



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Report of External Evaluation and Review

Wellington Institute of Technology

Confident in educational performance

Confident in capability in self-assessment

Date of report: 22 March 2017

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Wellington Institute of Technology (WelTec)
Type:	Institute of technology
First registered:	31 May 2004
Location:	Main site, 21 Kensington Avenue, Petone, Lower Hutt, Wellington
Delivery sites:	54 Cuba Street, WelTec School of Hospitality, Wellington 11-17 Church Street, Wellington Ara Institute of Canterbury, ML Block, 4 Allen Street, Christchurch Auckland Campus, 3 Wakefield Street Chengdu, Sichuan Province, China
Programmes currently delivered:	As above, and for a full list of courses, see: http://www.nzqa.govt.nz/nzqf/search/results.do?q=600882001
Code of Practice signatory:	Yes
Number of students:	Domestic: 4,066 equivalent full-time students; 21 per cent Māori, 12 ¹ per cent Pasifika.

¹ Māori and Pasifika student participation rates – 2015. TEC website. <http://www.tec.govt.nz/Reports/2015/Weltec.pdf>

	International: 9 per cent of equivalent full-time students and 12 per cent of the student population. Most international students enrol in programmes offered at the Petone campus, with some enrolling in Auckland.
Number of staff:	233 full-time equivalent academic staff
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=600882001
Distinctive characteristics:	<p>The WelTec and Whitireia institutes of technology have a joint Council and single chief executive for both institutes, a joint leadership team, and a joint academic board. The two institutes of technology are currently in the process of building a new campus in Cuba Street, Wellington: Te Auaha – New Zealand Institute of Applied Creativity. This is planned to accommodate 1,000 students across a range of programmes including visual and performing arts, design, and media and creative technologies.</p> <p>WelTec offers a wide range of programmes, 38.5 per cent of which are in the trades, and 61.5 per cent non-trade. They include health and social services, business and IT, engineering, and hospitality. The majority of programmes are offered at New Zealand Qualifications Framework (NZQF) levels 1-5, but there is a growing range of diplomas and degrees at levels 6-8.</p> <p>WelTec has a long-standing relationship with Waiwhetu Marae and local iwi Te Ātiawa, formalised under a memorandum of understanding with Te Rūnanganui o Te Ātiawa ki te Upoko o te Ika a Maui Incorporated.</p>
Recent significant changes:	A new chief executive was appointed in May 2015. The appointment of a single chief executive for WelTec and Whitireia is a further step in establishing the ‘Students First Strategic Partnership’ between the two institutions of technology. This partnership is designed to provide improved student access to learning opportunities, improved student learning pathways, and improved engagement with industry and the

efficiency of both institutions.

WelTec and Whitireia revised their management structure, resulting in the establishment of a new joint leadership team, which was in place from 9 February 2016. This involved several new appointments.

In 2015, WelTec gained approval and accreditation for its first Master's programme, the Master of Professional Practice. The Master's and associated Postgraduate Diploma and Certificate in Professional Practice focus on the development of interdisciplinary thinking and leadership.

WelTec received accreditation for its second Master's programme, the Master of Information Technology, and Postgraduate Diploma and Postgraduate Certificate in Information Technology in 2015. .

The New Zealand Diploma in Engineering and the Bachelor of Engineering Technology were recognised in 2015 by an independent panel convened by the Institute of Professional Engineers New Zealand (IPENZ), as meeting two international standards: the Dublin Accord² and the Sydney Accord.³

Two new construction programmes were approved in 2015, the New Zealand Certificate in Construction Related Trades (Main Contract Supervision) and the New Zealand Diploma in Construction with Strands in Construction Management and Quantity Surveying.

The School of Hospitality launched nine new programmes for delivery starting in 2015, as a result of the Targeted Review of Qualifications (TRoQ). WelTec has had a wide range of other new programmes and programme changes approved by NZQA since the last evaluation in

² <http://www.ieagreements.org/dublin/>

³ <http://www.ieagreements.org/sydney/>

2011.

Since the last evaluation, WelTec has become the lead provider for the Wellington Trades Academy. During this period there has been a significant increase in numbers, a shift from a full-time to part-time model, and extended provision for students from the Wellington Trades Academy hub at Whitireia.

Previous quality assurance history:

Eight programmes leading to New Zealand certificates were reviewed by NZQA for consistency of graduate outcomes in 2015 and 2016, resulting in a finding of 'sufficient evidence' in all cases.

WelTec was previously evaluated by NZQA in May 2011, when NZQA was Highly Confident in the organisation's educational performance, and Confident in its capability in self-assessment. No recommendations were made at that time.

WelTec's assessments in Construction programmes have been externally moderated and approved by the Building and Construction Industry Training Organisation.

NZQA's moderation of WelTec's assessment materials and assessor judgements has shown consistent improvement between 2012 and 2014, from 30 per cent (three of nine samples) meeting the national standard in 2012, to 87 per cent (21 of 24 samples) in 2015.

The national external moderation letter from NZQA for the New Zealand Diploma in Business (a pre-TRoQ qualification) noted that eight papers were reviewed, with five meeting assessment requirements, although modification was needed before all five assessments were reused. The remaining three papers did not meet assessment requirements. One of the three failed for the second year to meet assessment requirements. The 2015 national external moderation results showed two papers required modification, one did not meet the national standard, and five papers met the national standard with no modification

required. There had been an overall improvement since 2014.

The Bachelor of IT monitor's report for 2013 noted that external moderation was conducted by Whitireia. Evidence sighted by the evaluation team at this evaluation showed that this process confirmed that WelTec's assessments were fit for purpose. The monitor made several comments for improvement. These included:

- A need to increase staff engagement research
- Concern about an absence of a research culture
- The level of plagiarism occurring
- One tutor not holding appropriate qualifications for the paper they were teaching.

The 2014 monitor's report noted that these recommendations were addressed, and invited WelTec to request self-monitoring, which was duly granted by NZQA.

There have been a number of degree monitor visits since the previous evaluation, including:

- Bachelor of Engineering Technology (Mechanical)
- Bachelor of Engineering Technology (Electrical)
- Bachelor of Youth Development
- Bachelor of Addiction Studies, Graduate Diploma Addiction, Alcohol and Drug Studies, Graduate Diploma in Applied Studies
- Bachelor of Applied Management
- Graduate Diploma in Event Management

The monitors' reports from these visits included several commendations and recommendations. The monitors noted that recommendations had been addressed or were in the process of being addressed in subsequent visits.

The report on the Graduate Diploma in Event Management 2014 included one 'Requirement': the theoretical content was not adequate for the level of study. WelTec needed to develop the underpinnings of material taught, and to increase marking criteria for referencing in assessments (where required).

WelTec gained approval from NZQA in August 2016 for self-monitoring the Bachelor of Information Technology.

Other:

Tamati Whangai supports Māori students.

Pasifika students are supported by Pasifika mentors and specialist learning advisors in the Learning Commons. A regional fellowship of Pasifika church ministers provides additional support and outreach activities for current and prospective Pasifika students.

Scholarships are available to Māori and Pasifika students to support participation rates, and other scholarships are available for other students.

WelTec offers the Māori and Pasifika Trades Training initiative, which involves a number of programmes. WelTec is the lead provider of the Wellington Trades Academy initiative which involves a number of programmes. These are available to students in the region's state secondary schools so they can gain NCEA credits including in vocational areas.

2. Scope of external evaluation and review

NZQA met twice with members of WelTec's leadership team to discuss, explore and agree on the focus areas. This was a collaborative process exploring, for example, student enrolment and demographic patterns, and programmes experiencing higher achievement rates as well as those experiencing lower achievement rates.

WelTec submitted an initial set of achievement data and self-assessment records which the evaluation team considered prior to deciding on the focus areas. The number and range of programmes chosen provide a representative sample across all WelTec's schools, include higher and lower-performing programmes and new initiatives, and are spread across the NZQF from levels 1 to 7. They are:

- Certificate in Carpentry (Level 3)
- Certificate in Foundation Studies (Level 1) (Construction and Engineering)
- Certificate in Foundation Studies (Level 3) (Engineering)
- New Zealand Certificate in Health and Wellbeing (Level 3)
- Diploma in Beauty Therapy (Level 5) (incorporating the Certificate in Beautician Services (Level 4))
- New Zealand Certificate in Tourism (Level 3) (Tourism and Travel)
- Graduate Diploma in Addiction, Alcohol and Drug Studies (Level 7)
- Bachelor of Information Technology (Level 7)

And the following mandatory focus area:

- Governance, management and strategy.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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.

This evaluation commenced with an initial pre-scoping meeting at NZQA to begin the establishment of a common understanding of the external evaluation and review. A second meeting at WelTec included two members of NZQA's Quality Assurance Division, and members of WelTec's joint leadership team. This meeting explored the external evaluation and review methodology and included discussions to clarify the timing and choice of participants to meet, and possible documents and records to support the discussions. This was followed by email communications and a third meeting to discuss and confirm the agreed focus areas and details of the timing and approach to be taken at this evaluation by both parties. These meetings provided the opportunity to build both a common understanding of the evaluation process and relationships prior to the site visit.

The evaluation team comprised six evaluators, including one representative from the institutes of technology sector – a valuable inclusion to build capability within the institutes of technology sector, as well as ensuring their voice within the evaluation team.

Two weeks prior to the scheduled evaluation, three members of the evaluation team, the deputy chief executive of NZQA's Quality Assurance Division, the deputy chief executive Māori, and a cultural advisor were welcomed on to the WelTec Petone campus with a powhiri, prior to meeting with members of Te Runanganui o Taranaki Whanui Ki Te Upoko o Te Ika A Maui, and members of the WelTec Council. This visit was arranged to coordinate with the Council's usual meeting date to minimise disruption.

The scheduled evaluation visit occurred two weeks following the Council meeting. The full evaluation team was welcomed onto the WelTec Petone campus with a Mihi Whakatau. The evaluation team met for a full day with a number of management staff to gain an understanding of programme oversight, planning and the organisation's approach to self-assessment. This included meeting with:

- The joint leadership team
- Representatives from the student body including the students' association

- Heads of school, academic services staff, financial manager, Learning Commons⁴ staff, and academic advisory team staff
- The combined academic board.

The evaluation team worked in sub-teams of two for three days reviewing the programme focus areas. This included meeting with:

- A random sample of students
- Programme tutors and support staff
- Faculty academic advisors and managers
- Stakeholders (including industry advisors, employers, local authority personnel, Ministry of Education staff, a principal and teacher from a partner local high school, representatives from professional associations, and a representative from the local district health board.

One sub-team conducted an evaluative review of the effectiveness of WelTec's processes and internal controls to monitor its compliance responsibilities, including the Code of Practice for the Pastoral Care of International Students (Code of Practice), the funding rules, monitoring of the delivery of the programmes as approved by NZQA, and industry training organisation consent and moderation requirements (CMR).

The evaluators met with WelTec managers at the end of each day to advise any matters of concern and to request any clarification or additional information.

The evaluators had an additional meeting with Council members to accommodate members who were not able to be present at the earlier meeting.

WelTec provided access via Moodle to a wide range of supporting documentation reports and analysis, which the evaluation team reviewed. The documents related to:

- Effective teaching
- Self-assessment
- Each of the focus area programmes
- Industry partnership committees and committee meeting minutes
- Results reporting
- International students

⁴ www.weltec.ac.nz/SH/Generic/LEARNING_COMMONS.PDF

- Academic dishonesty
- Destination data
- Atiawanuitonu⁵
- Council
- Joint leadership team
- Academic board
- Board of studies
- Human ethics committee
- Research
- Compliance
- Management information
- Education technology
- Literacy and numeracy
- Māori and Pasifika

All members of the evaluation team were involved in the discussions at the end of this evaluation to reach the findings for key evaluation questions, focus area ratings and overall statements of confidence, and to provide input to the evaluation report.

This evaluation was conducted over six days at the Petone and Church Street campuses in Wellington.

⁵ Atiawanuitonu is an advisory group to the WelTec Council on matters related to iwi aspirations.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Wellington Institute of Technology**.

The main reasons leading to this level of confidence are:

- WelTec has remained in the top third of the institutes of technology sector for educational performance from 2012-2014. Achievement results recently published by the Tertiary Education Commission (TEC) for 2015 indicate that overall course and qualification completion rates are very close to previous years, but they have not yet been published by the Tertiary Education Commission (TEC). This has included achieving between 81 and 82 per cent for course completions and between 71 and 76 per cent for qualification completions.⁶
- Māori course completion rates over the last four years are slightly below achievement rates for all students, ranging between 3 and 7 per cent below the rate for all students. Qualification completion rates are similarly between 5 and 8 per cent below all students in the years 2013-2015.
- Pasifika course completion rates over the last four years are below achievement rates for all students, ranging between 5 and 13 per cent. Qualification completion rates have ranged between 7 and 19 per cent below all students.
- Achievement rates for both Māori and Pasifika over the years 2013-2015 ranged from slightly below the TEC plan target, to slightly above the plan target (refer Table 2 for detailed Māori and Pasifika achievement rates).
- The evaluators noted some variability in internal moderation across the programmes reviewed, which may affect the validity of achievement data. This is a critical area for ensuring the validity of assessments and therefore achievement rates.
- Significant data is being collected and collated on graduates going into employment (52 per cent of 2015 graduates). In 2015, 88 per cent of the surveyed employers said WelTec's qualifications were relevant to the workplace, and 94 per cent said that graduates were work-ready. However, currently this data is mainly collated at an organisation level. WelTec has yet to provide a definitive picture of how successful individual programmes are in enabling students to gain related and appropriate employment.

⁶ <http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/>

- WelTec has employed appropriately qualified and experienced staff, and continues to support them through performance appraisals and maintains a strong focus on professional development with a large number of staff completing adult teaching qualifications. The organisation has developed a caring and supportive learning environment, with all staff interviewed showing a clear and enthusiastic passion for their role.
- The support provided by Learning Commons staff, including visiting classrooms, is valued by staff and students and likely to be contributing to student success. Currently, interactions and activities are monitored, rather than reviewed for effectiveness of the interactions. There are a range of other processes to review where and when support is targeted. This is monitored through anecdotal information, surveys and feedback.
- The evaluation team noted that, while progress has been made, WelTec is still working on developing a strong research culture. While there are a number of staff involved in conducting research and publishing or presenting papers, this is currently below the aspirational target in the investment plan of 85 per cent of degree or postgraduate teaching staff actively engaged in research.
- WelTec has a well-established partnership with Whitireia which is evolving in a measured and strategic manner, with effective processes to develop a collaborative portfolio of programmes that are enabling students to study at each campus, and increasing the opportunities for tertiary study and employment outcomes for students. Of particular note was the purpose-built learning environment in the Construction department.
- WelTec has well-established memoranda of understanding with Te Runanganui o Taranaki Whanui Ki Te Upoko o Te Ika Maui and Waiwhetu Marae, resulting in meaningful improvements to Māori participation rates, and support provided to the students while studying. These processes are likely to have a significant impact on Māori students' success.
- Similarly, WelTec has built strong relationships with the local Pasifika community and local churches, including a Pasifika member on the Council. Extra support for Pasifika students is provided through these connections.
- There is strong industry and employer connections through industry partnership committees providing meaningful input to programme design and development, ensuring programmes continue to stay up to date with changes in technology and trends.
- Recent external moderation results show that most assessments meet requirements. However, the most recent New Zealand Diploma in Business monitor's report for 2014 notes some areas requiring modification (see Previous Quality Assurance History in the Introduction to this report).

- There was some evidence across the programmes reviewed where information and counselling of students prior to enrolment could improve the matching of students' aspirations and achievement of graduate outcomes.
- WelTec has comprehensive processes to monitor its compliance with relevant legislation, regulations and rules. No concerns were identified at this evaluation.
- The evaluation team considers that these factors provide sufficient evidence for NZQA to have confidence in the validity of WelTec's educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Wellington Institute of Technology**.

The main reasons leading to this level of confidence are:

- WelTec has a strong focus on achievement data at the programme level, with oversight by the board of studies. Action plans are developed for poor-performing programmes. At the programme level there is strong practice in identifying students at risk, by monitoring participation and achievement and applying additional support, leading to improved achievement rates.
- Within each programme area course completion rates are compared across priority groups: Māori, Pasifika and under 25-year-olds, separately across each funding stream. Many staff interviewed at this evaluation were able to discuss how well priority students were achieving in their subject areas. In some areas, this was anecdotally known, but in others there was stronger data analysis. Improved consistency of the analysis of data may provide a more complete picture to enable WelTec to support students to complete the qualification they enrolled in.
- WelTec has well-established and structured annual programme self-assessment processes providing a good overall review of programmes. However, the details in many of these reports are more descriptive than evaluative. There is some variance in how well the programme reviews include the underpinning data to support the judgements reached, and noting what changes have been carried out or are planned and how these have been or will be monitored for ongoing meaningful improvements.
- WelTec conducts four surveys periodically throughout the year, providing a range of responses and measures to monitor student and employer satisfaction levels, and graduates' intentions. Response rates for some surveys are low, limiting their value. The vast majority of these are rated 'agree' to 'strongly agree', indicating a high level of satisfaction. These are primarily satisfaction surveys, and there may be some value in exploring higher-level surveys to

determine, for example, the impact of the education and training undertaken on learners' ability to gain employment.

- Surveys provide a broad overview across the institute, but not much detailed analysis of the strengths and weaknesses of programmes.
- There is less than complete data on employment and further training across all programmes reviewed to indicate relative value across programmes. It may be useful to explore how well individual programmes are designed or delivered to match students' or employers' needs. Survey data is currently collected across all programmes, and while this is valuable data, it does not indicate how well individual programmes are meeting students' or employers' needs.
- For the last two years WelTec has contracted an external research company to conduct an employer satisfaction survey. This is used to inform programme design towards reducing the gaps between employer expectations and student performance. The survey also notes that WelTec could use the findings to improve employer awareness and understanding of what are realistic outcomes for new graduates.
- The mentor process for Māori and Pasifika students is adding value to how well these students engage in their studies and feel valued. Mentors also provide a good level of informal feedback on how well Māori and Pasifika are progressing and succeeding.
- The evaluators noted that support services activity is tracked and analysed (the number of interactions), but less tracking is done of the impact of the interactions.
- Students enrolled on NZQF levels 1-3 programmes undertake literacy and numeracy testing early and late in the programmes using the Adult Literacy and Numeracy Assessment Tool (ALNAT, managed by the TEC). ALNAT reports sighted at this evaluation show students are making significant gains in their literacy and numeracy. The use of this tool is an effective process to establish literacy and numeracy needs early in a programme to maximise support towards improving these skills. WelTec closely reviews assessment of literacy and numeracy for compliance with TEC requirements and improving students' level of gain.
- WelTec's annual self-review of its compliance with the Code of Practice includes appropriate detail of the process used to establish compliance, and includes actions where required.
- Self-assessment and critical reflection are being embedded across the organisation. The evaluators noted that staff were knowledgeable about what was working well and what was not, and showed an understanding of how data is reported and reviewed in their area.

- Quantitative data collection reporting and analysis is strong with improvements made to staff access to live data through 'dashboards', providing staff with up-to-date information about student progress and success.
- In a number of focus areas, staff showed an in-depth knowledge and understanding of students' soft skills⁷ development. Qualitative evidence of soft skills development is mostly not recorded. While this is common across the tertiary education sector, it is potentially a missed opportunity, especially at the lower-level programmes where some students make slower academic progress but are making significant gains in a range of soft skills.
- The evaluators noted that where action plans for improvement are drawn up, they are quite specific, identifying the issue, describing what needs to be done, allocating who is responsible and when it should be done by. However, the element that is missing is noting how that change will be tracked to identify whether it is resulting in meaningful improvements.
- The variations in the consistency and quality of internal moderation of assessments, noted above, is an indication of a gap in organisational self-assessment. Strong moderation processes inform the validity and consistency of assessment tools and practices.
- The evaluators consider that there is good evidence that WelTec has established a culture of self-reflection, and has good processes for capturing quantitative data, involving all staff and schools reviewed at this evaluation. The gaps in self-assessment are in improving the recording of qualitative data, analysis of quantitative and qualitative data (benchmarked internally), for example across programmes, schools or courses as appropriate, and benchmarked externally where this is possible), and tracking changes to establish how well they have led to meaningful improvements. That said, there is sufficient evidence of good practice for NZQA to have confidence in the organisation's capability in self-assessment.

⁷ https://en.wikipedia.org/wiki/Soft_skills

Findings⁸

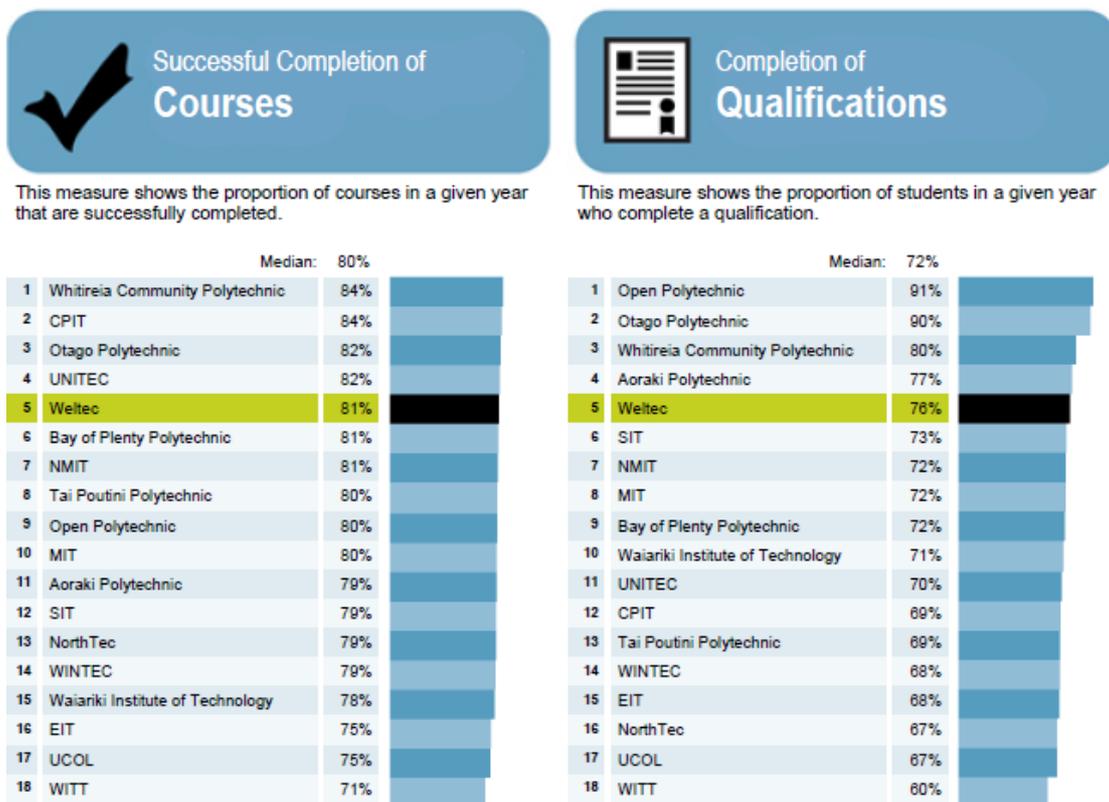
1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Over the last five years, WelTec has maintained its position in the top third of institutes of technology for course completion rates. The 2015 TEC published data shows WelTec has maintained its place for course completions, but dropped three places for qualification completions, relative to all other institutes of technology.

Table 1. TEC published performance data for 2014 and 2015⁹



⁸ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁹ <http://www.tec.govt.nz/Reports/2014/Weltec.pdf>.
<http://www.tec.govt.nz/Reports/2015/Weltec.pdf>. The TEC published the 2015 EPI data after the site visit, showing course completions remaining the same (81 per cent, and qualification completions dropping to 72 per cent).



Successful Completion of Courses

This measure shows the proportion of courses in a given year that are successfully completed.

	Median: 79%	
1	Otago Polytechnic	84%
2	Whitireia Community Polytechnic	84%
3	CPIT	84%
4	UNITEC	81%
5	Weltec	81%
6	MIT	81%
7	Bay of Plenty Polytechnic	80%
8	NMIT	79%
9	Waiariki Institute of Technology	79%
10	UCOL	79%
11	EIT	78%
12	Tai Poutini Polytechnic	78%
13	NorthTec	78%
14	SIT	78%
15	Open Polytechnic	78%
16	WINTEC	78%
17	Aoraki Polytechnic	72%
18	WITT	72%



Completion of Qualifications

This measure shows the proportion of students in a given year who complete a qualification.

	Median: 72%	
1	Otago Polytechnic	90%
2	Open Polytechnic	88%
3	Whitireia Community Polytechnic	87%
4	EIT	77%
5	CPIT	76%
6	UCOL	74%
7	MIT	74%
8	Weltec	73%
9	NMIT	73%
10	SIT	72%
11	UNITEC	72%
12	Waiariki Institute of Technology	70%
13	WINTEC	69%
14	Tai Poutini Polytechnic	68%
15	Bay of Plenty Polytechnic	66%
16	NorthTec	64%
17	Aoraki Polytechnic	63%
18	WITT	59%

Course completion is arguably the most reliable indicator of educational success, due to the varying lengths of programmes and changing enrolment numbers potentially affecting qualification achievement statistics more dramatically. This is a good level of achievement. It is close to meeting the TEC educational performance indicator target of 82 per cent, and shows that the vast majority of students are completing the course components towards the qualifications they enrolled in.

There is some variability in course completion rates for different groups of students (see Tables 2A and 2B). For example, Māori students' course completion rates ranged between 75 and 82 per cent over the past three years, and Pasifika students ranged between 75 and 80 per cent. Both groups' course completion rates have fluctuated over that time. Across individual programmes, Māori and Pasifika students are varyingly achieving at higher and at lower rates when compared with all students.

Weltec has a well-established relationship with Te Runanganui o Taranaki Whanui Ki Te Upoko o Te Ika A Maui and Waiwhetu Marae, and a well-embedded strategy of providing in-class mentors for Māori students. This is received well and all indicators point to it being a successful process for increasing Māori participation and success. For example, in the Bachelor of Information Technology, course and qualification completion rates for Māori students have been above achievement rates for 'all' students. While there are many factors influencing students' achievement rates, the differential between Māori and Pasifika students overall

compared with all students indicates that there is more work to be done to support these students to further achieve and reach their aspirations.

Table 2A. Student course completion rates¹⁰

Level	Group	Course completions					
		2013		2014		2015	
		Plan	Actual	Plan	Actual	Plan	Actual
Levels 1-2	All domestic	80%	81%	80%	75%	80%	80%
Levels 1-2	Māori	75%	77%	78%	63%	76%	78%
Levels 1-2	Pasifika	75%	78%	76%	66%	80%	66%
Level 3	All domestic	80%	82%	80%	79%	82%	79%
Level 3	Māori	75%	76%	78%	76%	76%	75%
Level 3	Pasifika	75%	81%	76%	73%	76%	72%
Levels 4-7	All domestic	85%	82%	85%	83%	82%	82%
Levels 4-7	Māori	80%	74%	82%	81%	76%	76%
Levels 4-7	Pasifika	76%	75%	79%	77%	76%	67%
All levels	All domestic		82%		81%		81%
All levels	Māori		75%		78%		76%
All levels	Pasifika		77%		75%		69%
	Int'l students	NA	80%	NA	80-87%	NA	88%

¹⁰ This achievement data was supplied by WelTec during and following the site visit. This may differ from the published TEC educational performance indicators. WelTec data includes all funding streams, whereas TEC published data is reported separately under Student Achievement Component or Youth Guarantee.

Table 2B. Student qualification completion rates

		Qualification completions					
Level	Group	2013		2014		2015	
		Plan	Actual	Plan	Actual	Plan	Actual
Levels 1-2	All domestic	73%	74%	75%	71%	75%	77%
Levels 1-2	Māori	65%	71%	67%	52%	71%	72%
Levels 1-2	Pasifika	65%	77%	67%	60%	70%	62%
Level 3	All domestic	73%	76%	75%	73%	76%	74%
Level 3	Māori	65%	69%	67%	66%	68%	70%
Level 3	Pasifika	65%	75%	67%	66%	68%	68%
Levels 4-7	All domestic	65%	76%	67%	77%	76%	73%
Levels 4-7	Māori	60%	63%	63%	75%	68%	63%
Levels 4-7	Pasifika	60%	64%	63%	61%	68%	46%
All levels	All domestic		76%		76%		73%
All level	Māori		66%		70%		65%
All levels	Pasifika		69%		62%		54%
	Int'l students	NA	87%	NA	87%	NA	82%

Staff, students and stakeholders interviewed at this evaluation discussed a range of soft skills that students develop, that are not necessarily included within a programme curriculum or formally assessed. The consistency of these discussions indicates that this information about personal growth is reliable and genuine, and contributing significantly to students' achievements beyond gaining the credits, course completions or graduating with the qualification. The soft skills discussed are largely the study and work-readiness skills and attributes necessary to establish effective study techniques and to gain and keep employment. As is common across the tertiary education sector, WelTec has not yet established a formal process to collect and collate this information, which may contribute significantly towards determining students' 'distance travelled' towards academic success. However, WelTec and Otago Polytechnic are working together on a project to develop processes to monitor and track students' progress in this area. WelTec benchmarks its performance internally year on year within each programme, but there was little evidence of programme managers or tutors making comparisons

across different programmes, or exploring programmes with high achievement rates to share what is working well.

Within each programme area, course completion rates are compared across priority groups: Māori, Pasifika and under 25-year-olds, separately across each funding stream. Many staff interviewed at this evaluation were able to discuss how well priority students were achieving in their subject areas. In some areas, this was anecdotally known, but in others there was stronger data analysis. This analysis of data may provide a more complete picture to support students to complete the qualification they enrolled in.

There was evidence that WelTec is monitoring and responding to the changing demographics for priority groups. For example, there is an increasing number of young students enrolling with higher learning needs. The organisation is employing more support tutors in response to this.

Evidence sighted at this evaluation indicated that WelTec has good monitoring of student support activities and how they contributed to improved results in some areas, for example in the Māori and Pasifika Trades Training Programme and the Bachelor of Information Technology. However, this monitoring was not uniform across all programmes. This information may show where specific intervention is working more or less effectively to improve the targeting or type of mentoring.

Regular surveys of students and employers indicate a close alignment between employer satisfaction and student perceptions regarding the achievement of soft skills. This is valuable information given the problematic nature of quantifying soft skills and the value of attaining these skills for graduates to apply for and successfully gain employment. Performance and self-assessment in this area is strong but not exemplary. Achievement for the overall student group (all students) is strong. However, the Tertiary Education Strategy priority groups, Māori and Pasifika, while being very well supported, have improving achievement rates in some but not all recent years. Achievement rates have risen and fallen in recent years (see Table 2).

1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The organisation uses a range of surveys – including graduate and employer surveys – to establish the value of outcomes.

WelTec collects data on employment and further training overall across the institution, indicating that the majority of graduates are gaining employment or moving on to further training. Recent data shows that 61 per cent of graduates move into employment and 19 per cent into further training. There is variable data on employment and further training across all programmes reviewed to indicate relative value across the programmes. Additional data may be useful in exploring how well individual programmes are designed or delivered to match students' or employers' needs.

Most surveys primarily explore satisfaction levels, with the exception of the employer satisfaction survey, and 89 per cent of employers surveyed indicated that they were satisfied with graduates' work-readiness. The graduate outcomes survey collects data on employment and study outcomes, plus feedback on a range of measures about how well their study had equipped the students for their current employment. The use of these surveys adds value, with programme managers able to use the results to determine employer satisfaction and therefore how well the schools meet stakeholders' needs across WelTec. There could be some value in adapting some existing surveys, or using other research methodology to determine, for example, the impact or added value of graduates' learning to the workplace.

In the lower-level programmes reviewed at this evaluation, there was extensive anecdotal knowledge of added value, for example improvements to students' attitudes to learning, students' confidence, and positive behaviour and engagement with family and community. Many of the factors discussed are core prerequisite attitudinal changes for success in academic learning, and worthy of documenting for future review to discover the contributing factors and explore how to maximise these.

For higher-level programmes there is a higher level of attention on the academic teaching and learning in the programmes than on the value of outcomes. There was, however, a level of informally gathered information about employment pathways, sometimes from part-time work or practical experience, but this evidence was limited in its extent.

For all programmes reviewed at this evaluation there was a good level of connection with industry, and industry relevance within the programme. While, overall, students who have access to work placements expressed satisfaction with

these in student surveys, some students expressed a desire for 'more internships' to practise their new knowledge and skills and build networks for later employment.

WelTec collates employer survey data (employer satisfaction survey) at the organisation level, rather than linked to individual programmes. This data shows high levels of satisfaction with, for example, students having been prepared for work and having the skills necessary for future workforce requirements.

Overall, across the nine focus areas there were some aspects of very high performance and strong information, and use of that information to build on the value of outcomes. There were, on balance, more programmes where there were gaps in the extent or use of information related to the value of outcomes. As noted, there is considerable anecdotal knowledge in some areas, but this is not yet systematically collected or reviewed. Performance and self-assessment is strong but not exemplary.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

WelTec has sound processes for reviewing its programmes, maintaining industry relevance through its industry partnership committees, and ensuring programme components, activities and teaching strategies match the changing needs of the students and other stakeholders.

For lower-level programmes, WelTec is recognising the literacy and numeracy challenges faced by students and uses the Adult Literacy and Numeracy Assessment Tool to test students early and late in the programme to determine progress. Data presented at this evaluation indicates that many students are making significant gains in their literacy and numeracy. This is important as it impacts significantly on students' ability to engage in study and succeed. Several staff commented on how this data was used to identify students who are then targeted for additional assistance, resulting in improvements.

WelTec's provision of specific and targeted mentor support for Māori and Pasifika students is supporting these students to learn as Māori and Pasifika, to build the confidence and critical thinking skills to succeed. WelTec acknowledges that the overall achievement rates for Māori and Pasifika reflect a need for more work in this area. There are areas where Māori and Pasifika students are achieving at higher rates than the overall student body. But there was little evidence that WelTec is learning from these areas and sharing practice across other programmes.

WelTec is exploring the inclusion of blended learning using Moodle and Google Classroom¹¹ to provide a wider range of tools and activities for students to learn beyond the classroom. It is too early to determine how successful this is.

The planned development with Whitireia of Te Auaha New Zealand Institute of Applied Creativity in Cuba Street, Wellington is intended to be a blended commercial model with strong input from industry and commercial partners to better match the needs of students and industry and the creative sectors.

One programme included in this evaluation, the New Zealand Certificate in Tourism, is structured to facilitate students' early engagement with industry to ensure students are gaining the practical experience related to industry options and to provide a clearer understanding of employment opportunities early in the programme. Based on results to date, this is a highly effective process.

There was a good level of evidence showing programmes are designed to match students' needs, and tutors use a range of strategies to engage students in their learning to best match the needs of each group. This was not universal across all programmes, but significantly strong across most areas reviewed. One example, the Certificate in Health and Wellbeing, was noted as changing its teaching days, class times and reorganising the curriculum to accommodate student needs. Programmes are being appropriately redeveloped and approved by NZQA to meet the requirements of the New Zealand Qualifications Framework following the Targeted Review of Qualifications.

WelTec uses a range of effective processes to critically reflect on how well programmes and activities meet the needs of learners and other stakeholders. These include internal and external surveys and strong connections through the industry partnership committees, which are ensuring programmes stay current with industry changes and students' needs.

¹¹ <https://classroom.google.com>

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Teaching staff on the whole have appropriate industry qualifications and hold or are working towards completing a tertiary teaching certificate, with some also completing their National Certificate in Adult Literacy and Numeracy. Most students interviewed were very positive about their tutors. In one programme there was some concern expressed by students about teaching strategies being a little tired and relying on 'chalk and talk', with students finding this not engaging.

The Learning Commons support staff provide good support to tutors and students both in the Learning Commons area and in classrooms. This is seen to be effective by students and tutors, and reflected in high survey ratings.

The annual staff appraisal process is mostly conducted effectively as planned and involves tutors setting personal goals, with checks mid-year and meetings with managers at the end of the year. The performance appraisals process is linked to a professional development plan. There was evidence of appropriate ongoing activity to support most staff staying up to date with industry and developing adult teaching good practice. Performance appraisals were not implemented as planned across all the focus areas reviewed at this evaluation. This has the potential for areas of weakness to not be identified.

Research activity is below the 2015 investment plan goal for 85 per cent of degree teaching staff to be actively involved in research. WelTec acknowledges that this is a developing area, and management is aware of the need to further establish a research culture across WelTec, and for research to inform teaching. Currently WelTec is developing a research plan. Research outputs are increasing. The evaluation team acknowledges that the number of quality-assured research outputs from WelTec staff teaching on degrees has almost doubled between 2014 and 2015; and teaching staff on the Bachelor of Information Technology have increased research outputs from four in 2014 to 16 in 2015.

Student surveys gather feedback on teaching. However, in some focus areas there was little compelling evidence of how well feedback is used to inform improvements to teaching.

Evidence of moderation of assessment across most focus areas is strong, with good internal pre-and post-assessment moderation processes, as well as external moderation validating the assessment process and achievement rates. However, this was not equally robust across all programmes reviewed. This has the potential for areas of weak assessment to be missed, which can affect the validity of achievement rates.

Programmes with embedded external examinations, for example, City and Guilds or CIDESCO¹², were able to demonstrate an additional level of checks by these external bodies, which confirmed the validity of the teaching, learning and assessment.

A strong focus has been placed recently on ensuring students have a good level of knowledge of issues relating to academic misconduct, and appropriate checks are in place, for example using plagiarism-checking software and teacher observations of changing patterns in students' work. Academic misconduct data is being monitored closely to track trends and ensure consistent sanctions are being applied.

There are some pockets of weakness which have the potential to have some impact on students' learning (see Focus Area 2.6). While the moderation of assessments and assessment marking is mainly robust, there were some gaps identified in the consistency of moderation across the programmes included in this evaluation. The extent of research informing teaching has improved in recent years, but the organisation is still developing an organisational culture of research.

Overall teaching and learning is strong across the programmes reviewed, and the validity of students' learning is well monitored. Some aspects of performance are still in development or have room for improvement. Organisational self-assessment in this area is reasonably consistent and strong, but the gaps have the potential to have an impact of the learning and teaching environment.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

WelTec has a strong focus on providing students with pastoral care and support, and student surveys indicate a high level of satisfaction with the support provided.

The specific mentor programme for Māori and Pasifika students is well planned and delivered, providing culturally appropriate support resulting in overall improvements to participation and success. As noted, this is a developing area, with Māori and Pasifika achievement rates still behind students overall. Māori and Pasifika students have a pre-enrolment induction on the marae, to welcome students and begin the process of building the sense of whānau and community on campus. WelTec has actively been building connections with the Pasifika community through Pasifika groups and churches to facilitate the provision of care and support for these students.

¹² <http://cidesco.com/>

A 2015 review of the Learning Commons resulted in a more proactive approach, for example through staff visiting classrooms, which has been well received. Early indications are that this is an effective approach, as evidenced at this evaluation through all groups that were interviewed. In the main, students report that tutors are available and supportive and cultivate an inclusive learning environment. However, student representatives indicated that there were some ongoing challenges in connecting students and support mechanisms.

There was evidence in many programmes of students needs being identified early in a programme, and appropriate support being provided. WelTec uses a strengths-based support model, with the focus on building relationships to cultivate a sense of belonging and engagement in the student group.

Close attention is given to student attendance, especially at lower-level programmes where students are followed up where attendance falls off. On the Trades Academy programme, this includes contact with the local secondary school and whānau.

The organisation has reflective processes to monitor its compliance with the Code of Practice, with no concerns identified by the evaluation team.

Overall, WelTec is providing appropriate pastoral care and support for students. The review and analysis of the effectiveness of support processes is not strongly analysed to identify areas that are working well or less well. There is existing data that could also contribute to stronger self-assessment, for example the Learning Centre reporting on how they know their supports contribute to student outcomes.

1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The Council is a single governing body which governs both WelTec and Whitireia. Since the last evaluation, the Council has established a strategic partnership with Whitireia. The Students First Strategic Partnership was established at the beginning of 2012, with the strategic direction of WelTec and Whitireia reflecting a commitment to this. A combined academic board to serve both WelTec and Whitireia, and an independent chair, were established at the same time as the strategic partnership.

The Council and joint leadership team have a clear focus on supporting educational achievement through recent restructuring, including creation of a single chief executive, joint leadership team and combined academic board for WelTec and Whitireia, the partnership model support, and enhanced focus on a single portfolio of programmes.

This has the goal of providing an improved match with community and student needs across the wider Wellington region, with better alignment of programmes and to allow students to enrol at either institution and study on each other's campus.

The collaboration between WelTec and Whitireia is a work in progress but is providing an improved platform to work to each organisation's strengths, and to share ideas across campuses to improve educational outcomes for both.

The Council members noted that while they are well served with educational reporting through individual heads of schools and the academic board, they 'could be better informed of the negative statistics, and could get more information on trends and gaps'. This reflects a strong level of self-assessment within Council, but highlights some gaps in the level of detail in reporting processes from management to Council. The evaluation team acknowledges that there have been improvements to the level of detail, for example in trend and gap analysis information, progressively enabling comparisons in institutional performance and sharing of best practice across WelTec and Whitireia.

WelTec with the support of Te Atiawa is working to realise iwi aspirations from school to tertiary education. With Te Atiawa, it is developing the Te Ao Māori training programme to develop and maximise delivery and pedagogical approaches that best suit Māori. The evaluation team did not sight any review of this initiative to confirm its effectiveness, although it is early days.

The organisation conducts multiple surveys to monitor students' and other stakeholders' satisfaction with education processes and outcomes. Analysis of these surveys is completed at an institutional level rather than at a school or programme level, providing a broad overview but less detailed analysis of where strengths and weaknesses lie within programmes. The evaluation team considers this to be a significant gap in organisational self-assessment, because of the lack of analysis to identify those programmes with strengths and those with weaknesses.

Graduate outcomes data is collated similarly at an overall institution level rather than programme level. It was noted that the portfolio committee is likely to explore other options for monitoring this at the programme level in the future.

Council and the senior management teams are aware of the level of research falling below the TEC target and are moving toward building an organisational research culture and establishing an overall research plan.

The Council and joint leadership team have effective processes to monitor their important compliance matters.

A risk and audit committee report was written in December 2014 in response to NZQA/TEC correspondence regarding compliance concerns. This describes a review of quality management processes and practices. The report concluded that appropriate management systems were in place. Programmes with 'quality issues' were identified and included in the report.

The risk and audit committee of Council receives a quarterly report on legislative compliance. Responsibility for this is delegated to senior managers. A variety of processes were described for ensuring compliance with programme approvals, funding conditions, and internal policies. These include:

- standard templates used to capture information
- database checks to ensure alignment with programme approvals and delivery, for example timetables, spot checks of actual delivery against timetable
- standard processes for managing and approving Type 1 and 2 changes¹³, and new programme approvals, through relevant committees or boards, as set out in formal delegations.

Controls in relation to compliance with funding conditions include:

- weekly monitoring of enrolments for each funding category
- special approvals required for enrolment into level 1 and 2 programmes
- withdrawal of students not attending the first two weeks to ensure accurate funding claims.

The director international has primary responsibility for reviewing compliance against the Code of Practice, in consultation with key staff. The internal review document for 2015 is comprehensive but describes processes in place rather than drawing on data or other evidence of due process being followed or their effectiveness. This is a general finding of this evaluation, that organisational self-assessment is more descriptive of existing processes rather than analysis leading clearly to changes that are followed up to determine the extent to which they are leading to meaningful improvements.

The Council conducts a self-assessment exercise annually by 'roundtable discussion' reviewing 'How we're doing? What can we do better? And what needs to be focused on?' The Council reviews the skill set of the sitting Council members and explores any skills gaps needing to be filled as Council members change.

The evaluation team considers that WelTec has very strong governance, and the current developments in the partnership with Whitireia are leading to reduced competition and more collaboration between the two organisations, leading to improved oversight of student achievement overall. The organisation has well-established and effective processes to review its performance, although, as noted, there are some gaps at some levels of management, for example analysis and review carried out at the programme level to monitor actual improvements resulting from changes. Overall educational performance is sound in that WelTec is largely

¹³ Categories of changes to NZQA-approved programmes, requiring NZQA notification or approval.

meeting its investment plan targets, and students are gaining value from their studies. The evaluation team considers that NZQA can have confidence in the organisation's educational performance and capability in self-assessment.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

See Findings 1.6.

2.2 Focus area: Bachelor of Information Technology (Level 7)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Bachelor of Information Technology	All Domestic	289	284	303	236	240	240	76%	78%	78%	49%	56%	48%
	Maori	31	27	25	27	24	21	74%	88%	81%	22%	105%	86%
	Pasifika	17	24	24	13	19	17	71%	64%	61%	47%	32%	55%
	International	80	45	48	45	29	36	81%	87%	76%	119%	104%	71%

All tables supplied by WelTec.

Over the last three years, this programme has been achieving course completion rates consistently between 76 and 78 per cent, and qualification completion rates between 48 and 56 per cent. The course completion rates are the more meaningful figure and are have been trending up to some extent, but they still remain below the TEC investment plan target (82 per cent). This is significant as these figures are the benchmark against which the TEC judges WelTec's performance.

Māori course completion rates have been above the rate for all students for the last two years, ranging between 74 and 88 per cent. However, Pasifika course completion rates have been somewhat lower, between 61 and 71 per cent. While an action plan has now been put in place to address this, it was not evident that analysis of contributing factors and related action plans had been initiated earlier (for example, a noticeable drop in Pasifika achievement rates occurred in 2014, but this was not identified and analysed in the 2014 programme self-assessment). It should be noted that the TEC targets for Māori and Pasifika course completion rates are slightly lower (76 per cent) than the overall student target (82 per cent).

There is some good anecdotal evidence indicating that the programme is of value to students and stakeholders, although a more systematic process may provide a clearer understanding of this. However, there is a good level of evidence showing that the programme and activities are meeting students' and stakeholders' needs. Student survey results show that the majority of students were satisfied, and all of those who graduated (48 per cent in 2015) and responded to the survey, confirmed that they had learned new skills and knowledge and the qualification prepared them for employment.

Staff and management are largely aware of areas requiring improvement, and a number of action plans have been initiated to address these. For example, student feedback identified some inconsistencies in the timing of marked assessments being returned and the level of feedback provided by the lecturers. Processes for closer follow-up to determine employment outcomes have and are being developed and are likely to be effective.

Research is a work in progress with some tutors, but a plan is now in place to raise staff research activity (currently 38 per cent) across the programme to meet WelTec's 2016 target of 90 per cent.

There is a good level of critical reflection, both formal and informal, occurring among tutorial staff and management. There was evidence that many gaps identified – for example, degree monitor's recommendation – were included and reviewed. However, while the programme self-assessment report identifies important gaps and areas for improvement, these are not always included in action plans. Student evaluation feedback and course completions are monitored on an ongoing basis and used to identify and respond to areas identified for improvement.

2.3 Focus area: Diploma in Beauty Therapy (Level 5) with embedded Certificate in Beautician Services (Level 4)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Diploma in Beauty Therapy (Level 5)	All Domestic	12	10	12	13	11	13	100%	100%	93%	190%	190%	175%
	Maori	2	3	6	2	3	6	100%	100%	86%	190%	190%	159%
	Pasifika		1	1		1	1		100%	16%		190%	0%

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Certificate in Beautician Services (Level 4)	All Domestic	22	19	18	18	19	16	70%	72%	73%	71%	64%	62%
	Maori	9	7	5	6	7	5	55%	75%	38%	63%	74%	22%
	Pasifika	2	2	1	2	2	1	8%	100%	100%	0%	100%	100%
	International			1			1			100%			100%

Overall course completion rates for Beauty Therapy have been consistently above TEC targets for the last three years, while the Beautician Services programme has not achieved as well, and is below the TEC targets. The qualification completion rates for Beauty Therapy are distorted (higher than 100 per cent) due to the vagaries of equivalent full-time students weighted data analysis, and for Beautician Services is performing below the TEC target. Māori and Pasifika course completion rates have been below the target, although the number of students dramatically affects percentage achievement rates. These are strong achievement rates overall (one more Māori and/or Pasifika student achieving would lift the percentage rates above the targets).

The programme is closely aligned to industry needs, with staff actively involved in the industry and providing professional updates on a weekly basis. Feedback from students and industry indicates that the skills and knowledge gained by graduates add significant value to their employability, with a good number of graduates gaining employment in the industry. A feature of the programme is client days which provide students with genuine practical experience with clients. An area for improvement in students' work-readiness was noted by some employers around cash handling and dealing with clients to raise students' confidence in this area. Students receive a high level of pastoral care from tutors and the Learning Commons staff.

The programme also enables students to sit international examinations with City and Guilds and CIDESCO. Evidence sighted at this evaluation indicated high levels of success with these exams. These outcomes are significant for providing

additional internationally recognised qualifications for those students wishing to travel and work overseas. The examinations provide an additional level of confirmation of the validity that students are gaining appropriate knowledge and skills for the industry.

The evaluators noted a strong reflective culture among staff, with a good level of detail in the analysis of student progress and achievement. Action plans are developed to address areas of weakness, and these are reviewed to ensure changes are implemented, but as with other areas the follow-up to ensure these changes result in meaningful improvements is a work in progress.

2.4 Focus area: Certificate in Carpentry (Level 3)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Certificate in Carpentry (Level 3)	All Domestic	206	143	139	146	107	111	88%	92%	81%	76%	94%	79%
	Maori	84	46	37	56	38	26	85%	95%	70%	76%	91%	68%
	Pasifika	38	29	47	29	23	39	97%	91%	79%	86%	91%	79%
	MPTT Maori		23	22		21	16		94%	73%		83%	71%
	MPTT Pasifika		17	37		16	32		88%	79%		79%	79%
	International			1			1			38%			

Course completion rates for all students are strong, exceeding the TEC targets consistently for the last three years. Completion rates for Māori and Pasifika students also exceeded targets consistently for the last three years. In addition to a relevant qualification and entry-level skills to construction work, students are also gaining other workplace-related credentials, for example a Site Safe ticket, Ramset ticket, a first aid certificate and a driver licence. Tutors have good anecdotal knowledge of students developing soft skills, work-readiness, teamwork, timeliness and critical thinking skills.

The targeted support for Māori and Pasifika students is well integrated into the programme and highly effective, as evidenced by the achievement rates and student satisfaction. WelTec offers scholarships to Māori and Pasifika students and runs specific strands for these groups, providing opportunities for them to work in small cohorts and to build relationships with individual tutors, which is reported to be very important in contributing to their success in this programme.

Tutors are all qualified and licensed builders, and undertake regular professional development as required to maintain their licences, ensuring they stay up to date with current building methods. There is good evidence at this evaluation that tutors

were enthusiastic in the role and built effective, engaging relationships with their students.

Programme management and leadership is effective and well-resourced in a new purpose-built building, which includes yard space for four teams to build six houses during the programme. This level 3 programme provides the background core skills for students to progress either directly into apprenticeships with local builders and construction companies or to enrolment in WelTec's level 4 Certificate in Carpentry.

For the Māori and Pasifika Trades Training scheme, there is some good destination data for graduates, who are tracked for three months following graduation. This shows that 82 per cent go into employment, but with some lag time for some gaining apprenticeships. This lag time is primarily due to commercial factors rather than graduates' skill or aptitude levels.

Staff interviewed in the School of Construction demonstrated a good level of knowledge and reflection about what is working and where improvements can be made, for example closer tracking of how many students gain apprenticeships, or other mechanisms to establish the value of outcomes. There is close tracking of student achievement at an individual and cohort level, and tutors are responsive to students' needs as they are identified, for example calling on additional support from the Learning Commons as needed. The self-assessment reports, as noted, provide a good level of knowledge and analysis but leave some room for completing the review process by following up on actual improvements resulting from action plans. However, staff are aware of the weaknesses in self-assessment, and are managing them.

2.5 Focus area: Certificate in Foundation Studies (Level 1) (Construction and Engineering)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Certificate in Foundation Studies (Level 1)	All Domestic		17	16		9	8		71%	67%		65%	63%
	Maori		10	7		5	4		70%	71%		60%	71%
	Pasifika		1	2		1	1		100%	50%		100%	50%

The Certificate in Foundation Studies (Level 1) (Construction and Engineering) programme operates within the Wellington Trades Academy, and this certificate programme enrolls a small group of school students, 10 to 12 usually, who attend WelTec two days a week and the high school three days a week. The programme

has a strong focus on one-to-one attention and applied learning, directly linking the learning to practical tasks. One student interviewed at this evaluation commented, 'I hate maths at school, but I like it here because I can see where I can use it'.

There was some good evidence to show students are gaining credits towards NCEA level 1, with some completing the qualification where they may not have otherwise. In 2014, 19 students were enrolled, 12 completed all courses, and 10 achieved NCEA Level 1. This is a significant achievement for these students because all are drawn from an at-risk group from a local high school, who have disengaged from school studies.

Interviews during this evaluation with teaching staff, Ministry of Education personnel, the homeroom teacher and the secondary school principal all demonstrated significant in-depth knowledge of students' personal growth. For example, they see changes in attitudes to learning, improved interpersonal skills, improved attendance and critical thinking skills. While these achievements are known by staff, the documentation is limited for tracking their development over time.

Staff related some very good examples of where students had made changes in their lives and attitudes and had progressed to higher-level study at WelTec, or had gained an apprenticeship. These are significant achievements for previously disaffected students.

Teaching is inspirational and engaging for the students. The programme is well designed and includes activities that engage students and encourage attendance and learning; it is project based with some practical take-home value.

External moderation of assessments by NZQA and the Building and Construction Industry Training Organisation show that assessments have met requirements. However, there is little confirmation of the marking of assessments to validate results through internal moderation processes. This is a concern due to the low sampling rate by external standard-setting bodies, and needs to be addressed by WelTec.

Appropriate pastoral care provided by Tamaiti Whangai mentors in and beyond the classroom supports students in the classroom and helps to reconnect students with their community. As in other programmes reviewed at this evaluation, this was noted as a particular strength in supporting Māori and Pasifika engagement in their education and training.

The programme is split between WelTec and the high school. Students' achievements are recorded on WelTec's system, and reported to the associate school, which reports results to NZQA. The 2015 programme review shows that from 19 enrolments, 11 completed all courses (58 per cent) and 10 achieved NCEA Level 1 (53 per cent). This is a good level of achievement, especially considering

these students are enrolled because they are at risk of dropping out of the school system before gaining any qualification.

Literacy and numeracy testing clearly showed some students are making significant improvements (as measured by the Adult Literacy and Numeracy Assessment Tool). There is a strong focus on tracking attendance and following up with the high school and whānau when students do not attend regularly.

The sole tutor for this group receives appropriate performance appraisals to determine his effectiveness, and has access to professional development. The success of the programme is dependent on the one tutor. The evaluators considered that WeITec will need to ensure a back-up tutor is prepared and ready, if required. The success of this programme is largely dependent on the skills, abilities and availability of the sole tutor. Due to the high-needs nature of the student group, it would take some time to recruit and prepare a replacement tutor. As in other areas, the self-assessment report is more descriptive than evaluative, with little data supporting statements. It could focus more on capturing students' distance travelled or soft skills development.

2.6 Focus area: Certificate in Foundation Studies (Level 3) (Engineering)

The rating in this focus area for educational performance is **Adequate**.

The rating for capability in self-assessment for this focus area is **Adequate**.

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Certificate in Foundation Studies (Level 3) (Engineering)	All Domestic	17	50	62	8	18	25	42%	61%	68%	TEC reported QC is for all strands in this Programme rather than just the Engineering strand.		
	Maori	1	9	13	1	4	6	0%	64%	61%			
	Pasifika	1	6	6	1	2	2	0%	58%	74%			
	International	1	5	9	1	3	4	100%	60%	84%			

Course and qualification completion rates are significantly below the TEC target, between 42 and 68 per cent over the past three years, with the trend rising. However, 17 per cent of students do not complete any courses, which demonstrates an issue with engaging some students in this programme. Staff and students both reported that these are mostly younger students, recent school leavers. However, there is strong anecdotal information on students achieving personal growth and developing soft skills, as is appropriate on a foundation programme.

The course purpose is as a feeder into higher-level engineering programmes, but is not yet fully achieving this, in part due to the programme and activities not meeting

the needs of the lower ability students. The programme is set up purposefully with an open-entry policy, which has the effect of enrolling some students with a lower likelihood of succeeding. The evaluators noted that programme activities and teaching strategies were not well adapted to this group; for example, a chalk and talk approach predominates, which is not engaging students.

There are some concerns about some learning support processes not matching the details in the programme document. For example, the programme document describes how learners will have an initial assessment of their needs, a learning plan will be negotiated, and suitable formative assessment tools will be used, which might lead to revision of the learning plan. While students do not have learning plans, tutors assess students' abilities early in the programme and monitor their progress closely.

The Learning Commons support is valued by students and tutors, especially in regard to specific maths support. This is an area identified as a weakness for this group, and a specific summer maths course has been developed, resulting in improved success rates.

There is less evidence in this focus area of reflective practice in this context, for example of how to engage young students. While soft skills development in students is well known by staff, it is not yet documented for review or analysis of how well students are developing their skills. There are gaps in tracking student outcomes to higher-level programmes with incomplete data. There was no evidence of post-assessment internal moderation or of external moderation to validate assessments for this programme. While teaching staff are aware of the priority groups in the Tertiary Education Strategy, they had no clear evidence that strategies to lift achievement and outcomes for Māori and Pasifika had been successful.

2.7 Focus area: New Zealand Certificate in Health and Wellbeing (Level 3)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
National Certificate in Health, Disability, and Aged Support (Core Competencies) (Level 3)	All Domestic	75	90	78	38	45	40	88%	74%	81%	82%	69%	78%
	Maori	10	11	10	5	6	5	90%	47%	60%	86%	43%	57%
	Pasifika	19	28	18	10	15	9	79%	70%	76%	75%	63%	73%

This is a new programme, replacing a National Certificate programme following the Targeted Review of Qualifications. However, it is in essence a continuation of that programme and therefore achievement data for the previous programme is noted here.

The overall achievement rate has been at or above the TEC target rate. The programme also reports useful additional skills gained by students, for example confidence, raised self-esteem, empowerment to question, time management, identifying one's own strengths, and improved wellbeing. These are significant additional benefits beyond the course completion statistics, and are complemented by students being able to apply their learning and skills immediately on the job. Māori achievement rates have dropped from a high of 90 per cent in 2013, and in 2014 and 2015 fell to 47 and 60 per cent respectively, below the target rate of 76 per cent. However, Pasifika achievement rates have remained just above the target rates on average for the last three years.

A high percentage (65 per cent) of graduates gain employment after graduating, rising to 85 per cent six months post-graduation. This is in part a result of the programme having a strong practical component and an excellent relationship with industry. The new programme, developed in response to the newly listed New Zealand Certificate, is expected to build on this. Data has been collected on graduates for 2015, but this has not yet been fully analysed.

Teaching staff are industry qualified, hold teaching qualifications and are empathetic with the students. Unsurprisingly given the nature of the programme, classes operate in a culturally inclusive way, with the student demographics including refugees, students with English as another language, Māori and Pasifika.

Programme tutors and management have an excellent understanding of achievement data, and sound processes are in place to monitor achievement, including ensuring people are available to provide support for Māori and Pasifika students to lift achievement rates.

Industry feedback is sought and responded to, ensuring the programme continues to meet changing industry needs. Industry speakers are invited to class to speak to students, students go on industry placements, and tutors visit each student several times in their workplace to monitor their progress. The local district health board has found value in this programme, as demonstrated by sending their employees to WelTec to do this programme instead of providing their own in-house training.

Teaching staff have some data on graduate outcomes from phoning all graduates, and are aware of the need for more formal systems to track graduates to establish more complete information on the value of outcomes. Self-assessment processes are particularly strong. The teaching staff are a reflective and responsive team, well connected to their students and to their industry stakeholders.

2.8 Focus area: Graduate Diploma in Addiction, Alcohol and Drug Studies (Level 7)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Graduate Diploma in Addiction, Alcohol and Drug Studies (Level 7)	All Domestic		7	6		5	3		97%	90%		105%	120%
	Maori		1	2		1	1		100%	100%		100%	160%
	Pasifika			1			1			100%			0%
	International		36	103		21	56		96%	100%		44%	93%

This programme has experienced high achievement rates for course completions. The course completion rate is a strong indicator of longer-term qualification completions. These high rates are experienced by all students, including Māori, Pasifika and international students.

There are some inconsistencies with the moderation of assessments (internal and external). However, this is mitigated by the relationship with moderation within the Bachelor of Addiction Studies. Staff are aware of the impact that inconsistent moderation can have on the validity of assessment and the need for improvement. A viable action plan is in place to address it.

The evaluation team acknowledge that WelTec's promotional material for this programme states that there are no practical components, and the programme

includes no clinical placements. However, it is significant that students interviewed at this evaluation noted some concerns about how well this programme will lead to employment in the specialist area, especially with the lack of a practicum built into the programme. This was of particular interest to international students wishing to gain work permits.

As with all programmes reviewed at this evaluation, specific data on graduate outcomes was less than complete. There was data on students gaining employment across the institution, but less than complete data for individual courses to show how well graduates are able to secure employment.

Teachers are all qualified in a related discipline and as teachers, and some are research active. While there were some examples provided of research informing teaching, WeITec is still in the process of developing a research culture and building capability in research.

There is a collegial and supportive culture within the team, and examples were provided of the co-teaching of papers. This provides a platform for sharing information and good practice, positively contributing to the students' engagement and motivation. Students are receiving good feedback on assessment, both as individuals and as a class.

This programme is providing appropriate, comprehensive support and no concerns were noted regarding compliance with the Code of Practice, which is well understood by all staff.

WeITec is responding appropriately to growth by introducing a new intake of students in trimester 3 for this programme. However, these students experienced some problems with the sequencing of courses. For example, advanced courses were introduced prior to introductory courses (Introduction to Addiction), and were missing a marae visit. Students commented that with the November intake, they had several weeks of class followed by an extended study break, which they considered poor value.

There was good evidence at this evaluation that staff and management of this programme are responding appropriately to feedback from students and have made improvements in response to student needs and are adapting professional content, for example to meet DAPAANZ¹⁴ needs in relation to entry requirements. Teaching staff are critically reflective of their own practice, contributing well to programme self-assessment, but there are some gaps in the systematic gathering and analysis of some key data. For example, there was limited information about the value to stakeholders. While the graduate surveys indicate that students place high value on the programme, the evaluators found information on valued outcomes for graduates to be light, and it was not clear how many were achieving

¹⁴ <http://www.dapaanz.org.nz>

work in the specialised area or able to apply their learning. The most recent graduate survey received responses from 16 graduates only.

Staff interviewed at this evaluation noted that they are well linked to professional organisations offering services in the field, but there was no documentation supporting this.

2.9 Focus area: New Zealand Certificate in Tourism (Tourism and Travel) (Level 3)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Certificate in Tourism (Level 3)	All Domestic	46	56		24	30		90%	74%		76%	66%	
	Maori	9	10		5	5		83%	63%		33%	50%	
	Pasifika	10	9		5	5		91%	75%		80%	65%	
	International		3			2			83%			33%	

		Number			Total EFTS			Course Completions			Qualification Completions		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
New Zealand Certificate in Tourism (Level 3) (Tourism and Travel)	All Domestic			55			28			75%			68%
	Maori			15			8			68%			60%
	Pasifika			6			3			30%			30%
	International			4			2			50%			50%

This new programme is performing well since it was introduced in 2015. The first-year results show course completion rates for all students is 75 per cent (68 per cent for Māori students and 30 per cent for Pasifika). However, the percentages for Māori and Pasifika need to be seen in light of the very low numbers of students enrolled (15 Māori and six Pasifika). The qualification completion rate for all students for this first year is 68 per cent. While the course and programme completion rates are below the TEC targets (82 per cent and 76 per cent) for all students, this is the first year the programme has run and there was good evidence that students are gaining relevant skills and attributes important to pathwaying to further study or gaining entry-level work in the tourism industry.

The majority of graduates (73 per cent) are enrolling in higher-level qualifications at WelTec, and the programme's strong industry connections have facilitated increased employment demand.

Teaching is highly effective and strong support processes have been used to maximise students' progress and achievements. Tutors cited examples of negotiating group tasks with students as a way of engaging them, and collaboration among the teaching team. Support for students frequently extends beyond the programme, for example providing students with support to develop their curriculum vitae and prepare for job interviews.

Self-assessment or critical reflection is a key focus within the programme, and occurs formally and informally on a continual basis. Examples of self-assessment include regular weekly staff meetings to share experiences and staff learnings to identify areas that are working well and those needing improvement, such as supporting students at risk, field trips, and reviewing student feedback. Some improvements noted have been changes to assessment tasks and scheduling of assessments resulting in improved quality of assessment. This programme has an embedded City and Guilds qualification and their feedback has also been used to make improvements. The School of Hospitality, which includes tourism, received the City and Guilds International Centre of Excellence - Asia Pacific award in July, after the evaluation site visit date.

Recommendations

NZQA recommends that WelTec:

- Investigate how to improve the collection and analysis of outcomes data (for example employment, further study) for all programmes.
- Further develop the programme self-assessment reports to record the key underpinning quantitative and qualitative data to support statements of performance.
- Source appropriate professional development to support tutors working at the foundation level to develop alternative teaching strategies to engage learners.
- Develop internal and external benchmarks beyond the existing time series educational performance indicator data, against which to gauge performance.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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