



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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**KIA NOHO TAKATŪ KI TŌ ĀMUA AO!**

# External Evaluation and Review Report

KIWA Institute of Education trading as  
KIWA

Date of report: 15 December 2020

# About KIWA Institute of Education trading as KIWA

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*KIWA Institute of Education is a Māori organisation providing programmes to meet the needs of the South Auckland community. KIWA has strong local relationships, offering programmes relative to the target population.*

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Te Momo:	Private training establishment (PTE)
Ngā Waahi:	12 Elliott Street, Papakura, Auckland
Code of Practice signatory:	Yes
Ākonga:	Domestic: 2019 – 105, 2018 – 99, 2017 – 118 91 per cent Māori, 9 per cent Pasifika, 9 per cent Pakeha, 5 per cent Asian International: nil
Ngā Kaimahi:	Seven full-time equivalents; four part-time staff
TEO profile:	See <a href="#">KIWA Institute of Education</a>
Ngā hua i mua:	Educational performance: Confident Capability in self-assessment: Confident
Ngā Wā Arotahi:	Focus area 1: Te Reo Programmes Focus area 2: Cookery Programmes
Tau MoE:	8925
Tohu NZQA:	C36530
Te rā i tae atu ai te EER:	8 and 9 September 2020

# Summary of results

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*Ngā hua o te Whare Ako: Kaupapa are generally strong and imbue performance across most levels of the organisation. There are few gaps or weaknesses which have some impact, but are mostly managed.*

*Ngā Whakairinga Kōrero: Kaupapa are used inconsistently to understand organisational performance and bring about worthwhile improvements. There is limited evidence of improved outcomes. Self-reflective practice is not part of a coherent and comprehensive approach across the organisation or focus areas.*

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## **He Pounamu Whakairo - Ngā hua o te Whare Ako**

- KIWA is committed to the development of pathways and innovative solutions for the learners and the South Auckland target group. This is apparent in the developments and relationships made by the organisation.
- KIWA is supported by experienced, skilled and passionate staff and tutors, committed to the direction and vision of the organisation.

## **He Pounamu Hukihuki - Ngā Whakairinga Kōrero**

- Student and whānau aspirations are met, and students' pathway to further study and employment opportunities.
- KIWA has purposeful relationships and partnerships that contribute to teaching and learning opportunities and organisational development.
- KIWA has a strong focus on students achieving academic success and personal growth. This is evident in the strong educational performance achieved with this demographic, and the range of positive outcomes achieved by graduates.
- Teaching is individualised and responsive to meet a diverse range of academic and pastoral needs.
- Educational performance is underpinned by committed leadership, a whānau-centred culture of success and inclusiveness, and developing self-assessment systems and processes used to inform ongoing improvement.
- Overall achievement is 75 per cent for programme completion and 70 per cent for qualification

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completion, just under the KIWA targets (80 per cent, 75 per cent). KIWA has made improvements to its enrolment processes to ensure the programme offered is appropriate for the student.

- Education expectations are broadly understood, and the majority of the governing board is active in organisational oversight. However, formal reporting, systems for transparency, and training in education responsibilities, will support governance and management to function effectively.
- Strategic direction and leadership are clearly documented and support KIWA's organisational development.
- Systems for tutor development, moderation and self-assessment are largely still in development.
- Self-review activities provide a range of performance insights to support developments and organisational understanding. However, it is not evident how this information is used constructively to make improvements.
- A systematic process of collecting and analysing feedback will strengthen KIWA's understanding of the effectiveness of the programmes, and the PTE's teaching and learning practices.

# He Pātai Arotake<sup>1</sup>

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te Whare Ako:	<b>He Pounamu Whakairo</b>
Ngā Whakairinga Kōrero	<b>He Pounamu Hukihuki</b>
Ngā Kitenga/ Findings and supporting evidence:	<p>KIWA Institute of Education is a kaupapa Māori organisation that is future focussed, with plans for further education development. KIWA has a clear vision to meet some of the education needs of the shifting South Auckland populace, and growth of the organisation. The board has a broad understanding of its performance against the PTE’s own high-level educational expectations. There is room to strengthen oversight and gain a clearer understanding of organisational impacts through the review activities undertaken. Similarly, a robust process for monitoring management responsibilities against educational objectives and outcomes will strengthen the board’s oversight and confidence in the leadership. This includes the reporting and understanding of performance against educational expectations and outcomes.</p> <p>KIWA has mechanisms of review to collect formal and informal feedback on the programme and organisation as a whole. Feedback contributes to staff appraisal, improvements to programmes and staff development.</p> <p>KIWA has performed steadily from 2017 to 2019. KIWA has internal targets for performance, which are not well socialised across the organisation. Achievement has consistently fallen slightly below targets, largely contributed to by the population shift and socio-economic challenges in South Auckland. There is minimal evidence of the interrogation of programme performance data as part of a system of quality improvement. Strategies to address this inefficacy are indirect and long term, with high-level developments in place.</p> <p>The organisation has purposeful relationships that align with its</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

direction and aspirations for the community. KIWA accesses external advice from industry to contribute to learning and teaching development. Formal implementation of this contact will strengthen regular industry input into the programmes. However, existing formal relationships and partnerships are effectively managed, monitored and reviewed accordingly.

KIWA is a small provider, with multiple roles held by each staff member including management, administration and tutors. Support for staff to manage these multiple roles is provided by management. Consistent and uniform oversight of tutor performance will support staff to manage workloads, and develop staff further in their roles. KIWA engages an external notification system to track some compliance accountabilities. Understanding of broad education compliance responsibilities are developing, and will be strengthened by a systematic approach to monitoring to ensure all requirements are satisfied appropriately.

Learning is collaborative and inclusive, encouraging positive and trusting relationships between kaiako and learners. Programme delivery and engagement fosters safe environments that support the development and growth of knowledge and skills. Learning combines practical and theoretical activities, supported by knowledgeable and experienced tutors, and a range of experienced guest speakers. Learners spoke of the 'nurturing way' of teaching, and the 'good' reputation of KIWA as a provider.

Learning is planned, with clear expectations outlined. KIWA has been innovative throughout COVID-19, delivering online and maintaining communication with students through social media. Learning is supported by policies, learning materials and resources that can be used beyond the programme delivery. Where required, learning is tailored to the needs of students to accommodate different learning styles identified at the beginning of the programme.

KIWA offers some academic support, with an open-door policy and learning tailored to the needs of learners. There was some awareness of pastoral support; however, the availability of this support was not widely known. A thorough enrolment process and practice ensures learners are appropriately prepared for the level of learning. Student progress is regularly tracked and appropriately reported to learners and management. This could provide a platform for the robust discussions that are needed by governance around achievement.

Most tutors are appropriately qualified and experienced in the

	<p>subject areas for teaching and assessment; or have demonstrable equivalent knowledge and skills suitable to the qualification. Professional development is supported by KIWA on request and has resulted in some improvements to teaching practice. While currently informal, a systemic, documented and regular appraisal system will help support the organisation's understanding of teaching effectiveness and development, against the goals presently set by the tutors and the organisation.</p> <p>Internal and external moderation is inconsistently applied across the programmes delivered by KIWA. Where moderation is applied, positive outcomes show improvements in assessment practice. However, there is not a clear system that uses feedback from assessment, and which leads to an understanding of the effectiveness of teaching, the validity of assessment or assessment practice. An internal and external moderation process applied systemically across all programmes will strengthen the organisation's understanding of tutor and teaching effectiveness, and areas for improvement.</p> <p>Staff have maintained learning relationships with some students. Some graduates have found gainful employment as a result of their qualifications, with a large number continuing to use their skills in the home and social environment. As discussed, learning has encouraged students to pursue their connections to marae and whakapapa.</p> <p>KIWA responds to the needs and aspirations of learners and their whānau by connecting them to their marae and whakapapa, and supporting a richer sense of identity by learning about themselves.</p> <p>The programmes clearly add value to the learners, including links to skilled and knowledgeable networks, increased confidence to use the skills learnt such as te reo, and increased responsibility such as preparing kai at the marae. The learning also positively impacts home life through the promotion and use of te reo; the presentation and quality of food prepared; and positive whānau wellbeing.</p>
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# Focus areas

## 2.1 Te Wā Arotahi: Te Reo programmes

Ngā hua o te Whare Ako:	<b>He Pounamu Hukihuki</b>
Ngā Whakairinga Kōrero:	<b>He Pounamu Hukihuki</b>
Whakamārama:	<p>KIWA offers two te reo programmes: Te Pōkaitahi Reo (Rumaki Reo Rua) (Te Kaupae 3), and Te Pōkaitahi Reo (Rumaki Reo Rua) (Te Kaupae 4). Each programme is worth an approximate 60 credits over 34 weeks, delivered bilingually online and onsite. The offering for the level 3 began in Semester B 2019, with the level 4 offering commencing in Semester B 2020.</p>
Ngā Kitenga/ Findings and supporting evidence:	<p>KIWA supports whānau transformation, enabling ākonga (and whānau) to meet their aspirations around the personal and community development of te reo. Ākonga value their learning, and the approach to teaching by the kaiako. They commented on the ‘caring, ‘non-judgemental’, ‘empowering and safe environment’ that they learn in. The increased confidence and sense of identity has enabled increased usage of te reo in the home, at marae and in workplaces.</p> <p>KIWA promotes and supports inclusive learning environments and positive relationships with ākonga and stakeholders, to benefit the learning experience and provide favourable outcomes.</p> <p>Teaching and learning engages passionate and experienced staff, as well as knowledgeable networks and presenters in the delivery of the programme. This connects ākonga to a range of expertise and mātauranga Māori.</p> <p>KIWA has provided achievement figures for Te Pōkaitahi Reo (Rumaki Reo Rua) (Kaupae 3), delivered over two sites, since it commenced in 2019. While the completion rates fall below the targets set by management, KIWA is satisfied that the results reflect the population shift experienced in South Auckland, and the impacts of this on learning. KIWA understands the reasons for non-completions, and is committed to a population approach to improve this.</p> <p>Processes to support the te reo programmes are largely developmental, and oversight of teaching and learning for the purposes of development for the tutor will assist the organisation’s insights into further areas of support. Some</p>



	<p>external expertise is engaged for curriculum design, supporting the currency and relevance of learning and innovative teaching methods.</p> <p>A system for moderation practice is in place, and will be strengthened with a systematic approach to its implementation, analysis and use of feedback, to inform improvements. This will serve to validate assessor judgements and assessment practice.</p>
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## 2.2 Te Wā Arotahi: Cookery programmes

Ngā hua o te Whare Ako:	<b>He Pounamu Whakairo</b>
Ngā Whakairinga Kōrero:	<b>He Pounamu Hukihuki</b>
Whakamārama:	<p>KIWA offers two cookery programmes: New Zealand Certificate in Cookery (Level 3), and New Zealand Certificate in Cookery (Level 4). The level 3 programme is 60 credits delivered over 21 weeks, and the level 4 programme is 120 credits delivered over 40 weeks. Both programmes attract priority learner groups, with the majority of students being Māori.</p>
Ngā Kitenga/ Findings and supporting evidence:	<p>As with the te reo programmes, KIWA supports whānau transformation, equipping ākonga with the skills and knowledge to benefit them personally, their whānau and the hospitality industry. Ākonga make valuable contributions in their homes and on marae, producing a greater range of better quality, better tasting, and well-presented kai. This is enhanced by health and hygiene practices, and the ability to teach others, including whānau and, in some cases, hapū. Ākonga confidently gain skills that meet industry expectations, and pathway to employment and greater responsibilities on marae.</p> <p>Ākonga were positive about their learning experiences, resourced with the appropriate skills and knowledge that stakeholders said prepared them to perform at or above industry standards. Assessment of learning needs and styles at the beginning of the programme, as well as student evaluations, prepare kaiako and inform teaching that is relevant and appropriate.</p> <p>Achievement of the cookery programmes shows that performance has been generally high, with fluctuations over the last three years. Data indicates that overall, programme completions have not reached KIWA management targets.</p>

	<p>Management attributes this to environmental changes occurring in the population of South Auckland, and socio-economic impacts. As discussed previously, these are being met with the developments put in place by the organisation.</p> <p>Improvements to the moderation system support assessment, and moderation is appropriately managed. Ongoing training in this area would further develop staff to ensure the validity of assessment practice and assessor judgements.</p> <p>Teaching staff have the relevant experience and knowledge for the level of the programmes, with ākonga indicating that high expectations are set and met with excellent teaching. Oversight and formal observation of teaching will support tutors, particularly in developing staff in adult education training, and ensuring a formal process for an appropriately trained workforce to meet education requirements.</p> <p>Teaching is supported by effective resourcing suitable to the needs of the programmes, and positive relationships developed by tutors and ākonga. Ākonga have access to resources and machinery that support their learning and the development of competency in cookery. KIWA engages hospitality experts for guest lectures, providing valuable industry advice and insights.</p> <p>KIWA regularly engages industry experts and advice for input into the programmes. Communication is free flowing, and KIWA is responsive to feedback by addressing any challenges raised and making improvements where necessary.</p> <p>Regular programme review, together with a quality improvement plan, actions and monitoring does not feature as a regular and complete system approach to self-assessment and improvement. KIWA will benefit from further development and refinement as part of a whole-system approach to gain a comprehensive understanding of the effectiveness of its educational delivery and activities.</p>
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# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that KIWA Institute of Education consider a quality improvement system that:

1. Regularly reports against educational responsibilities, objectives and outcomes to effectively inform decision-making.
2. Systematically collects, analyses and uses data to inform developments for teaching and learning, and the organisation as a whole.
3. Effectively interrogates performance data to understand the impacts of education decisions.
4. Regularly and proactively monitors and responds to all compliance requirements within the required timeframes.
5. Systematically undertakes a documented staff appraisal process to support management and tutor development.
6. Systematically implements internal and external moderation across all programmes to ensure the validity of assessment activities and assessor capability.

# Requirements

There are no requirements arising from the external evaluation and review.

# Appendix 1

**Table 1. KIWA overall performance data 2017-2019**

Year	Enrolments	Programme completion	Qual completion
KIWA targets		75%	80%
2017	118	73%	66%
2018	99	78%	76%
2019	105	75%	70%
Overall	322	75%	70%

**Table 2. Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 3) for 2019<sup>2</sup>**

Sites	Enrolments	Qual completion	Programme completion
KIWA targets		75%	80%
Templeview	34	62% (21)	66% (22)
Ramarama	21	76% (16)	76% (16)
Overall	55	67% (37)	69% (38)

**Table 3. Performance for KIWA Cookery level 3 programme 2017-2019<sup>3</sup>**

Cookery level 3	KIWA targets	2017	2018		2019		Overall (approx.)
Enrolment		23	11	13	10	12	69
Qual completion	75%	61% (14)	87% (9)	92% (12)	91% (9)	72% (9)	77% (53)
Programme completion	80%	52% (12)	73% (8)	92% (12)	90% (9)	67% (8)	71% (49)

**Table 4. Performance for KIWA Cookery level 4 programme 2017-2019<sup>4</sup>**

Cookery level 4	KIWA targets	2017	2018	2019	Overall (approx.)
Enrolment		15	14	13	42
Qual completion	75%	57% (9)	73% (10)	100% (13)	76% (32)
Programme completion	80%	47% (7)	71% (10)	69% (9)	62% (26)

<sup>2</sup> Whole numbers for qualification and programme completions, calculated by lead evaluator

<sup>3</sup> Ibid; figures in Overall column calculated by lead evaluator

<sup>4</sup> Ibid

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>5</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>5</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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