of Plenty	Kawerau						3	3		
		Omaio			1	1	1	1	4		
		Tauranga	4	10	13	15	10	8	60		
		Te Puna		1					1		
		Te Teko		1	1	1		1	4		
		Thames		1	3	3	3		10		
		Waihi			1	1	1		3		
		Waimana						1	1		
	Whakatane		2	1	1			4			
	<b>Bay of Plenty Total</b>			<b>4</b>	<b>15</b>	<b>20</b>	<b>22</b>	<b>16</b>	<b>13</b>	<b>90</b>	
	Lakes	Rotorua		1	1	2			5		
		Turangi				1	1		2		
	<b>Lakes Total</b>				<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>7</b>	
	Taranaki	Hawera	Kaitaia		1	1	2	1	1	6	
			New Plymouth		2	1	1	2	1	7	
			Patea				1			1	
			Stratford				1			1	
			Waitara						1	1	
	<b>Taranaki Total</b>				<b>3</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>17</b>	
	Waikato	Hamilton	Huntley	2	2	2	2	2	1	11	
Kihikihi						1	1	1	3		
Ngarawahia				2		2	2	2	6		
Taihape				1					1		
Te Kuiti					1				1		
Tokoroa					1				1		
Waihi									1		
<b>Waikato Total</b>			<b>2</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>26</b>		
<b>Midlands Region Total</b>			<b>6</b>	<b>24</b>	<b>27</b>	<b>35</b>	<b>25</b>	<b>23</b>	<b>140</b>		

Northern Region	Auckland	Auckland	3	7	6	10	12	16	54
		Ellerslie		1	1				2
		Greylynn		1	1	1			3
		Kaitaia						1	1
		Papakura				1			1
		Remuera		1					1
		Weymouth		1					1
	<b>Auckland Total</b>		<b>3</b>	<b>11</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>17</b>	<b>63</b>
	Counties Manakau	Auckland					1	1	2
		Mangere				1			1
		Manurewa		1					1
	<b>Counties Manakau Total</b>			<b>1</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>
	Northland	Bay of Island						1	1
		Coopers Beach						1	1
		Kaikohe			3	1			4
		Kaitaia	1	2	5	2	3		13
		Kerikeri					1		1
		Rawene	2	2	1				5
		Wairarapa						1	1
		Whangarei			1	1	1	1	4
	<b>Northland Total</b>		<b>3</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>7</b>		<b>30</b>
	Waitemata	Auckland					1		1
		Glenfield				1			1
		Northcott			1	1	1	1	4
		Titirangi	2	1	1				4
	<b>Waitemata Total</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>		<b>10</b>
<b>Northern Region Total</b>			<b>3</b>	<b>17</b>	<b>18</b>	<b>24</b>	<b>19</b>	<b>26</b>	<b>107</b>
Southern Region	Canterbury	Chatham Island		1					1
		Christchurch	1	2	4	1			8
		Hannor Springs			1				1
		Kaikoura	1	1	1				3
	<b>Canterbury Total</b>		<b>2</b>	<b>4</b>	<b>6</b>	<b>1</b>			<b>13</b>
	Nelson Marlborough	Blenheim		1				1	2
		Nelson		1					1
	<b>Nelson Marlborough Total</b>			<b>2</b>				<b>1</b>	<b>3</b>
	Otago	Dunedin				1		1	2
		Waihola						1	1
	<b>Otago Total</b>					<b>1</b>		<b>2</b>	<b>3</b>
	Southland	Balcultha			1				1
		Bluff						1	1
		Invercargill		1			1	1	3
	<b>Southland Total</b>			<b>1</b>	<b>1</b>		<b>1</b>	<b>2</b>	<b>5</b>
	West Coast	Greymouth				2	1	1	4
		Hokitika				1			1
		Motueka	1						1
		Westport				2	1		3
	<b>West Coast Total</b>			<b>1</b>		<b>5</b>	<b>2</b>	<b>1</b>	<b>9</b>
<b>Southern Region Total</b>			<b>2</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>33</b>
<b>Grand Total</b>			<b>32</b>	<b>109</b>	<b>113</b>	<b>121</b>	<b>103</b>	<b>119</b>	<b>597</b>

Sum of Head Count	Year ▼					
Qualification ▼	1999	2000	2001	2002	2003	Grand Total
Advanced Diploma in Mental Health Nursing	2					2
Bachelor of Arts (Hons.) Psychology			1	1		2
Bachelor of Arts Māori	1	1				2
Bachelor of Arts Māori and Psychology	1			2	3	6
Bachelor of Arts Māori and Social Policy	2					2
Bachelor of Arts Psychology		2	3	5	1	11
Bachelor of Arts Social Policy			3			3
Bachelor of Nursing		1			1	2
Bachelor of Social Work	1	5	9	2	6	23
Certificate in Rehabilitation			1	2		3
Certificate Social and Community Work				1	8	9
Diploma in Clinical Psychology			2		1	3
Graduate Diploma Arts Psychology				1		1
Graduate Diploma Māori Development	1	1	2	2	2	8
Master of Educational Psychology				1		1
Master of Nursing			1	2	1	4
Master of Philosophy (Māori)	1				1	2
Master of Social Work (Applied)		4	1		1	6
Postgraduate Certificate in Health Science (Dual Diagnosis)			3		1	4
Postgraduate Certificate in Nursing		2				2
Postgraduate Diploma Arts Māori					1	1
Postgraduate Diploma in Cognitive Behaviour Therapy					1	1
Postgraduate Diploma in Psychology					1	1
Postgraduate Diploma in Rehabilitation	1	1		1		3
Postgraduate Diploma Social Service Supervision					1	1
<b>Grand Total</b>	<b>10</b>	<b>17</b>	<b>26</b>	<b>20</b>	<b>30</b>	<b>103</b>

The below table represents students who obtained more than one qualifications while on the programme.

Sum of Head Count	Year ▼		
Qualification ▼	2001	2002	Grand Total
Bachelor of Arts (Hons.) Psychology	1	1	2
Master of Educational Psychology		1	1
<b>Grand Total</b>	<b>1</b>	<b>2</b>	<b>3</b>

Sum of Headcount	DHB Area	DHB Region	Year				Grand Total
			2000	2002	2003	2004	
	<b>Central Region</b>	Capital and Coast	1			1	2
		Hawkes Bay				1	1
		Mid Central	3		2	3	8
		Tairāwhiti	1			2	3
		Wairarapa			1		1
		Wanganui				1	1
	<b>Central Region Total</b>		<b>5</b>		<b>3</b>	<b>8</b>	<b>16</b>
	<b>Midlands Region</b>	Bay of Plenty	2	2	2	1	7
		Lakes				1	1
		Taranaki	1				1
		Waikato	1				1
	<b>Midlands Region Total</b>		<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>10</b>
	<b>Northern Region</b>	Auckland	2	3		3	8
		Northland		1		1	2
	<b>Northern Region Total</b>		<b>2</b>	<b>4</b>		<b>4</b>	<b>10</b>
	<b>Southern Region</b>	Canterbury	1				1
		Southland				1	1
	<b>Southern Region Total</b>		<b>1</b>			<b>1</b>	<b>2</b>
	<b>Grand Total</b>		<b>12</b>	<b>6</b>	<b>5</b>	<b>15</b>	<b>38</b>

Appendix 4  
Te Rau Puawai Employment Patterns for completed Qualifications

Sum of Head Count			
DHB by REGION	DHB by Area	Job Title	Total
Central	Capital Coast	Behaviour Support Specialist	1
		Clinical Psychologist	2
		Consultancy	1
		Family Therapist	1
		General Manager	1
		Mental Health Field Worker	1
		Psychiatric Nurse	1
		Senior Policy Analyst Workforce Development	1
	Capital Coast Total		9
	Hawkes Bay	Director	1
		Fulltime student	1
		Senior Registered Nurse	1
		Social Worker	3
	Hawkes Bay Total		6
	Hutt Valley	Fulltime student	1
		Social Worker	1
		Unknown	1
	Hutt Valley Total		3
	Mid Central	Alcohol and Drug Support Worker	1
		Caregiver	1
		Deployment Office	1
		Domestic Staff	1
		Fulltime student	4
		Kaitakawaenga	1
		Lecturer	2
		Maori mental health worker	1
		Mental Health Field Worker	1
		Mobile Disease State Management	1
		Nurse	2
		Part Time Student	1
		Part Time Support Tutor	1
		Project Analyst	1
		Psychiatric Social Worker	1
		Research Officer	1
		Social Worker	7
		Specialist Education Adviser	1
		Training Manager	1
		Tutor	1
	Unemployed	1	
	Unknown	1	
	Mid Central Total		33
	Tairarwhiti	Counsellor	1
		Fulltime student	1
		Manager	1
		Social Worker	1
		Unknown	2
	Tairarwhiti Total		6
	Wairarapa	Fulltime student	1
		Health Social Worker	1
		Maori mental health worker	1
		Social Worker	2
		Unemployed	1
	Wairarapa Total		6
Wanganui	Maori mental health worker	1	
	Social Worker	1	
Wanganui Total		2	
<b>Central Total</b>		<b>65</b>	



London	London	Social Worker	1
	London Total		1
<b>London Total</b>			<b>1</b>
Midlands	Bay of Plenty	Caregiver	1
		Clinical Manager	1
		Dual Diagnosis Counsellor	1
		Fulltime student	1
		Manager	1
		Manager Health	1
		Social Worker	1
		Team Leader	2
		Unknown	1
		Bay of Plenty Total	
	Mid Central	Kaumaturua	1
	Mid Central Total		1
	Tairawhiti	Kaitakawaenga	1
		Kaumaturua	1
		Whanau Support Worker	1
	Tairawhiti Total		3
	Taranaki	Early Intervention Psychosis Worker	1
	Taranaki Total		1
	Waikato	Health Social Worker	1
		Kai tautoko	1
		Maori mental health worker	1
Social Worker		1	
Unemployed		1	
Unknown		1	
Waikato Total		6	
<b>Midlands Total</b>			<b>21</b>
Northern	Auckland	Community Mental Health Nurse	1
		Fulltime student	1
		Manager	1
		Psychiatric Nurse	1
		Staff Educator	1
		Unknown	1
	Auckland Total		6
	Counties Manakau	Clinical Team Leader	1
	Counties Manakau Total		1
	Northland	Kaiawhina	1
		Maori mental health worker	1
Research and Evaluation		1	
Northland Total		3	
<b>Northern Total</b>			<b>10</b>
Southern	Canterbury	Adoption Social Worker	1
		Whanau Support Worker	1
	Canterbury Total		2
	Nelson Marlborough	Private Practice Supervisor	1
	Nelson Marlborough Total		1
<b>Southern Total</b>			<b>3</b>
<b>Grand Total</b>			<b>100</b>

**Document Database**  
**D2 2005 Survey of Bursars**

## Section 1: Demographics

**Note: '\*\*' indicates that participants have made more than one response**

Number of surveys posted out	120	
Number of returned surveys	52	
Return rate %		43.33%

<b>A1. I am a...</b>	<b>n</b>	<b>%</b>
Current Bursar of Te Rau Puawai	32	57.14%
Graduate of Te Rau Puawai	23	41.07%
Employer of a Te Rau Puawai Bursar/Graduate	0	0.00%
Other	1	1.79%
**	56	100.00%

<b>A2. I am...</b>	<b>n</b>	<b>%</b>
Female	34	87.18%
Male	5	12.82%
	39	100.00%
No response	13	

<b>A3. Age ranges</b>	<b>n</b>	<b>%</b>
18-20 yrs	0	0.00%
21-25 yrs	2	3.92%
26-35 yrs	6	11.76%
36-45 yrs	18	35.29%
45+ yrs	25	49.02%
	51	100.00%
No response	1	

<b>A4. Current enrolment</b>	<b>n</b>	<b>%</b>
Internal student	7	12.28%
Extramural student	29	50.88%
Block student	4	7.02%
Full time student	5	8.77%
Part time student	12	21.05%
	<b>**</b>	<b>100.00%</b>
No response	12	

<b>E1. I am studying towards...</b>	<b>n</b>	<b>%</b>
Responses	52	82.54%
No responses	11	17.46%
	<b>**</b>	<b>100.00%</b>

<b>E2. I started TRP in...</b>	<b>n</b>	<b>%</b>
1999	8	18.60%
2000	6	13.95%
2001	4	9.30%
2002	9	20.93%
2003	6	13.95%
2004	10	23.26%
2005	0	0.00%
	<b>43</b>	<b>100.00%</b>
No response	9	20.93%

<b>E3. I graduated from TRP in...</b>	<b>n</b>	<b>%</b>
2000	3	7.14%
2001	2	4.76%
2002	1	2.38%
2003	4	9.52%
2004	1	2.38%
2005	9	21.43%
2006	8	19.05%
2007	8	19.05%
2008	2	4.76%
Other	4	9.52%
	<b>**</b>	<b>42</b>
		<b>100.00%</b>
No response	8	

<b>E4. I am graduating from TRP in...</b>	<b>n</b>	<b>%</b>
2005	1	100.00%
2006	0	0.00%
2007	0	0.00%
2008	0	0.00%
2009	0	0.00%
	<b>1</b>	<b>100.00%</b>
No response	51	

## Section 2: Finding out about Te Rau Puawai

Note: \*\*\* indicates that participants have made more than one response

### 1. How did you find out about the Te Rau Puawai programme?

	n	%
Friends (who were not students)	5	7%
Whanau (who were not students)	2	3%
Work colleagues	13	18%
Employer	4	6%
Students at Massey Uni	14	20%
Massey Uni publicity	5	7%
Publicity and promotion by TRP staff/	19	27%
TRP website	2	3%
Other	7	10%
**	<u>71</u>	<u>100%</u>

### 2. Which of the following influenced your decision to apply to be a Te Rau Puawai Bursar?

	Very influential		Somewhat influential		Not influential		Totals		nr
	n	%	n	%	n	%	n	%	n
Encouraged by employer	3	11%	4	15%	20	74%	27	100%	23
I wanted to improve my qualifications	30	75%	6	15%	4	10%	40	100%	12
Financial support offered	39	83%	7	15%	1	2%	47	100%	5
Academic support offered	39	85%	6	13%	1	2%	46	100%	6
Peer support offered	36	86%	4	10%	2	5%	42	100%	10
Encouraged by whanau	11	31%	15	43%	9	26%	35	100%	17
Encouraged by work colleagues	11	34%	8	25%	13	41%	32	100%	19
I recognised I need to upskill	26	68%	5	13%	7	18%	38	100%	14
The Maori focus of TRP	40	91%	4	9%	0	0%	44	100%	8

**3. Perhaps there are other things that influenced your decision to apply to become a Te Rau Puawai Bursar. Please tell us about them.**

	n	%
Comments	26	50%
No response	26	50%
	<u>52</u>	<u>100%</u>

**4. In the short term (1-3 years), what do you hope to achieve by being a Te Rau Puawai Bursar?**

	n	%
Comments	44	85%
No response	8	15%
	<u>52</u>	<u>100%</u>

**5. If you are completing an undergraduate, graduate or post-graduate degree this year will you undertake further graduate or post-graduate studies at Massey?**

	n	%
Yes	27	68%
No	12	30%
N/A	1	3%
	<u>40</u>	<u>100%</u>
No response	12	

**5a. What course of study will this be?**

	n	%
Comments made	36	69%
No response	16	31%
	<u>52</u>	<u>100%</u>

**6. Can you see yourself working in the mental health workforce sector in ...**

	Yes		No		Totals		nr	
	n	%	n	%	n	%	n	%
3-5 yrs	23	96%	1	4%	24	100%		
5-10 yrs	11	100%	0	0%	11	100%		
10-15 yrs	6	100%	0	0%	6	100%		
15-20 yrs	8	100%	0	0%	8	100%		
	48		1		49		n	3

**6A. If you answered NO please advise us where you do see yourself working after completing your qualification**

	n	%
Comments made	19	37%
No response	33	63%
	52	100%

### Section 3: Te Rau Puawai Support Services

#### 7. On average how often would you have used the following Te Rau Puawai services?

	Weekly		Fortnightly		Monthly		Bi-monthly		Once a semester		Did not use at all		total n	nr
	n	%	n	%	n	%	n	%	n	%	n	%		
Support provided by coordinator (Monica)	2	4%	11	22%	10	20%	12	24%	13	25%	3	6%	51	1
Support provided by Administrator (Tania)	7	14%	8	16%	10	20%	10	20%	7	14%	9	18%	51	1
Regional support visits from Coordinator/tear	1	2%	1	2%	1	2%	4	8%	31	62%	12	24%	50	2
Te Rau Puawai website	7	14%	4	8%	10	20%	5	10%	10	20%	15	29%	51	1
Email exchanges with support team	3	6%	16	33%	5	10%	4	8%	1	2%	20	41%	49	3
Academic Mentors	2	4%	13	25%	13	25%	6	12%	10	20%	7	14%	51	1
Thursday night support team	13	26%	18	36%	9	18%	3	6%	2	4%	5	10%	50	2
Phoning support team outside Thursday nigh	2	4%	10	21%	7	15%	4	9%	3	6%	21	45%	47	5
The Hui at beginning of each semester	1	2%	0	0%	1	2%	0	0%	44	92%	2	4%	48	4
Conference calls	0	0%	0	0%	4	9%	2	4%	11	24%	29	63%	46	6
Nga Moemoea Newsletter	2	4%	3	7%	13	28%	9	20%	17	37%	2	4%	46	6

#### 8. Please indicate your level of satisfaction with each of the following Te Rau Puawai services.

	Very satisfied		Satisfied		Dissatisfied		Very dissatisfied		Did not use		total n	nr
	n	%	n	%	n	%	n	%	n	%		
Support provided by coordinator (Monica)	31	61%	12	24%	3	6%	0	0%	5	10%	51	1
Support provided by Administrator (Tania)	33	65%	11	22%	0	0%	0	0%	7	14%	51	1
Regional support visits from Coordinator/tear	24	47%	15	29%	0	0%	0	0%	12	24%	51	1
Te Rau Puawai website	20	40%	14	28%	1	2%	0	0%	15	30%	50	2
Email exchanges with support team	18	38%	11	23%	0	0%	0	0%	19	40%	48	4
Academic Mentors	22	44%	18	36%	2	4%	1	2%	7	14%	50	2
Thursday night support team	29	57%	15	29%	2	4%	0	0%	5	10%	51	1
Phoning support team outside Thursday nigh	22	45%	8	16%	1	2%	0	0%	18	37%	49	3
The Hui at beginning of each semester	36	71%	10	20%	3	6%	0	0%	2	4%	51	1
Conference calls	16	34%	9	19%	0	0%	0	0%	22	47%	47	5
Nga Moemoea Newsletter	35	69%	11	22%	1	2%	0	0%	4	8%	51	1



**9. Can improvements be made to any of the Te Rau Puawai support services listed above?**

	n	%
Yes	12	36%
No	21	64%
	33	100%
No response	19	

**9A. If so please explain.**

	n	%
Comments	28	54%
No comments	24	46%
	52	100%

**10. How did your Academic Mentor help you in your course work/life?**

	n	%
Comments	49	94%
No response	3	6%
	52	100%

**11. How did the Te Rau Puawai co-ordinator help you in your course work/life?**

	n	%
Comments	50	96%
No response	2	4%
	52	100%

**12. How did the Te Rau Puawai website help you in your course work/life?**

	n	%
Comments	50	96%
No response	2	4%
	52	100%

**13. How did email conversations with support staff help you in your course work/life?**

	n	%
Comments	42	81%
No response	10	19%
	52	100%

**14. How did the Te Rau Puawai Program help you in your course work/life?**

	n	%
Comments	48	96%
No response	2	4%
	50	100%

**15. We are interested in the extent to which the support offered by Te Rau Puawai made a positive difference to your academic goals. Please indicate how much of a difference each service made to you.**

	A huge difference		Some difference		Little difference		No difference		Did not use		Totals	nr n
	n	%	n	%	n	%	n	%	n	%		
Support provided by coordinator (Monica)	27	55%	13	27%	5	10%	1	2%	3	6%	49	3
Support provided by Administrator (Tania)	26	53%	10	20%	7	14%	0	0%	6	12%	49	2
Regional support visits from Coordinator/tear	23	48%	10	21%	2	4%	1	2%	12	25%	48	3
Te Rau Puawai website	9	20%	11	24%	5	11%	4	9%	17	37%	46	5
Email exchanges with support team	16	35%	9	20%	1	2%	1	2%	19	41%	46	5
Academic Mentors	25	53%	12	26%	1	2%	2	4%	7	15%	47	4
Thursday night support team	26	54%	12	25%	1	2%	2	4%	7	15%	48	3
Phoning support team outside Thursday nigh	20	43%	5	11%	1	2%	1	2%	19	41%	46	5
The Hui at beginning of each semester	35	73%	7	15%	3	6%	1	2%	2	4%	48	3
Conference calls	8	19%	9	21%	1	2%	0	0%	25	58%	43	8
Nga Moemoea Newsletter	22	46%	14	29%	6	13%	3	6%	3	6%	48	3

**16. In this item, we are interested in finding out how responsive the support services offered by Te Rau Puawai were to you as a Maori person? How culturally appropriate or responsive were they?**

	Very responsive		Responsive		Somewhat responsive		Not responsive		Did not use		Totals	nr n
	n	%	n	%	n	%	n	%	n	%		
Support provided by coordinator (Monica)	32	65%	11	22%	3	6%	0	0%	3	6%	49	3
Support provided by Administrator (Tania)	31	63%	12	24%	0	0%	0	0%	6	12%	49	1
Regional support visits from Coordinator/tear	27	56%	8	17%	1	2%	0	0%	12	25%	48	2
Te Rau Puawai website	13	30%	12	27%	0	0%	1	2%	18	41%	44	6
Email exchanges with support team	18	39%	8	17%	0	0%	0	0%	20	43%	46	4
Academic Mentors	27	57%	8	17%	3	6%	3	6%	6	13%	47	3
Thursday night support team	30	63%	10	21%	0	0%	1	2%	7	15%	48	2
Phoning support team outside Thursday nigh	21	45%	5	11%	0	0%	1	2%	20	43%	47	3
The Hui at beginning of each semester	39	81%	6	13%	1	2%	0	0%	2	4%	48	2
Conference calls	11	26%	6	14%	0	0%	0	0%	26	60%	43	7
Nga Moemoea Newsletter	24	50%	19	40%	1	2%	0	0%	4	8%	48	2

**17. While Te Rau Puawai offers quite a few services, you may have some ideas about other services or activities that could make a difference. If so, please tell us about them.**

	n	%
Comments	21	40%
No response	31	60%
	52	100%

**Section 4: Te Rau Puawai Programme Activities**

**18. How frequently did you engage in the following activities?**

	Weekly		Fortnightly		Monthly		Bi-monthly		Once a semester		Did not use at all		Total
	n	%	n	%	n	%	n	%	n	%	n	%	
Discussions about course work	9	18%	15	29%	15	29%	0	0%	6	12%	6	12%	5
Email discussions about course work	3	6%	11	23%	10	21%	3	6%	2	4%	19	40%	4
Test and exam preparation	7	14%	3	6%	15	31%	0	0%	9	18%	15	31%	4
Sharing assignment tasks	9	18%	11	22%	9	18%	0	0%	7	14%	13	27%	4
Helping others to meet assignment deadline:	8	16%	6	12%	12	24%	4	8%	9	18%	11	22%	5
'Catching up' with each other	12	24%	8	16%	7	14%	6	12%	12	24%	5	10%	5
Sharing library books and study resources	9	18%	10	20%	9	18%	3	6%	8	16%	10	20%	4
Seek advice/guidance on work challenges	5	10%	13	26%	11	22%	7	14%	3	6%	11	22%	5
Sharing work place resources	10	20%	8	16%	8	16%	3	6%	4	8%	16	33%	4
Strategizing to resolve course issues	8	17%	10	21%	8	17%	6	13%	3	6%	13	27%	4

**19. Have you noted any unanticipated outcomes/events during your time as a Te Rau Puawai Bursar or Graduate? Please tell us about them.**

	n	%
Comments	30	58%
No response	22	42%
	<u>52</u>	<u>100%</u>

**20. Please tell us how specific Te Rau Puawai activities (e.g. Head Start Hui, Symposiums etc) made a difference to you as a**

	n	%
Comments	47	90%
No response	5	10%
	<u>52</u>	<u>100%</u>

**21. What activities (Head Start Hui, Symposiums etc) were beneficial to you, as a Bursar/Graduate? How were they beneficial?**

	n	%
Comments	44	85%
No response	8	15%
	<u>52</u>	<u>100%</u>

## Section 5: Employment

### 22. Have you worked for a Mental Health Sector?

	n	%
Yes	38	81%
No	9	19%
	47	100%
No response	5	

### 22b. List of employers and years worked there

	n	%
Comments	38	73%
No response	14	27%
	52	100%

### 23. Have you worked for a Mental Health Service Provider at the same time as being a Te Rau Puawai Bursar?

	n	%
Yes	27	68%
No	13	33%
	40	100%
No response	12	

### 23b. Any comments?

	n	%
Comments made	11	22%
No comments	41	79%
	52	100%

**24. What type of support did your employer give you?**

\*\* Not all items applied to bursars circumstance

	Yes		Sometimes		No		Not required		No response	
	n	%	n	%	n	%	n	%	Totals	n
Paid study leave	23	77%	1	3%	2	7%	4	13%	30	17
Flexible work hours	17	52%	8	24%	2	6%	6	18%	33	19
Use of computing equipment	22	67%	2	6%	2	6%	7	21%	33	19
Support with assignments	10	31%	7	22%	4	13%	11	34%	32	20
Email and internet access	19	58%	1	3%	4	12%	9	27%	33	19
Feedback on progress	9	30%	4	13%	7	23%	10	33%	30	22
Support with time management	11	35%	2	6%	6	19%	12	39%	31	21
Use of Agency facilities for study	21	64%	3	9%	2	6%	7	21%	33	19

**25. How satisfied were you with the support received from your employer?**

\*\* Not all items applied to bursars circumstance

	Very satisfied		Satisfied		Dissatisfied		Very Dissatisfied		No response	
	n	%	n	%	n	%	n	%	Totals	n
Paid study leave	23	74%	4	13%	4	13%	0	0%	31	14
Flexible work hours	12	39%	15	48%	4	13%	0	0%	31	21
Use of computing equipment	22	76%	4	14%	3	10%	0	0%	29	23
Support with assignments	7	27%	15	58%	3	12%	1	4%	26	25
Email and internet access	20	69%	4	14%	5	17%	0	0%	29	23
Feedback on progress	6	24%	15	60%	3	12%	1	4%	25	27
Support with time management	8	30%	13	48%	5	19%	1	4%	27	25
Use of Agency facilities for study	16	55%	9	31%	3	10%	1	3%	29	23

**26. What improvements, if any, could be made to the support your employer gave you?**

	n	%
Comments made	33	63%
No responses	19	37%
	52	100%

**27. If you are not currently employed by a Mental Health Service Provider, please tell us why.**

	n	%
Comments made	31	60%
No responses	21	40%
	52	100%

**28a. Have you experienced or are you aware of any barriers for Bursars/Graduates wishing to work in the Mental Health Sector or other areas?**

	n	%
Yes	14	27%
No	27	52%
No response	11	21%
	52	100%

**28b. If so please elaborate.**

	n	%
Comments made	16	31%
No responses	36	69%
	52	100%

**29. Can you suggest how the barriers you have identified can be removed?**

	n	%
Comments made	26	50%
No responses	26	50%
	52	100%

**30. What difference do you think Te Rau Puawai Bursars will make to the Mental Health Sector once employed?**

	n	%
Comments made	47	90%
No responses	5	10%
	52	100%

## Section 6: In Summary

### 31. Please describe your overall perceptions/thoughts/views of Te Rau Puawai programme.

	n	%
Comments made	49	94.23%
No responses	3	5.77%
	52	100.00%

### 32. Can you make any recommendations to improve the programme?

	n	%
Comments made	38	73.08%
No responses	14	26.92%
	52	100.00%

### 33. Any further comments

	n	%
Comments made	28	53.85%
No responses	24	46.15%
	52	100.00%

### 34a. Do you wish to participate in this 10-15 minute telephone interview?

	n	%
Yes	25	48.08%
No	20	38.46%
No response	7	13.46%
	52	100.00%

### 34b. Contact details provided

	n	%
Yes	26	50.00%
No	26	50.00%
	52	100.00%

**Document Database**  
**D3 Summaries of telephone**  
**interviews with bursars**



## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name** 001

**Bursar** Current

**Q1. Can you tell me about your experiences of the mentoring system?**

I have been learning in a tertiary environment for quite a long time. 15 years ago being a Maori student was a very lonely experience and I felt isolated without any culturally understanding support.

When I became a TRP bursar it was like 'WOW'. I have access to people willing to give me the academic support was wonderful. I utilise them all the mentors that are around.

**Q2. How has the mentoring helped you succeed at your studies?**

Its really good to have access to people that can break down the academic language so that I can understand it. It would be nice if they were more proactive and rang me.

**Q3. Can you tell me how you utilised the support services of TRP?**

Tutors, mentors, and academic mentors that do kanohi ki te kanohi has made the world of difference. Having the one on one computer training sessions. One on One tutoring sessions have been great.

**Q4. How have the support services helped you succeed in your studies?**

I am a mature student so having the access to Maori support and being supported for being Maori has helped

**Q5. What are your interests and goals in the mental health workforce?**

I will be in MHW area forever as I am a consumer (as a parent ) of services and a worker in the area.

**Q6. How has TRP helped you move towards fulfilling those goals?**

In Taranaki my Diploma in counselling in counselling is not recognised so having the opportunity to get a recognised qualification is why I am here. TRP and the staff gave me the encouragement and the support to o from a certificate level to achieving my goal of getting a PGDip Social Work and then consider doing my Masters

**Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**

I was surprised to walk into an environment where there were Maori people of differing ages that felt as nervous as I did. (I thought I was alone). Having those 'whakama' barriers disappear, due to everyone understanding how it was to be a Maori in the workforce, was good. Breaking down geographical barriers and meeting whanau that lived in other areas was another surprise.

**Q8. Do you have any ideas about improvements to TRP services**

I would love to know how we can give back to the programme. How can I koha myself to others

## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name:** 002

**Bursar:** Current

- Q1. Can you tell me about your experiences of the mentoring system?**  
I did not use the mentoring system because I am an extramural student. I have been using my colleagues at work as my academic support.
- Q2. How has the mentoring helped you succeed at your studies?**
- Q3. Can you tell me how you utilised the support services of TRP?**  
Being an extramural student having someone a phone call away was good it they helped me find solutions. Phone conferences were a way in which I could hear other students perspectives and receive guidance for my work.
- Q4. How have the support services helped you succeed in your studies?**  
I am a mum and I work so I like knowing if I ring there is always someone there to listen to my queries about work. I don't use the website much because it is time consuming and I have kids. It is also good when other students ask for me help if I haven't got the time I can say 'Ring Moni'
- Q5. What are your interests and goals in the mental health workforce?**  
I have moved from being a social worker in the MHW to working within a multi disciplinary team and now doing Psychology to keep working in MHW and I am considering Masters and doctorate.
- Q6. How has TRP helped you move towards fulfilling those goals?**  
That financial support has provided me with the way in which I can continue to study. It would be great if TRP expanded to other universities. I want to do clinical but I know that nowhere else has this type of support system.
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**
- Q8. Do you have any ideas about improvements to TRP services?**  
A speed reading course might be really good for others. I did one at Massey and it helped me to feel more confident in reading books and articles. I did really well in my papers because of it.

## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name** 003

**Bursar:** Current

**Q1. Can you tell me about your experiences of the mentoring system?**

I had 3 mentors

They set down some ground rules

If we had a meeting, I was expected to turn up with work orientated questions, and all ready to work.

One of my academic mentors was also my supervision. It worked really well for me.

**Q2. How has the mentoring helped you succeed at your studies?**

The onus was on me as the student to make contact and utilise the support provided. It meant that I had to make a commitment to taking my studies seriously and accept the academic support avenues. The fact that the academic mentors were voluntary meant that I took my responsibility to contact them and show up on time seriously.

**Q3. Can you tell me how you utilised the support services of TRP?**

I was an internal student for 4 years so having the room and computers available made a difference in how I studied. I also had instant access to all the support provided which was great and now as an extramural student. I will be utilising a different type of support. Website, people I have met, and phone calls.

**Q4. How have the support services helped you succeed in your studies?**

**Q5. What are your interests and goals in the mental health workforce?**

**Q6. How has TRP helped you move towards fulfilling those goals?**

**Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**

I did not expect to meet such a diverse range of people (Bursars) working in the Mental health sector with such a wide range of experiences that they were willing to share their experiences.

**Q8. Do you have any ideas about improvements to TRP services?**

No

## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name** 004

**Bursar** Current

- Q1. Can you tell me about your experiences of the mentoring system?**  
I tried to use the mentoring system two years ago but they never rang and sometimes it would have been nice to receive a call. I talked to Monica today and she told me that as the student I had to be proactive and contact the mentor.
- Q2. How has the mentoring helped you succeed at your studies?**  
.
- Q3. Can you tell me how you utilised the support services of TRP?**  
I have no computer so I really used the phone support a lot  
The Thurs night support phone line clashes with my Thurs church meetings so being extramural was hard.
- Q4. How have the support services helped you succeed in your studies?**  
I am going to be an internal student so that I can finish my BSW this should help with me being able to access support.
- Q5. What are your interests and goals in the mental health workforce?**  
I would like to be a tutor or training facilitator for caregivers in the MHW.  
I also want to head up the career ladder.
- Q6. How has TRP helped you move towards fulfilling those goals?**
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**  
You get to network with other Maori faster through the programme rather than spending years slowly networking nationwide
- Q8. Do you have any ideas about improvements to TRP services?**  
More learning resources would be good. Learning tools

## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name** 005

**Bursar** Graduate

**Q1. Can you tell me about your experiences of the mentoring system?**

She attempted to use the mentoring system. She was given the name of her mentor by Monica and contacted them but the mentor told her that they were not a mentor. She was then given another name and she sent an email but they never replied to her. Linda felt that Monica tried her best. However Linda went on to utilise her own academic support system for academic work/

**Q2. How has the mentoring helped you succeed at your studies?**

**Q3. Can you tell me how you utilised the support services of TRP?**

The financial support was the main reason that I chose Massey She found that Monica was a great intermediary support person. There was good collegial support within the TRP team and it was very whanau based. Library services and in particular endnote really helped me pass my research paper ( self directed study) well .

**Q4. How have the support services helped you succeed in your studies?**

Being able to contact Monica for knowing who else to access helped a lot. The encouragement to keep going has made me seriously consider becoming a 'Responsible clinician' in the nursing workforce.

**Q5. What are your interests and goals in the mental health workforce?**

To keep working in the MHW sector I am the Manager of the Ngati Porou Hauora.

**Q6. How has TRP helped you move towards fulfilling those goals?**

**Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**

Its about learning to make a commitment to work hard and not waste money that could have gone to someone else.

**Q8. Do you have any ideas about improvements to TRP services?**

Keep the commitment from the government to fund this programme. Offer the programme in other places as well

## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name** 006

**Bursar:** Graduate

**Q1. Can you tell me about your experiences of the mentoring system?**

I would take my assignments to my mentor and she would sit down and give me advice on how to improve it, how to access library services more effectively. My mentor, I only had one, continued throughout my studies and offered to be my supervisor for my thesis

**Q2. How has the mentoring helped you succeed at your studies?**

The continuity of support really helped me succeed successfully. I appreciate that I had that kind of support and could form a trusting relationship with my academic mentor over time

**Q3. Can you tell me how you utilised the support services of TRP?**

During my studies I was an internal student and I had access to all the support I needed. I had more of the personal contact than you would get if you were an extramural student.

**Q4. How have the support services helped you succeed in your studies?**

**Q5. What are your interests and goals in the mental health workforce?**

**Q6. How has TRP helped you move towards fulfilling those goals?**

**Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**

I was an internal student, yet the phone team would ring and check up on me. It seemed silly particularly if I had seen them that morning. They would tell me that I had to keep in contact through the phone system. If bursars didn't use it we would lose it.

**Q8. Do you have any ideas about improvements to TRP services**

## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name** 007

**Bursar:** Graduate

The graduate has started a new job as a staff educator for a DHB. She does not like her working environment. The graduate was one of the first 16 bursars to come into TRP. She was informed by one of her Kaumatua who told her to contact Mason Durie.

**Q1. Can you tell me about your experiences of the mentoring system?**

The mentor I had was available 24/7 via email and they would reply to my queries really fast. I utilised my mentor for assignment instruction.

I built a relationship with my first year mentor and then they provided supervision and academic support for my work over the next two years.

**Q2. How has the mentoring helped you succeed at your studies?**

The fact of having a mentor made a difference to being able to understand the assignments.

**Q3. Can you tell me how you utilised the support services of TRP?**

Massey Library service was fantastic having contact with the Maori librarian through the Head start Hui made accessibility easier

Website was utilised for direct contact with staff and others

Coordinator visits were really beneficial to keeping me on track.

I went on to be a Hui support person running workshops and then became a Thurs night telephone support person. I also did some peer support work for TRP

**Q4. How have the support services helped you succeed in your studies?**

**Q5. What are your interests and goals in the mental health workforce?**

To work in the mental health workforce has to be a choice and I do believe that is where I want to work.

**Q6. How has TRP helped you move towards fulfilling those goals?**

It has provided me with the opportunity to access culturally appropriate support that was not available anywhere else.

**Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**

Very whanau orientated and the kai was phenomenal. One head start hui we had kaimoana and that was the first time that I saw people leave the table without eating it all. I was exposed to Te Reo for the first time.

**Q8. Do you have any ideas about improvements to TRP services**

I think that this programme should be available at other universities. It is quite limiting to have it only at one uni. The programme should be transferable to other areas. That type of support would be wonderful.

## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name:** 008

**Bursar:** Current

**Q1. Can you tell me about your experiences of the mentoring system?**

My academic mentor's was really helpful. I could send my academic mentor my assignments to look over and they would give me advice on elaborating on an area, or where to access help. They would suggest books and a couple of mentors have even sent me some books

**Q2. How has the mentoring helped you succeed at your studies?**

**Q3. Can you tell me how you utilised the support services of TRP?**

0800 phone support  
Regional visits  
Academic mentors  
Thurs night support team

**Q4. How have the support services helped you succeed in your studies?**

TRP staff are so helpful, you don't get that in any other organisation or any other area of the tertiary system. My sister is in education and is really struggling with no help.

**Q5. What are your interests and goals in the mental health workforce?**

I would like to be employed in the mental health area. I am interested in areas where they employ the more mature person. I have been looking at maybe the case manager role in places like ACC or a hospital

**Q6. How has TRP helped you move towards fulfilling those goals?**

I have the opportunity to upskill but I don't know if there is a job out there for me.

**Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**

No

**Q8. Do you have any ideas about improvements to TRP services?**

During our contact courses there are times when we don't have enough access to academic support. TRP will set things up like visiting lecturers, or a tutorial on a specific topic but there are times where they don't lecturers don't turn up. I think they should have alternatives ready for if that happens.

**Q9. Are you employed in the MH area and if so could we contact your employer to discuss how it has been for them having a TRP bursar?**

I am not employed in the MH area at the moment, however I hope to be after completing my certificate. I work in the Kawerau paper mill, which has nothing to do with my paper, and I look after my sister who has Multiple sclerosis.



## Telephone interview summary for bursars

**Interviewer:** Keri Thompson

**Name:** 009

**Bursar:** Graduate

The bursar was quite thorough in her survey and she talked about how she was an employer of Bursars at a Mental Health Service...so we went on to do an employers interview

Her and her husband were working within the ##### industry and then they downscaled. Her husband took up studies the year before her. They did one year at off campus and then 3 years internal.

**Q1. Can you tell me about your experiences of the mentoring system?**

The academic mentors were available for helping me understand my assignments and direct me to appropriate resources and books so that I could do better in my studies

**Q2. How has the mentoring helped you succeed at your studies?**

We were internal students so the access to a mentoring system made such a significant difference.

**Q3. Can you tell me how you utilised the support services of TRP?**

All of them internal students See survey schedule

**Q4. How have the support services helped you succeed in your studies?**

**Q5. What are your interests and goals in the mental health workforce?**

**Q6. How has TRP helped you move towards fulfilling those goals?**

Yes

**Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**

I never realised the financial pressures of being a student and that really came as a shock. My husband and I were both studying so as mature students with a family we really felt the financial strain.

**Q8. Do you have any ideas about improvements to TRP services?**

There is no pathway to support students in gaining more paid experience in the workforce.

TRP is good but the development in the workforce has not been fast enough. to be able to support the transition from study to workforce.

**Q9. Are you employed in the MH area and if so could we contact your employer to discuss how it has been for them having a TRP bursar?**

I am an employer: Team leader in a Kaupapa Maori service

## Telephone interview summary for bursars

**Name 010**                      **Bursar:** Current Graduate

- Q1. Can you tell me about your experiences of the mentoring system?**  
They were really good. I haven't come across any bad experiences with the Academic Mentors. They were available to talk with anytime I needed them.
- Q2. How has the mentoring helped you succeed at your studies?**  
The Mentoring system helped get access to supervisors for my thesis. Both the Pakeha and Maori Mentors were awesome at giving support to me.
- Q3. Can you tell me how you utilised the support services of TRP?**  
Going to see Mentors when I need help and also when the phone team ring me to help me keep things on track. Regional drop in sessions were awesome I would attend these because I was able to catch up with 'the haps' in Palmerston North
- Q4. How have the support services helped you succeed in your studies?**  
It's just awesome knowing that I can rely on help when it I need it. The services help me keep on track and keep me motivated so that I can get things done.
- Q5. What are your interests and goals in the mental health workforce?**  
At the moment to finish my thesis so that I can go back to work fulltime. I did not want to just sit on my diploma.
- Q6. How has TRP helped you move towards fulfilling those goals?**  
Te Rau Puawai has helped me immensely. Financial support in terms of the scholarship and taking that financial burden away. Comradship with other members of Te Rau Puawai and not being made to feel dumb (ie whanangatanga).
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**  
No
- Q8. Do you have any ideas about improvements to TRP services**  
I have been with the program for a long time and have seen the need for a buddy system with new taura. (ie old bursars paired up with new bursars.) So that the new taura can be eased into academic life.

## Telephone interview summary for bursars

**Interviewer:** Tarmz

**Name 011**

**Bursar:** Current

- Q1. Can you tell me about your experiences of the mentoring system?**  
They were supportive and gave me direction. I could call them at anytime and they always gave me feedback on my assignments and help for where I can go for help.
- Q2. How has the mentoring helped you succeed at your studies?**  
They were very influential they also kept me on track with my mahi.
- Q3. Can you tell me how you utilised the support services of TRP?**  
Te Rau Puawai have great phone team who contact me regularly, Monica and Taniya were awesome, and they were the ones who got me an application form. Main access points this was thought to be sufficient.
- Q4. How have the support services helped you succeed in your studies?**  
Really good as in question two.
- Q5. What are your interests and goals in the mental health workforce?**  
Maori Mental Health is a personal interest and basically I wanted to up skill and learn more about mental health in a Maori way.
- Q6. How has TRP helped you move towards fulfilling those goals?**  
Greatly, especially with the financial burden, the overall support and the personal growth are just the beginning. Everything and everything. It's just so awesome.
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**  
No
- Q8. Do you have any ideas about improvements to TRP services**  
Getting whanau to come back to tell us about the things that they are up to – role model for the new bursars.  
Offer a scholarship program in other areas and not just Mental Health.

## Telephone interview summary for bursars

**Interviewer:** Tarmz

**Name** 012

**Bursar:** Graduate

- Q1. Can you tell me about your experiences of the mentoring system?**  
My Mentor was available to meet with me at least once a week which was really god. I could talk to them about anything I wanted even if I didn't have any issues with my assignments.
- Q2. How has the mentoring helped you succeed at your studies?**  
Gave me focus and they kept pushing and pushing to get results. That was really good.
- Q3. Can you tell me how you utilised the support services of TRP?**  
I didn't really just because I got so much help from my mentor.
- Q4. How have the support services helped you succeed in your studies?**  
N/A
- Q5. What are your interests and goals in the mental health workforce?**  
To work with our Maori people.
- Q6. How has TRP helped you move towards fulfilling those goals?**  
Maori focus and whanau based.
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**  
No
- Q8. Do you have any ideas about improvements to TRP services**  
No, it's more than satisfactory.

## Telephone interview summary for bursars

**Interviewer:** Tarmz

**Name** 013

**Bursar:** Current

**Q1. Can you tell me about your experiences of the mentoring system?**

The mentoring systems is excellent

**Q2 How has the mentoring helped you succeed at your studies?**

The mentoring system helped getting information about academic stuff.  
Having that opportunity to access the information is great – you would be mad not to.

**Q3. Can you tell me how you utilised the support services of TRP?**

The phone support services

**Q4 How have the support services helped you succeed in your studies?**

They were excellent. Knowing I could call someone to help me was really good. Having that safety net.

**Q5 What are your interests and goals in the mental health workforce?**

I am interested in workforce development and Maori Mental Health also getting our whanau into management roles. Personally, getting myself off the diploma and degrees and moving onto the next level

**Q6 How has TRP helped you move towards fulfilling those goals?**

The program has been excellent not just about studies but the whole thing.  
Listening to other whanau experiences and putting things into perspective.  
Keeps me inspiring to keep on studying and also the links that we make around the country is just awesome.

**Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**

No

**Q8. Do you have any ideas about improvements to TRP services**

What they have is good but perhaps

Having key people to recommend what is needed in the workforce  
Having a specific match with mentors so that they can actually help  
Put some thought into having a mentor in each region instead of just having them based in Palmerston North

## Telephone interview summary for bursars

**Interviewer:** Tarmz

**Name** 014

**Bursar:** Current

- Q1. Can you tell me about your experiences of the mentoring system?**  
I haven't really used this to the full extent, however the contact I have had was really valuable. I rely more on the phone team as I have a more personal relationship with them
- Q2. How has the mentoring helped you succeed at your studies?**  
See above
- Q3. Can you tell me how you utilised the support services of TRP?**  
The phone team
- Q4. How have the support services helped you succeed in your studies?**  
They have been awesome I prefer to contact them or let them contact me because I have a more personal relationship
- Q5. What are your interests and goals in the mental health workforce?**  
To concentrate on Mental Health to gain the tools and the ability to move on in the area. This training was part of what I needed to keep my job and also get a promotion in my work.
- Q6. How has TRP helped you move towards fulfilling those goals?**  
It has given me the tools to keep my job and also giving and taking a whole lot of knowledge that I can share with my co-workers and other students.  
Networking is awesome also.
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**  
No
- Q8. Do you have any ideas about improvements to TRP services**  
No

## Telephone interview summary for bursars

**Interviewer:** Tarmz

**Name** 015

**Bursar:** Graduate

- Q1. Can you tell me about your experiences of the mentoring system?**  
Did not use that much because I received the scholarship when it was first established and I was in my last year of my Masters
- Q2. How has the mentoring helped you succeed at your studies?**
- Q3. Can you tell me how you utilised the support services of TRP?**  
See Q1
- Q4. How have the support services helped you succeed in your studies?**
- Q5. What are your interests and goals in the mental health workforce?**  
To keep Maori people in Maori area of Mental health.
- Q6. How has TRP helped you move towards fulfilling those goals?**  
Helps to see who is going through the program and can get them into the area.
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**  
No
- Q8. Do you have any ideas about improvements to TRP services**  
Awesome support

Perhaps making Maori more accountable so that they can go into the area of Maori Mental health

Knowledge of numbers in each region who are on the program so that we can establish more workable relationships

Knowledge of numbers on a national basis so that we can see how many people are needed in the area and whether we are achieving something

## Telephone interview summary for bursars

**Interviewer:** Tarmz

**Name** 016

**Bursar:** Current

- Q1. Can you tell me about your experiences of the mentoring system?**  
Really good they offer great advice on where to go for specific information if they can't tell me themselves.
- Q2. How has the mentoring helped you succeed at your studies?**
- Q3. Can you tell me how you utilised the support services of TRP?**  
Same as above knowing that I can ring them when it was needed.
- Q4. How have the support services helped you succeed in your studies?**  
They helped to establish networks to share information. The administration were really good they didn't take any crap.
- Q5. What are your interests and goals in the mental health workforce?**  
Personally it was a means of improving my education as a nurse. To have the ability to teach people nursing skills you need to have a Masters degree. Being able to share and learn having the ability to look at yourself and the way you look at things as a whole.
- Q6. How has TRP helped you move towards fulfilling those goals?**
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**
- Q8. Do you have any ideas about improvements to TRP services?**  
Bursars are at different levels so they should break us up and present information relevant to our level.



## Telephone interview summary for bursars

**Interviewer:** Tarmz

**Name** 017

**Bursar:** Graduate

- Q1. Can you tell me about your experiences of the mentoring system?**  
A valuable service which was great to provide to the students
- Q2. How has the mentoring helped you succeed at your studies?**  
They saw the need for flexibility when dealing with different issues and they had a great rapport with me
- Q3. Can you tell me how you utilised the support services of TRP?**  
Picked up the service in my second year especially the phone team
- Q4. How have the support services helped you succeed in your studies?**  
Excellent they contact us and also being able to contact them is awesome also. Monica and Taniya are awesome
- Q5. What are your interests and goals in the mental health workforce?**  
Probably to work with Maori people to be able to implement Maori based programs
- Q6. How has TRP helped you move towards fulfilling those goals?**  
TRP bursary was a relief of the financial burden. Education in all areas and as a group of Maori in Mental Health getting the experience from each other. Also the company
- Q7. Has there been anything about your experiences of TRP that has surprised you? Did you become involved in things that you did not expect too?**  
What we are taught ie the Tiriti is really surprising. How we as students get together and talk about our experiences.
- Q8. Do you have any ideas about improvements to TRP services**  
A graduates profile or an Alumni club for previous TRP students to tautoko and awahi the new students on the program and when they start work.

## **Document Database**

**D4 The contribution of Te Rau Puawai  
Bursars to the Mental Health Sector –  
What bursars thought.**

## The contribution of Te Rau Puawai Bursars to the Mental Health Sector – What bursars thought.

The following comments are taken directly from our survey of bursars and related to the following question:

### 30. What difference do you think Te Rau Puawai Bursars will make to the Mental Health Sector once employed?

- An ability to critique existing models of mental health care e.g. absence of disease, make services more Maori appropriate e.g. greater involvement of whanau
- I think bursars will make a huge difference. There is loyalty in helping Maori overcome their illness. Theory put into practice.
- Bring a quality level of cultural and clinical expertise and increase the number of Maori clinical graduates.
- Hopefully a positive difference - I know of some being put into leadership positions just 1-2 years out of graduating and don't have enough experience nor mentoring support.
- They will make a great value for Maori and non Maori
- Big difference - more professional Maori in the MH sector
- Awesome - great encouragement tautoko manaakitangi.
- This is an impressive workforce development programme mainly successful due to the cultural concepts / values principles permeating throughout. I do not think it would be this successful if there was not a commitment from the sector.
- A big difference. More qualified to complement work experience - have more understanding perhaps empathy and the resources 'networking' with others services etc
- Very excellent reputation
- Being able to network
- Having qualifications and having the knowledge that will make the bursars promote their learning in the MH sector thus helping our people.
- Such a number of Maori with increased skills must change the look of the sector at more levels
- Provide good role models for other Maori wanting to study
- They will bring with them the theory side of the mahi and good networks locally, regional and nationally the TRP
- TRP bursars will strengthen the Maori participation in MH sector
- Solid skill base. Recolonised professionals. Positive input.
- They will already have an awareness of the need for Maori workforce development in MH and will hopefully have more of an appreciation towards the kaupapa
- Because of the number of Maori tangata whaiora it will be beneficial to have more Maori working in Maori Mental Health. They may be able to relate better to a Maori health professional
- Bursars go into highly specialised positions, research, clinical practitioners etc or management
- Excellent clinicians
- A huge difference especially in terms of expertise
- I am disappointed in the bursar our agency supported. The person was totally supported by Kaupapa Maori services and at the end of 5 yrs study - supported by our organisation in paid leave and library resources - the person left to go to mainstream and work there. A resource lost to Maori in need.

- Depends on: previous experience in MH qualification / type of MH work, Mainstream / Kaupapa service. Having some knowledge of all of the above - very desirable / a great difference in delivery of service.
- Increase numbers of qualified Maori in MH work: Improve services to Maori who enter mainstream Maori services
- TRP bursars will make a positive contribution to the Mental Health sector because of the training they have received in the papers they have taken
- Very beneficial for our people
- They will make a difference because they are Maori. Academics will help raise the profile of Maori within all Mental Health services and be seen as more than cultural 'clip ons'
- Great networks. Good skills base
- A huge difference - Upskilled Maori working with Maori. Maori clients feel more comfortable with Maori. Maori for Maori by Maori
- An extensive and enormous difference particularly for Maori.
- Major - Maori have a down to earth approach - wholistic views & whanau encompassing.
- Greater knowledge of how to work in the sector with a strong Maori perspective
- Not too much unless they are in key positions within organisations that are open to/ flexible / responsive in leadership to make a difference. They must have the support via leadership and policy practices.
- More Maori professionals which will increase cultural awareness, increase support and services to Maori and be motivational / role models to other Maori to pursue academic goals. Raise living standards, Raise health standards, Increase wellbeing / health.
- We are well supported and well trained - we will make a huge difference in the work force
- It will cause a revolution
- Support and mentoring paramount
- Having a whanau like TRP to support and be there and being a bursar gives you that extra qualification for the future.
- TRP bursars have a strong network of support they can rely upon once employed. Ready to discuss any issue ie employment issues, models of practice etc
- Skilled Maori staff
- Enabling more certificated people to gain employment
- A huge difference in terms of networks formed and developed as a bursar, theoretical knowledge gained as a student at Massey equips students at Massey with necessary skills
- In depth understanding of mental health and cultural issues. Educate other staff through inservice presentations
- A huge difference - hopefully a more balanced, committed and competent clinician in both clinical and cultural aspects
- The quality of the courses and support given will make an impact for Maori

**Document Database**  
**D5 Te Rau Puawai Coordinator's Job**  
**Description**




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## JOB PROFILE

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### Te Rau Puawai Coordinator School of Maori Studies

**Campus:**

Palmerston North

**Purpose Statement:**

Te Rau Puawai has been in operation for three years. As a Māori mental health workforce development programme, the aim of Te Rau Puawai is to increase the number of Māori mental health professionals by 100 through the provision of financial and learning support to selected students enrolled in an approved and relevant course of study at Massey University. The programme is funded by the Ministry of Health.

**Responsible To:**

1. The Te Rau Puawai Management Board; and
2. For day-to-day management, to the Head of the School of Maori Studies.

**Key Linkages:**

1. Te Rau Puawai Management Board;
2. Pro Vice-Chancellor, College of Humanities and Social Sciences;
3. Heads of Schools of: Māori Studies; School of Sociology, Social Work and Social Policy; Health Science; and Psychology;
4. Te Rau Puawai Support Team;
5. Te Rau Puawai email network;
6. Academic mentors;
7. Massey University Māori learning support network;
8. Massey University Māori Liaison Officer; and
9. Māori Mental health providers.

**Key Accountability Areas:**

*General:*

Co-ordinate Te Rau Puawai so that the aims and objectives of the programme are realised:

*In particular, the Co-ordinator will:*

1. Provide learning support and guidance to bursars by facilitating, maintaining and extending (if desired) the following support systems:
  - i) Weekly Thursday night Support Team;
  - ii) Monthly Newsletter;
  - iii) On-line support;
  - iv) Two national Hui per year; and
  - v) The provision of academic mentors.
2. Meet regularly with bursars, individually or collectively, in order to:
  - i) Monitor progress;
  - ii) Identify problems which might act as barriers to successful completion of courses;
  - iii) Arrange academic and social support when required; and
  - iv) Promote a whanau system of support.

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## PERSON SPECIFICATION

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**Qualifications:**

A relevant tertiary degree.

**Specialist Competencies:**

1. Thorough knowledge of University academic processes and regulations, especially as they apply to mental health related courses taught in the College of Humanities and Social Sciences (internal and extramural delivery);
2. Knowledge of the health sector, especially mental health services;
3. Competence in te reo Māori me ona tikanga; and
4. Knowledge of Māori health networks.

**Position Competencies:***Student Service and Advice*

- Able to identify the diverse range of needs of Māori students (both current and prospective Te Rau Puawai students).

*Written and Oral Communication*

- Skilled in tailoring written and oral communication to the interest and level of others. Written work must be concise and to the point. Confidence in oral presentations is necessary.

*Networking*

- Able to maintain and develop good working relationships with Massey University colleagues and mental health providers.

*Strategic Thinking*

- Can identify clearly the salient issues and is able to put strategies in place to resolve or progress issues.

*Planning and Organising*

- Able to think ahead and take action to prevent or prepare for foreseeable difficulties.

*Achieving Results*

- Able to assess when self and team need to apply 110% effort to achieve excellence within a set period.

*Adaptability*

- Skilled in maintaining efficient performance across a wide range of tasks.

*Initiative*

- Demonstrates persistence and conscientiousness to overcome obstacles and progress tasks and issues.

3. Maintain regular contact with bursars studying at a distance.
4. Liase as necessary between bursars and academic staff and between bursars and Maori mental health providers.
5. Maintain bursar records and the Te Rau Puawai database.
6. Promote Te Rau Puawai.
7. Oversee the administration of the programme.
8. Respond to enquiries about the programme.
9. Assist the Board by:
  - i) Supplying information and Board papers on a biannual basis; and
  - ii) Facilitating the process for the selection of bursars.



**Document Database**  
**D6 Te Rau Puawai Administrator's**  
**Job Description**



Te Pūtahi-ā-Toi  
School of Māori Studies  
*Te Kunenga ki Pūrehuroa*

Te Rau Puawai  
**Job Description**

**Position:** Te Rau Puawai Administrator

**School:** Māori Studies

**Prepared By** Monica Koia

**Approved By:** Professor Mason Durie

**Purpose of Position**

To provide administrative and secretarial duties for the Te Rau Puawai Programme.

**Reports To** Co-ordinator – Te Rau Puawai

**Responsible for:** Nil

**Functional Relationship:** Academic Support Tutor  
 Phone Team  
 Accounts Department  
 IT Department  
 Academic Mentor  
 School of Maori Studies, Psychology, Health Science  
 and Social Work and Social Policy

**Authorities** Financial – up to \$1000

## Key Activities

### *Bilingual Word Processing/Typing and Computer Systems:*

- Formatting and processing of material for students and prospective Te Rau Puawai applicants
- Word-processing for Te Rau Puawai support team
- Typing of handouts to Te Rau Puawai students
- Correspondence and typing of various forms, applications etc
- Maintain Database
- Provide systems administration support as required
- Assist with the maintenance of the Te Rau Puawai website
- Regular computer back-ups
- Systems Administration

### *Accounts Payable, Receivable and Journals*

- Prepare invoices and reimbursements for payment within two days of receipt.
- Record invoices and reimbursements.
- Process internal journals as required
- Organise bursary payment for Te Rau Puawai students
- Checking budget records

### *Filing*

- Maintain and ensure all filing is actioned within two days of receipt.

### *Mail*

- Receipt, sort and distribute mail

### *Travel and Accommodation*

- Arrange travel and accommodation for Te Rau Puawai staff

### *General Administration and Secretarial Duties*

- Assist in the organisation and administration of Te Rau Puawai applications
- Provide secretarial assistance for Management Board and Co-ordinator as required.
- Provide administration support to the Phone Team
- Any other duties as required by the Co-ordinator
- Maintaining Co-ordinator's Calendar on a daily basis
- Maintaining office resources such as stationery purchases

### *Customer Service*

- Answer general enquiries on the Te Rau Puawai Programme from staff and students.
- Provide customer services during office hours.

## Person Profile:

<b>Aspects of Individual to Consider</b>	<b>Essential</b>	<b>Desirable</b>
<b>Acquired knowledge or qualification</b>	Prior administration and secretarial experience required	A willingness to enhance personal development
<b>Good Communication</b>	Able to communicate orally and written with a diverse range of people and groups	
<b>Te reo Maori me ona Tikanga</b>	Some understanding of Te reo me ona tikanga	
<b>Information Technology</b>	Versatile knowledge of computer programmes including MS word, excel, power point, access dream weaver, internet, and website development	
<b>Developing Others</b>	Able to recognise others abilities and maximise their potential	Experience in delivering training
<b>Time Management</b>	Able to prioritise work load and cope with a variety of tasks	
<b>Self management</b>	Able to work with limited supervision	

24 April 2002

**Document Database**  
**D7 Te Rau Puawai Support Tutor's**  
**Job Description**

## Te Rau Puawai Support Tutor JOB DESCRIPTION

An effective team needs clarity, transparency, good communication and a common understanding of roles. The following job description is to help us achieve this.

### **Purpose of position:**

To monitor the progress of allocated Te Rau Puawai bursars and provide general learning support, peer advise, encouragement, motivation and assist in the successful completion of papers.

### **Key results areas:**

1. Assist in the completion of papers
2. Monitor academic and learning progress
3. Enhance the communication loop between bursars and Te Rau Puawai Support Team, Administrator and Co-ordinator.

### **1. Assist in the completion of papers**

#### **Objective:**

Provide assistance and support to Te Rau Puawai bursars allocated. Each Support Tutor will have a list of allocated bursars who are studying under the Support Tutor's study major. The provision of assistance and support includes the delivery of encouragement and motivation as well as building individual relationships with each bursar and the promotion of regular contact.

#### **Some Tasks include:**

- **Liaise with Te Rau Puawai bursars.**  
*The Support Tutor is responsible for incoming and outgoing calls related to their designated study area and/or papers. All calls received during the Thursday night timeframe 6pm – 9pm or the work hours of the part-time support tutor must be responded to. Any messages left must be acknowledged on the same day.*

- **Establish and maintain relationship with allocated bursars.**

*When a student calls, emails, or faxes a record is to be made on the database and if this is during the week, the phone team member is to be advised on Thursday night. This log is to help you recall study related issues for future reference. This log will assist you in future calls, as the bursar must feel as if the Support Tutor knows who they are and where they are at.*

*It is also important for Phone team to carefully monitor the students study signs in order to acknowledge or provide the appropriate supports or rewards*

*Phone team to advise part-time support tutor if contact is not being initiated and or maintained on a regular basis by a student.*

- **Referral of students when needed or appropriate.**  
*Students that you are concerned about should be referred to the, part-time tutor, Paper Co-ordinator or Academic mentor for follow up. Record of student to be noted and followed up conducted by the part-time support tutor and or phone team member. The part-time tutor must inform the Co-ordinator of any successes or concerns.*

## **2. Monitor academic performance**

**Objective:** Assist students in the completion of their papers

**Some Tasks include:**

- Provide feedback on draft assignments  
*Drafts assignments to be checked and returned within two days. It is important to note on assignment what advise being given. For example format and grammar only but when possible check with other support tutors for assistance. Te Rau Puawai Support Tutors are not expected to be experts in content of all papers. Any work in progress is to be noted on the database.*
- Provide training or suggest solution on how to achieve any learning obstacles, this includes referring on to other supports (Counselling, academic mentor, and paper co-ordinators for example:
  - Database training
  - *Formatting*
  - *Essay planning*
  - *Thesis*
  - *Ethics*
  - Endnote
  - Administration guides
  - Lisa Emmerson
  - APA website etc
- Identify and facilitate (if possible) group learning
  - *Identify papers that may require conference calls during the year*
  - *Discuss with Part-time support tutor and arrange group learning*
  - *This may also be done via the website*

- Monitor progress of students allocated to you.  
*By utilizing study guides if unsure of requirements*  
*Liaising with other support tutors*  
*Establish action plan/work in progress if required which will need to outline:*
    - *Date, requirement, who is accountable, date to follow up*
    - *Either follow up on Thursday and if not possible refer to Part-time support tutor and or Co-ordinator*
  - *Requesting check with NSTATS for assignment receipt*
  - *Sending email to paper co-ordinator and or mentor on status of progress*
  - *Reminder in TRP website or Newsletter of some requirements*
  - *Advising part-time tutor of students who have not made contact after three weeks. Part-time support tutor to send a card. After 4 weeks if no contact, Co-ordinator to be advised.*
- Provide six monthly progress reports on the students you are responsible for.
  - Ensure that the minimum base line support is being provided to the students.

### 3. Accountability and Liaison with Te Rau Puawai Co-ordinator

**Objective:** To maintain communication loop between Co-ordinator and part-time phone team, part-time support tutors and Administrator

**Tasks include:**

**Initiating calls to bursars**

Part-time support tutor to inform the Co-ordinator on a weekly basis of the achievers and students who require encouragement or acknowledgement.

The support team and co-ordinator to meet every Thursday to discuss operational matters, identifying training for team, brainstorm any improvements that may be required, any issues that may need addressing, practice issues etc.

**Prepared:** Monica Koia

**Date:** 2 November 2004

**Approved:** Te Rau Puawai Board

**Date:** 11 November 2004



# **Document Database**

## **D8 Learning objectives contract**



## Learning Objectives

**Students Name:**

**Support Tutor/Phone Team Member Name:**

**Date:**

The purpose of the learning objectives is to provide an added support structure and focused path learning, which will enable you and the support tutor to clearly identify each other's responsibilities and reinforce the commitment in order to successfully complete your papers. The learning objectives **must** be completed and forwarded back to the Te Rau Puawai office by 12 January 2004. Two copies will be sent to you for signing, please return one copy to the Te Rau Puawai office. Bursary payments will not be processed until the office receives a copy of your signed learning objectives.

OBJECTIVES	RESPONSIBILITY	TIMEFRAME	COMMENTS
General Goals			
<ul style="list-style-type: none"> <li>• Attendance at two national hui.</li> <li>• Available during regional visits</li> <li>• Fortnightly contact with TRP support tutors.</li> <li>• Attend all block and compulsory contact courses.</li> <li>• Initiate contact with a academic mentor</li> <li>• Immediately advise of problems/obstacles that will hinder progress.</li> <li>• Support tutor to Initiate contact every month</li> </ul>	<p>Tauira</p> <p>Tauira/Tutor</p> <p>Tauira</p> <p>Tauira</p> <p>Tauira</p> <p>Tauira Tutor</p>	<p>February and July</p> <p>Semester one and two</p> <p>Minimum of every two weeks</p> <p>As identified in course outline</p> <p>Minimum of once a month</p> <p>As and when a problem occurs</p> <p>Minimum of once per month</p>	<p>Must contact TRP Co-ordinator well in advance if unable to attend any hui, or courses.</p> <p>Must contact lecturer in advance if unable to attend contact or block courses as well as advise the TRP office.</p> <p>Can make contact to the tutor, TRP office or mentor via phone, email or fax.</p> <p>A staff member from the Te Rau Puawai to make contact. If there has been regular dialogue with the whanau, this may not be necessary but must be agreed between the tauira and staff member.</p>

<b>INDIVIDUAL OBJECTIVES</b> <i>An opportunity for you to identify your own personal learning objectives, which the support team could help you with.</i>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>	<b>COMMENTS</b>

INDIVIDUAL OBJECTIVES	RESPONSIBILITY	TIMEFRAME	COMMENTS

\_\_\_\_\_  
Taura Signature

\_\_\_\_\_  
Support Tutor

## **Document Database**

**D9 Overall perceptions, thoughts and views of Te Rau Puawai – What bursars thought.**

## Overall perceptions, thoughts and views of Te Rau Puawai – What bursars thought.

The following comments are taken directly from our survey of bursars and related to the following question:

31. Please describe your overall perceptions/thoughts/views of Te Rau Puawai programme.

- It is an excellent idea. I know it has increased the number of Maori students remaining in their studies. TRP staff advocate for a more Maori friendly student environment e.g. facilitating the formation of study groups. Provides study areas and computer resources that help with study
- I think TRP is a fantastic programme. You are made to feel like you are part of a large family. Support is always available.
- Awesome initiative that has contributed significantly to increasing the number of Maori with professional quals in the mental health sector. It has definitely assisting in fulfilling our Maori aspiration of strong Maori workforce.
- Tino Pai rawe
- Most excellent
- If it wasn't for TRP I would never have done tertiary study. The support and financial help has made me achieve the impossible. I moved from Tauranga to Palmerston knowing I would have the tautoko from TRP - I have never regretted the move. The programme is 'Tu Meke' more programmes should be administered to other tertiaries.
- None
- Suggest that past graduates be utilised as mentors to programmes for bursars in certain geographical areas - linked with email group function
- It is awesome and personally I don't think I would have continued studying with it. Academic and emotional support is excellent, also the Kaupapa is so positive and focused. A few changes could help improve TRP but currently it is A+ Sooo positive supportive
- TRP has supported me immensely. I was only on the programme for the last year of my degree however the team supported me with the transition from student to practitioner.
- I think its OK. But sometimes I think its necessary that Maori should know what each programme entails for each student or at least put the student in touch with someone who knows the programme. I think too that there should be more involvement with other facilities on campus to the betterment of the student and other courses e.g Maori liason officer
- It has raised the level of Maori in Massey. The achievement rates are excellent and the whanau atmosphere is an added advantage.
- I think it is an excellent programme which allows Maori who would not be able to study because of the cost factor. The support one also receives

- can help students who may not have studied before and gives them confidence.
- Innovative, works for Maori especially if needing some confidence. There never seemed any questions that if you wanted to get whatever qualification, that you couldn't, everyone was behind you.
  - For some students TRP provides a safe and supportive environment through which their maoritanga can be explored. I think that a programme that can provide such an opportunity is invaluable
  - TRP programme motivates people to study. It gives assistance at all levels to illuminate stress (unnecessary) by easy access to a support person 12 hrs day who erases the barriers to completing papers
  - Awesome kaupapa
  - Prior to this I had no qualifications. Done six papers while working full time
  - I think TRP is a wonderful programme. I believe it has led many Maori on to further education. If I had not been a bursar I probably wouldn't be thinking of doing my masters. Other bursars have been a good role model for me. The financial support has been amazing. As an older woman on a benefit it is awesome not to be saddled with a big student loan.
  - The most supportive encouraging inspiring academic programme, culturally appropriate. Well structured. Best Ever.
  - Great kick start
  - Ka mau te wehi
  - I have watched other bursars who belonged to TRP after I had left - they got great financial, resource and communication support. An excellent programme - however we need to have workforce updates.
  - I am totally thrilled and grateful to be a TRP bursar. I have found the programme to be encouraging and user friendly (Maori). I do love to see new bursars and try to inspire them to do well. TRP are doing a fantastic job of increasing the Maori mental health workforce
  - A great programme for those who want a formal qualification want to or are working in MH. Outstanding support for Maori by Maori in the tertiary environment programme gets results, increases self esteem.
  - Inspirational, effective in producing the above
  - TRP provides a supportive learning environment that aids Maori in achieving goals at Uni. Uni can be an environment which Maori find difficult because it can be an isolating place if you do not know anyone. Whanau make the experience much more achievable.
  - Very helpful. I wished I had utilised their service in my first year rather than in my second
  - Fantastic. I see this as a wonderful gift and hope others continue to be offered these scholarships.
  - I think TRP is a remarkable programme which offers many Maori whanaunga the opportunity to succeed where the road otherwise could be quite difficult. Financial support is great. I would not otherwise have studied in my current position. While the financial is great the peer, academic etc support is invaluable.

- Ka pai rawa!
  - A well thought out initiative. Financial support alone would not have been sufficient to sustain ones commitment to any course of study. I believe the key has been the other supports ie fortnightly contacts, hui, regional hui
  - As a receiver of such a programme is beyond words for me. I can only describe it as being tremendous, not just financially but also as: making one accountable, a motivational tool, awhi nui whanau
  - I would not be here without TRP - supports, encouragement & whanau approach. I have nothing to hide or to explain as mentors are real and often on to it. I do what I do out of respect for the programme and the people within it.
  - A worth while and well organised programme. It is well resourced innovative and forward thinking, what a great investment for Maori and mental health.
  - Its an exceptional programme in terms of the study support provided. I have studied alone before I know about TRP and the difference in having TRP allows me to continue in my academic pursuits - Tino pae rawa!
  - Excellent programme: Supportive Team; Availability of staff; Resourceful - contacts / services; Motivational to Bursars; Culturally encompassing. It is there to support people to meet their goals.
  - Good programme I support whole heartedly
  - I think TRP is a awesome wrap around type of programme that caters to every study requirement. It has been quite inspiring meeting so many other Maori studying psychology after previously meeting 4-5.
  - Excellent, much needed resource. TRP provided the link essential to be able to succeed when the going got tough at home and school
  - For our Maori people it has given them a sense of being in a bigger whanau where issues can be discussed and not being alone. It also gives a sense of pride. My mana has been reclaimed back to me. The programme is well thought out for young and old
  - TRP is a wonderful programme. I personally feel that I would not have completed my degree as well as I did without TRP support. Knowing you are part of a group with similar interests, ethnicity, dreams and ambitions is comforting - You knew that you'd always be looked after undoubtedly.
  - Very supportive team of workers committed to the future workforce development of MH Maori workers
  - I have been a bursar since 2001 as an undergraduate student. I am indebted to TRP for support given by past and present coordinators, admin and fellow students
  - A brilliant support programme. I would never have completed my masters degree without TRP. Comfortable to admit deficits in knowledge of academia without feeling stupid
  - Excellent programme - I feel that I have benefited both professionally and culturally from the programme. Hence this has benefited my client group
  - Outstanding programme to support Maori in the health sector both education and financial
-



## **Document Database**

**D10 Academic mentor job  
description**



## **Te Rau Puawai Academic Mentor** **Job Description**

Te Rau Puawai is a Maori mental health workforce development programme funded by the Ministry of Health and delivered by Massey University, under the College of Humanities and Social Science. The programme provides scholarships to Maori who have a commitment to the enhancement of the Maori mental health sector.

The Te Rau Puawai students studying under the schools of Health Science (Nursing, Rehabilitation, Midwifery), Maori, Psychology, Social Work and Social Policy and it is helpful to have a lecturer who is specific to one school.

### **Purpose of position:**

To be proactive in providing academic expertise and support to the Te Rau Puawai bursars in order to assist in an holistic learning process so that the student succeeds and aid in retention of Te Rau Puawai students.

### **Key results areas:**

1. Assist in the completion of papers
2. Monitor academic progress in conjunction with the Te Rau Puawai support team
3. Enhance the communication loop between bursars, lecturer's, Te Rau Puawai Support Team, Administrator and Co-ordinator.
4. Advise the Co-ordinator of any successes or barriers that may be hindering the students progress

### **1. Assist in the completion of papers**

#### **Objective:**

Provide assistance, guidance and support to Te Rau Puawai bursars allocated.

#### **Some Tasks include:**

- **Liaise with Te Rau Puawai bursars.**  
The mentor is to take a proactive approach in contacting the students via email, regular phone contact or face to face meetings

Provide advice on study related matters

Advise the part-time support tutor of any concerns

## 2. Monitor academic performance

**Objective:** Assist students in the completion of their papers

**Some Tasks include:**

- Provide feedback academic feedback and if general learning support is required refer student to the Te Rau Puawai part-time support tutor.
- Advise the Te Rau Puawai part-time support tutor of any concerns or barriers that may be hindering the student's progress. This may include training on how to analyse a question and how to construct an essay.
- Meet with the support team or Co-ordinator on a regular basis to discuss the progress of students

## 3. Liaison with Te Rau Puawai Co-ordinator

**Objective:** Ensure communication is maintained

**Tasks include:**

- The mentor will provide advice the Co-ordinator of student progress on a regular basis. (Highlighting any successes or issues)
- Bi-monthly meetings will be held with the Te Rau Puawai Team or Co-ordinator

## **Document Database**

**D11 Consolidated statement of  
accounts 2002-2004**

**Te Rau Puawai 2002 Income and Expenditure Report**

<b>Income</b>				
				\$ 480,199.23
		<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
<b>Mentoring</b>		\$ 77,000.00	\$ 98,228.00	-\$ 21,228.00
<b>Administration</b>		\$ 42,500.00	\$ 61,045.63	-\$ 18,545.63
<b>Bursaries</b>		\$ 275,000.00	\$ 256,391.00	\$ 18,609.00
<b>Co-ordinator Surplus Salary</b>			-\$ 7,167.00	
<b>Total</b>		\$ 394,500.00	\$ 408,497.63	-\$ 13,997.63

**Breakdown**

<b>Admin</b>		<b>Mentor</b>	
\$	36,937.50	\$	12,312.50
\$	1,290.00	\$	29,358.15
\$	22,022.00	\$	26,351.77
\$	366.10	\$	30,206.24
\$	430.03		
<b>Surplus</b>		\$	71,701.60

Note \$98K had to be saved within the budget as a credit of 98K was sent MOH for over claiming in previous periods, this is mainly due to the academic and financial years figure not co-inciding

Funds also carried forward from previous year \$66K

**Te Rau Puawai Income and Expenditure 2003**

<b>Income</b>	\$ 455,605.54
<b>Surplus Tipu Hauora</b>	\$ 15,547.17

	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
<b>Mentoring</b>	\$ 103,000.00	\$ 102,141.31	\$ 858.69
<b>Administration</b>	\$ 52,605.00	\$ 76,127.51	-\$ 23,522.51
<b>Bursaries</b>	\$ 300,000.00	\$ 292,238.30	\$ 7,761.70
<b>Sub Total</b>	\$ 455,605.00	\$ 470,507.12	
<b>Less Fixed Asset</b>		-\$ 8,446.06	\$ 8,446.06
<b>Total</b>	\$ 455,605.00	\$ 462,061.06	-\$ 6,456.06

**Breakdown**

<b>Admin</b>		<b>Mentor</b>
\$	32,250.00	\$ 10,750.00
\$	20,505.67	\$ 16,377.79
\$	17,474.05	\$ 43,097.00
\$	1,271.10	\$ 31,758.10
\$	75.56	\$ 158.42
\$	4,551.13	

## Income and Expenditure Te Rau Puawai 2004

Income Claimed \$ 652,125.12

	Budget	Actual	Variance
Mentoring	\$ 200,000.00	\$ 168,821.75	\$ 31,178.25
Administration	\$ 75,000.00	\$ 72,731.49	\$ 2,268.51
Bursaries	\$ 400,000.00	\$ 290,622.06	\$ 109,377.94
<b>Total</b>	<b>\$ 675,000.00</b>	<b>\$ 532,175.30</b>	<b>\$ 142,824.70</b>

## Breakdown

Admin	Mentor
\$ 23,000.00	\$ 22,500.00
\$ 27,828.00	\$ 36,123.86
\$ 6,189.83	\$ 1,537.31
\$ 3,664.65	\$ 16,692.52
\$ 2,964.10	\$ 5,458.84
120	3292.05
193	\$ 6,022.42
\$ 62.21	400
\$ 487.90	1048.03
\$ 337.81	2518.97
\$ 2,338.16	\$ 73,027.75
\$ 5,545.83	\$ 168,621.75

Note surplus is the difference between income claimed and expenditure not budget and expenditure

\$ 119,949.82

# **Document Database**

## **D12 File note**

**Ministry of Health, August 2002**



## File note. Ministry of Health, August 2002

### Te Rau Puawai

As at 20 August 2002

#### **Invoices**

Over the last month there has been a number of communications between MoH and TRP (Monica Koia) around invoicing for TRP. These emails are attached and filed in MeHD Filing, Maori Mental Health.

#### **Overpayment to TRP**

Early in August MoH initiated an audit of invoices and payments made to TRP, as the 1 Jan – 30 June invoice did not match the payment schedule, or our expected payment.

The audit found a history of over invoicing and thus MoH has over paid. There is nothing sinister in this, and it arises from an interpretation of invoicing on expenses. Taking this approach to payments tends to result in expenditure falling out of sync with the payment schedule. This means TRP tend to invoice as per their academic year and expenditure, rather than as per the payment schedule.

This issue has now been resolved:

- TRP have agreed to invoice the MoH as per the payment schedule from now on.
- TRP have issued a credit note for the overpayment (\$98.300 (ex GST) arrived at MoH 19 August 2002. A copy held at Molesworth Street.

#### **Invoice 9385**

On 12<sup>th</sup> of August 02, MoH was advised that Invoice 9385 does not appear to have been paid. Following an investigation MoH is satisfied that the invoice was paid, and TRP are following it up with Databank.