



NEW ZEALAND QUALIFICATIONS AUTHORITY
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Report of External Evaluation and Review

Western Institute of Technology at
Taranaki

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 24 February 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:	Western Institute of Technology at Taranaki
Type:	Institute of Technology and Polytechnic (ITP)
First registered:	31 May 2004
Location:	20 Bell Street, Private Bag 2030, New Plymouth
Delivery sites:	Taumaranui, Hamilton, Oakura, Brixton, Hawera, Waitara, Petone, Waverly, Brunswick, Welbourn, Patea.
	For further details, see http://www.nzqa.govt.nz/providers/details.do?providerId=601702001
Courses currently delivered:	Certificate, diploma, and degree programmes at levels 1 to 7 on the New Zealand Qualifications Framework (NZQF) in the following fields and sub-fields. A detailed list is available at http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=601702001&delSiteInId=0 <ul style="list-style-type: none">• Agriculture and Horticulture• Arts, Design and Media• Foundation Studies• School of Nursing• Social Sciences and Early Childhood• Commerce and Computing

- Design and Energy Technologies
- Hair and Beauty
- Hospitality
- Oil and Gas
- Trades, Automotive and Fabrication
- Engineering and Technology
- Building and Construction
- Te Reo o Taranaki (subcontracted delivery)

In 2015 and 2016, WITT added several new and revised qualifications to its portfolio which included New Zealand certificate programmes in digital media and design; English language and adult literacy and numeracy education; health and wellbeing; baking, cookery and food and beverage service; Manaaki Marae; early childhood education; infrastructure; and a New Zealand Diploma in Engineering (Electronics).

WITT is currently revising and seeking approval and accreditation for programmes that will be replaced due to TRoQ/MRoQ¹ requirements.

Code of Practice signatory:	Yes
Number of students ² :	Domestic: 1,803 equivalent full-time students (EFTS) (as at 16 June 2016)
	21 per cent Māori and 4 per cent Pasifika (as at 25 May 2016)
	International: 134 EFTS (as at 25 May 2016)
Number of staff:	130 full-time equivalents (FTE), 94 part-time
	Projected 2016 total of 167.8 ³

¹ Targeted Review of Qualifications/Mandatory Review of Qualifications

² WITT self-assessment summary

³ August 2016 Operating Plan (2017-2019) Academic 94.5 FTE, Support 57.6 FTE, NZIHT 12.7 FTE tbc

Scope of active accreditation:	See: http://www.nzqa.govt.nz/providers/details.do?providerId=601702001 for details of qualifications, consents to assess, degrees, programmes and/or training schemes WITT is approved for.
Distinctive characteristics:	<p>WITT is the largest government-funded tertiary education organisation in Taranaki. WITT's distinctive role in the overall network of provision is to offer a variety of courses at levels 1 to 7, all with pathways to employment and/or higher study to support the needs and demands of the Taranaki region.</p> <p>WITT is committed to improving strategies that ensure that Māori development underpins all of its operations, programmes and qualifications. This strategy has been selected as a focus area for this external evaluation and review (EER), as documented in this report.</p> <p>In 2015, WITT delivered 60 vocational programmes and qualifications (Attachment 1) covering levels 1 to 7 of the NZQF.</p> <p>In 2015, 12 per cent of domestic students were aged 17 and under, 43 per cent were aged between 18 and 24, 26 per cent were aged between 25 and 39, and 11 per cent were aged 40 and over. In 2015, 26 per cent of students were Māori, 4 per cent were Pasifika, and 11 per cent were international students.⁴ WITT claims that this broadly reflects the Māori and Pasifika demographic make-up of the region, and that WITT's active focus on attracting and recruiting younger students is in line with the Tertiary Education Commission (TEC) priorities.</p> <p>The wide and diverse region means that many students are sited far from the main New Plymouth campus. In response, WITT has established a new campus at Hawera in South Taranaki to enable students to engage in study locally. Several programmes are offered in partnership with other</p>

⁴ WITT Self-Assessment Summary Graph 1, 1735 +224 International (Table 1) = 1,959 EFTS
224/1959 = 11.4 per cent

education providers at locations in the Taranaki region. Online and flexible learning opportunities are embedded in programmes using Moodle and iQualify.⁵

Over the past 40 years, WITT has developed relationships with schools, communities, industry and iwi, and other education providers both on and off campus, for example FEATS, University of Canterbury, G & H, Land Based Training, and Waikato Institute of Technology (Wintec) to support the needs and demands of stakeholders. Support for secondary to tertiary transitions includes partnerships with regional secondary schools, the development of a Trades Academy, Secondary Tertiary Alignment Resource (STAR) funded programmes, literacy and numeracy support, and Taranaki Futures.⁶

The learning context has become increasingly important, as demonstrated in a few examples of wānanga-style and marae-based teaching; hospitality courses with flexible hours; and collaborations with other ITPs to ensure degree-level programmes are available to students who wish to remain in Taranaki.

The National Certificate in Infrastructure Works delivered in partnership with the New Zealand Institute of Highway Technology (NZIHT),⁷ and nationwide work in the areas of oil, gas, and civil engineering, are among other distinctive characteristics. Several programmes for NZIHT are delivered from campuses and locations in Hamilton, Auckland, Palmerston North, Christchurch and Wellington.

⁵ The open learning platform developed by The Open Polytechnic of New Zealand.

⁶ Taranaki Futures is an organisation linking educators, families and whānau, and industry to smooth the pathway from education to employment.

⁷ The National Certificate in Infrastructure Works aims to develop skills and knowledge for those exploring their options in contracting occupations and associated trades before deciding on a more defined career direction. The qualification is relevant to pre-apprenticeship training programmes in civil infrastructure maintenance and construction, or work experience placement programmes.

WITT has a developing international student market for programmes in cookery, civil engineering, engineering and business and management.

Recent significant changes:

According to WITT, in the past four years it has undergone significant change and is responding to feedback from its stakeholders and community to ensure that it is supporting successful outcomes for learners, industry, iwi, the community, and funders.

Domestic EFTS have declined over the period 2012-2015. However, according to WITT, from 2016 there is evidence of growing strength in enrolment, with a forecast of over 100 per cent of Student Achievement Component EFTS to be used in 2016.

The resignation of the chief executive in 2013 was followed by an interim placement of seven months and then the appointment of the current chief executive in October 2013.

In September 2012, WITT Council, following consultation with stakeholders, approved a new direction and strategic plan which has in turn informed the new academic and international strategy plans. These were further refined with the appointment of the new chief executive and the articulation of five clear strategic goals.

The development of a new strategic direction, and an organisational structure to support its achievement, has included the review and redevelopment of the academic board and associated committee structure, focusing on accountability and quality assurance (under ongoing review 2012-2015, to be implemented in 2016). A jointly commissioned review with TEC resulted in some funding driven changes in WITT's strategic direction reflected in the reduction of the number of its flagships and their becoming more focused in what are now called centres of excellence.

A strengthened focus on employability within programme/qualification development and delivery

for graduates has led to the appointment of a Learning to Employment Manager.

WITT has improved its processes for hearing and responding to the 'student voice'. The appointment of student leaders as key student representatives across the institution, and improved student survey and student programme feedback systems are intended to improve the institute's responsiveness to students and better inform its self-assessment.

Previous quality assurance history:

At the previous EER in 2012, NZQA was Highly Confident in WITT's educational performance and Confident in its capability in self-assessment.

The WITT chief executive notified NZQA on 20 May 2014 that WITT had initiated an internal investigation into concerns about the level 4 National Certificate in Māori Performing Arts for 2009-2014. As a result, WITT reimbursed the Crown \$3.6m, and hundreds of students were stripped of their qualifications. For further details, see <http://www.nzqa.govt.nz/about-us/news/investigation-at-witt-completed/>. WITT made changes in early intervention, management and oversight which it intended would prevent such a situation from recurring. There were four main areas for improvement identified by WITT: enrolment procedures, compliance, audit and review, and communication.

The Nursing Council of New Zealand identified four out of 52 standards were not met arising from its monitoring of WITT's Bachelor of Nursing. These were remedied and in June 2016, the Nursing Council accepted the monitoring report update and confirmed that a further monitoring visit would take place in the first semester 2018.

The NZQA monitor's report on WITT's Bachelor of Nursing, dated 18 December 2015, recommended that WITT develop the research capability of the nursing school, develop the new nursing structure, and evaluate and monitor the assessment review prior to the next NZQA monitoring visit scheduled for December 2016.

The NZQA monitor's report on WITT's Bachelor of Applied Management and related graduate diplomas dated 13 September 2016 also recommended that the commitment to fund and resource development of research continue to consolidate the progress made. The response to this recommendation will be looked at during the 2017 monitoring of the programme.

The NZQA monitor's report on the Bachelor of Social Work delivered jointly by WITT and Wintec dated 22 June 2016 included eight recommendations regarding assessment and moderation, resources, the information provided for the monitor, programme entry criteria, student support and the IT infrastructure issues between WITT and Wintec. Responses to the recommendations will be considered by the monitor during the monitoring of the programme in 2017.

While moderation of assessments for some WITT programmes shows that assessments are valid, reliable, and consistent, there are some issues. In terms of its performance with NZQA Tertiary Assessment and Moderation WITT was notified on 27 January 2016 that its national external moderation results in 2015 had not been satisfactory, and consequently WITT was required to develop an action plan to address the issues identified in specific unit or achievement standards NZQF levels 1-4 in English, English Language, Mathematics, Media Studies/Journalism, Social Studies, and Visual Arts. At the same time, NZQA notified WITT that it had reported credits for standards omitted from its assessment plan in adult education, adult literacy and numeracy, English language, environment Māori, and Tikanga.

In the 2016 NZQA consistency review for the New Zealand Diploma in Cookery, WITT was unable to show sufficiency in the consistency of how students meet the outcomes of the graduate profile.

Following the EER, WITT made two further submissions and achieved sufficient consistency for this programme.

WITT has submitted an increasing number of applications to NZQA for programme approval and accreditation, programme and site changes since 2013. Almost all of these have been accepted and approved.

Other:

WITT delivers programmes through industry placement (for example, hospitality and cookery, although internships were concluding at the time of the EER visit) and on marae (marae catering) around the region.

Organisations that WITT worked with collaboratively in 2015 to support its scope and range of delivery included: G & H Training to deliver carpentry, Wintec to deliver the Bachelor in Social Work, Agriculture New Zealand to deliver organic horticulture, Taratahi to deliver agriculture, Te Reo o Taranaki to deliver kaumātua skills and Te Reo, Training for You to deliver early childhood education and National Certificate of Adult Literacy and Numeracy Education (NCALNE). Schools including: New Plymouth Boys High and New Plymouth Girls High, Sacred Heart Girls College, Francis Douglas Memorial College, Spotswood College, Coastal Taranaki School, Patea High School and Hāwera High School in delivering Trades Academy and STAR courses and programmes, The Open Polytechnic of New Zealand to collaborate on the delivery model for the New Zealand Diploma in Business, Otago Polytechnic, The Ara Institute, Wintec, Toi Ohomai (Waiariki Bay of Plenty Polytechnic), Unitec and NorthTec for the collaboration for the EE2E consortium, Onlearn to provide student support for Moodle delivery, Taranaki Futures and iwi in the delivery of Māori and Pasifika Trades Training and the Build a Bach programme.

2. Scope of external evaluation and review

The following focus areas were agreed by NZQA and WITT and are important to Taranaki and the sustainability of its largest and only ITP.

- Governance, management and strategy

This was previously mandatory according to NZQA policy and was a focus area in the 2012 EER. This focus area was chosen because of the significant challenges and activities involving WITT governance, management and strategy since the previous EER. These are recent, current, and future-focused.

- Māori participation, achievement and support

A significant proportion of WITT students are Māori, and Māori participation, achievement and support is of considerable importance to WITT 's current and future strategic and business direction, and is a requirement for reporting to NZQA and the TEC. This focus area includes Māori participation, achievement and support in all programmes as well as Māori language and culture programmes: Te Reo Māori language programmes, Kaumātua Skills in partnership with/subcontracted to Te Reo o Taranaki, and the National Certificate in Marae Catering (Level 2) which is funded by TEC through its Student Achievement Component funding. This was a focus area in the 2012 EER.

- International student support, wellbeing and achievement

A small but significant proportion of WITT students are international and are of current and future strategic and business importance to WITT. This focus area also includes compliance requirements in an area for which NZQA is responsible. This was a focus area in the 2012 EER.

- Entry Level, Foundation, Vocational Skills – Tertiary Studies

This focus area is intended to help students, not otherwise able, to study at tertiary level. Its lower-level provision is important to WITT's strategic goals, priorities and student pathways to success. It includes the Certificate in Tertiary Skills (Levels 1, 2, and 3)⁸, Tertiary Studies – Vocational Strand (Levels 1 and 2) funded by the TEC through its Student Achievement Component funding. This was not a focus area in the 2012 EER.

- Trades (and Youth)

This focus area includes the Certificate in Trade Skills (Level 1), National Certificates in Welding (Levels 3 and 4) which are TEC Student Achievement Component and Youth Guarantee funded and the Certificate in Carpentry Skills

⁸ This area also includes the Certificate in Tertiary Skills (Introduction to Te Reo Māori Basics and Te Mana Taiohi (Levels 2 and 3)) which were not considered closely during the EER.

(Level 4) which is delivered in partnership with G&H Training. This was not a focus area in the 2012 EER.

- Business Administration, Computing and Management

This focus area spans lower to higher-level provision. It includes the National Certificate in Business Administration and Computing (Levels 2 and 3) and Bachelor of Applied Management (Level 7), both funded through Student Achievement Component funding; Graduate Diplomas in Project Management (Level 7) and in Operations and Production Management (Level 7), funded through TEC Student Achievement Component or Youth Guarantee. The Bachelor of Applied Management and graduate diplomas were offered for the first time at the start of 2015. The first graduate from the Bachelor of Applied Management is expected to complete in July 2017. A small number of graduate diploma students finished in July 2016.

This was not a focus area in the 2012 EER.

- Creative Technologies

This focus area spans mid to higher-level provision. It includes the Certificate in Creative Technologies (Level 4), which is TEC Student Achievement Component funded, and the Diploma in Creative Technologies (Level 6) which was developed in conjunction with the Wellington Institute of Technology. This was not a focus area in the 2012 EER.

The Bachelor of Nursing was not selected as a focus area because it was a focus area at the previous EER, and has been and is closely monitored by the Nursing Council of New Zealand and NZQA since the previous EER.

The Bachelor of Social Work was not selected as a focus area because it is delivered jointly by WITT and Wintec and continues to be monitored regularly by NZQA.

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.

Four evaluators conducted the EER over five days at the New Plymouth site. Prior to the EER the WITT chief executive, executive director education strategy/academic and systems, and director student support services/chair of the self-assessment steering committee, met the NZQA evaluation manager, EER evaluation advisor, and lead evaluator representative. Subsequently, the lead

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evaluator and a team evaluator visited the site and met with the same personnel and members of the senior leadership team including the executive director NZIHT and faculty leaders, international faculty leaders, members of the WITT academic board, international and other support staff. During the visit the evaluators interviewed these same personnel, the outgoing chair and new incoming chair of the of the WITT Council, the full Council, the WITT academic board, Te Kahui Matanui, other faculty leaders, senior staff including international and support services, programme managers, head of school nursing, current students, tutors/teaching staff, graduates, and a range of internal and external stakeholders from several industries and trades.

Prior to, during (and after) the visit, WITT provided a wide range of documentation and clarifications at the request of the lead evaluator and members of the evaluation team.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Not Yet Confident** in the educational performance of **Western Institute of Technology at Taranaki**.

NZQA is **Not Yet Confident** in the capability in self-assessment of **Western Institute of Technology at Taranaki**.

The main reasons for these levels of confidence are:

- WITT is in a phase of renewal. Its governance and management are aware of the importance of WITT to the Taranaki region and community and are responsible for the development and implementation of a range of strategies intended to improve WITT's educational performance. Several strategies are at early stages of development, revision and/or implementation.⁹ There is, however, a lack of alignment of different strategies across the organisation and no clear framework and no consistent benchmarks for evaluating strategy implementation. (Refer to Findings 1.6 for further details.)
- WITT has identified that communication and engagement of staff is needed in the development of strategy and direction and implementation of changes. This was also evidenced in the staff survey. While some improved communication processes are in place, staff still reported that there was a lack of consultation on key issues. (Refer to Findings 1.6 for further details.)
- There are many hard-working staff at WITT who are strongly committed to students doing well and who are focused on positive outcomes. However, there is evidence that reported high workloads and stress among teaching staff is having an impact on their ability to provide guidance and support to students, on the continuity of student learning, and on assessment and organisational procedures. (Refer to Findings 1.4, 1.5, 1.6 for further details.)
- There has been a lack of academic and pedagogical leadership. WITT has only recently engaged an academic director. It has not had anyone in this position or equivalent for several years. The academic board has recently been reviewed and revised to ensure it functions with optimum effectiveness. A lack of student

⁹ For example, Te Rautaki Māori strategy 2011, being redeveloped to support Māori development, and soon to be presented; International Strategy approved in 2016; Academic Strategy 2015; Schools Strategy 2015; Youth Strategy 2012-2015, to be updated; Pasifika Strategy 2012 (draft), to be revised and updated; Research Strategy, being revised and updated; Human Resources and Organisational Development Strategy 2012, currently being revised; Information Systems Strategic Plan 2009-2011, following a review in 2016, being developed as a new Digital Strategy; and the most recent Operational Plans relating to the most recent investment plan submitted to the TEC in September 2016.

achievement benchmarks or points of comparison being used within and across WITT or with other ITPs or like tertiary education organisations limits WITT's ability to recognise reduced performance. (For further details, refer to Findings 1.1, 1.3, 1.6 and Focus areas 2.2 and 2.6.)

- The lack of academic leadership and comprehensive monitoring systems has had an impact on WITT's understanding of student achievement. Course completion rates at WITT are declining overall. Since 2012, course completion rates have dropped for all learners, from 83 per cent in 2012 to 70 per cent in 2015. For Māori, course completions have dropped from 85 per cent to 57 per cent over the same period. There is a widening gap between Māori and non-Māori course completion rates overall. There is insufficient evidence of analysis of achievement for improvement purposes at the senior leadership and Council level. No analysis had been conducted by senior leadership and the Council to understand how much the discontinuation of the Māori Performing Arts programme may have affected Maori achievement outcomes overall. (For further details, refer to Findings 1.1, and 1.6 and Focus areas 2.2, 2.3 and 2.6.)
- There are examples of valued outcomes, but the ability of the institute to identify them varies across programmes. Some programmes have collected good destination data while others have not done this systematically. Stakeholders and graduates interviewed by the evaluators valued the programmes. Employers valued the ability to employ suitably qualified people from within the Taranaki region. The value of the most recent graduate destination survey initiative is not known, and the quality, value and use of information from engagement with industry and employers, communities such as schools, and Maori, varies. (For further details, refer to Findings 1.2, 1.6 and Focus areas 2.2, and 2.6.)
- International students are achieving at a consistently higher rate than domestic students. NZIHT has a strategy to further increase the achievement of its international students. International student support is strong and the monitoring of compliance with the Code of Practice is effective. (For further details, refer to Findings 1.1, 1.5, 1.6 and Focus area 2.3.)
- International and domestic students are very well supported. Student feedback on the work of the student support services team was positive. This included at-risk learners. Staff 'go the extra mile' to support learners, but teaching and support services staff are stretched on occasions. Recently developed approaches to gathering the student voice has already produced some good examples of student issues being responded to. (For further details, refer to Findings 1.1, 1.5, 1.6 and Focus area 2.3.)
- There is some evidence that WITT is meeting the most critical needs of students and other key stakeholders, including employers. There is evidence of adequate quality in the processes that contribute to learning and other important outcomes.

- Evidence of important outcomes and/or quality contributing processes show several important gaps or weaknesses in some cases. One example of these gaps is the lack of monitoring of subcontracted delivery, which has a potential effect on students. WITT's self-assessment is of variable quality and not sufficiently comprehensive. There is evidence of some effectiveness in using findings to make improvements.

Findings¹⁰

1.1 How well do learners achieve?

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

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

WITT is experiencing declining course completion rates¹¹ and a widening gap between Māori and non-Māori achievement.¹² WITT has not done analysis which enables it to understand the reasons behind these trends. A closer look at reasons why performance is declining or low, and where it is improving or high, and the widening gap between Māori and non-Māori achievement¹³, is lacking. This prevents WITT from providing initiatives and some specific programme support to improve achievement.

Table 1. Successful course completion rates

	2012 %	2013 %	2014 %	2015 %
All	83	74	76	70
Māori	85	67	62	57

Source: Data provided by WITT

International students are achieving at a higher rate than domestic students. It is encouraging to see WITT has an evidence-based strategy to further increase international achievement at NZIHT. However, WITT has not identified reasons for the success of international students.

The evaluators saw a range of approaches were being taken to understand achievement, but different programmes are using different data collection systems with varying success. This is because the data provided centrally for self-assessment is not easily understood by staff and is not complete. Consequently, programmes have developed their own systems. There is not a lot of analysis and the quality of analysis varies. The data provided during the EER – whether by the main office, faculty or programme – was not always useful because it was often piecemeal and ad hoc and its analysis was thin. For example, achievement data

¹⁰ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

¹¹ The systems for supporting programmes with low achievement are not clear.

¹² There is lack of progress based on the Māori strategy and lifting achievement.

¹³ This includes considering the significance of the impact of significantly reduced enrolments and subsequent cessation of the Māori Performing Arts programme on Māori achievement overall.

showed a lack of benchmarks or points of comparison such as across WITT, across or within faculties, across the same or different levels, or by cohort groups or compared with other, similar providers. This is important because in the absence of an understanding of what good could look like, staff did not always recognise the level of programme performance. In addition, while some programmes had analysed their achievement by priority learners such as Māori and under 25-year-olds, others had not.

There is little evidence of analysis of achievement at the executive or governance level. While educational performance indicator data is reported to Council, there is little in-depth analysis evident. For example, where WITT did not meet its course completion targets for priority learners in 2015, the analysis of why this occurred and targeted initiatives for improvement were not evident. In addition, with a heavy emphasis on the educational performance indicator data, at times it was difficult to understand how many learners that started in programmes successfully completed the qualification. A heavy emphasis on the educational performance indicator means that cohort qualification achievement is not always clear for some programmes, but is in others (including trade skills and welding).

The evaluators found that WITT did not have in place useful, comprehensive, transparent systems to understand achievement. Different teams are using different approaches, but there is not an effective, systematic approach across the organisation. Self-assessment often did not identify the gap in Māori achievement. Where it did, the reasons why and WITT's response were not always evident.

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 **Adequate**.

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

While there is achievement occurring that cannot be measured by educational performance indicators – such as valued outcomes – and some stories are being captured, a more systematic approach would strengthen WITT's understanding of educational achievement and the value of the education and training it provides, and would support further changes and improvements.

WITT has articulated a recent strategic intent aimed at improving the value of outcomes in terms of graduate attributes and employment, but the impact is not yet fully evident. There is a lack of systematic approaches and practices to understand the value to students, graduates, employers and stakeholders across WITT. Some programmes have collected useful destination data relevant to valued outcomes, while others have not done this systematically. Where data has been collected in some programmes, the analysis is thin. There is not a lot of evidence about valued outcomes for employers or other stakeholders.

A graduate destination survey has been done recently and shows numbers that have gone into employment or further training. However, response rates were low and analysis or benchmarking of this information is lacking, and what use is being made of the graduate destination survey is unclear. While there has been some engagement with employers to understand the value of the training and qualifications to them, it is limited overall.

There is some positive evidence from employers which provides useful information about valued outcomes from their perspective and which could strengthen WITT's understanding of the value of its education and training. Engagement with employers is variable, and employers spoken to by the evaluation team had a range of views, from some noting the high value and relevance of the programmes, to others who saw gaps in the curriculum and content that affected the value of the learning.

Some programmes are using local advisory committees, and some engagements with these committees are working well and help to inform the development of new programmes and the review of others. There are examples of good community engagement as evidenced by WITT's links with schools which have been built up over time, but areas such as employer or Māori engagement are less strong. Still, overall, not enough is known about the value to employers of the education, training and qualifications WITT provides.

While there is no systematic gathering of information or understanding of valued outcomes for Māori graduates or those that leave before completing, the evaluators heard good vignettes about valued outcomes for individuals and communities. There are some examples of value gained by whānau from the training. There is some evidence of value for the community in terms of student engagement in community projects such as marae catering for a Treaty Settlement hui. There is also value for WITT in its relationship with Te Reo o Taranaki, which is a good platform which WITT needs to build on. The evaluators heard very clearly about the value of keeping training provision local, including in creative technologies, business, and cookery. This view was voiced by the students, graduates, tutors, stakeholders – including employers – as well as governance and management interviewed during the EER visit. WITT would do well to make better use of this feedback in its self-assessment.

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 **Adequate**.

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

WITT refers to 'state of the art learning' as one of its initiatives relevant to matching student needs. This has included the use of Moodle online learning which is being used by students and allows access from home for some students. WITT is also providing some night classes and assessments, and has invested in a new kitchen for hospitality and cookery. It may be argued that this enables students to gain important practical skills without going on internships. However, there is not yet any evidence that the new facility provides a better learning experience than internships. More widely, what 'state of the art' learning is, was not clearly understood by staff, but for WITT means learning that is 'fit for individual purpose' and is delivered 'at a time and place to suit students' needs'.

WITT's SWOT (strengths, weaknesses, opportunities, threats) analysis from the 2015-2017 strategy document explores financial and strategic issues and could focus more on student needs. There is an issue with staffing levels affecting the balance between teachers' needs and students' needs. For example, lack of suitable cover for tutor sick days can affect students' learning, assessment and support.

The gap in Māori achievement compared with non-Māori indicates that the needs of Māori students are not being fully met. In recent times WITT has made efforts to rebuild relationships with Māori and there is some evidence that these are slowly improving, especially through WITT's relationship with Te Reo O Taranaki. However, there are examples of programmes that match Māori student needs. For example, marae catering training matches needs well and is delivered on the marae. There is evidence of some encouraging community engagement, including the Trades Academy, although the number of school leavers choosing WITT has remained static. However, as noted, several programmes at WITT show significant gaps in achievement for Māori, and yet there are no strategies to ensure the programmes better match the needs of these learners.

Some good work is being done in some programmes to understand and address the needs of at-risk learners by teaching and student support services staff. For example, some staff are using literacy and numeracy assessments and resources like Pathways Awarua to understand needs and build learners' skills. However in 2015, WITT is not meeting TEC targets in terms of the number of students being tested using the Adult Literacy and Numeracy Assessment Tool, and the use of the assessments to identify those who need extra support varies. This may be to do with capacity as WITT's literacy and numeracy self-assessment states, 'The administration and maintenance of the Literacy and Numeracy for Adults Assessment Tool (LNAAT) based at WITT is under resourced, at present WITT is

'treading water' and 'missing opportunities to be proactive in assisting learners'. WITT has not yet responded to this self-assessment finding.

WITT's industry engagement is conducted mostly through local advisory committees, and some of these are working well. However, there is variability and it is not clear that useful stakeholder feedback is gathered systematically to inform new programme development and programme review. WITT has recently carried out an employer survey, but the response rates and value of the survey are too early to determine. It was not clear how employers were asked for feedback.

Industry engagement is variable across WITT. While industry consultation is strong in the Bachelor of Applied Management, trades programmes are less well engaged systematically (Cookery and Welding). Carpentry has some engagement with industry while Creative Technologies depended on the tutor, although, like some other areas, it did have some engagement in response to TRoQ. Creative Technologies is one example of several where there is a lack of engagement with industry.

WITT programme portfolios have recently refocused on regional needs, including areas such as agriculture and horticulture. Meeting the needs of the region is important to Taranaki and the sustainability of WITT. The ITP's relationship with Taranaki Futures through its 'build a bach' initiative is encouraging. NZIHT is matching the needs of industry well.

WITT's self-assessment activity includes student survey data, course surveys, and first impressions surveys, a recent initiative. The information from such tools, as well as from students directly, is being used in some cases to make improvements, although the response rates are low. WITT notes that the surveys were not meeting their needs, which is why they are under review.

1.4 How effective is the teaching?

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

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

The evaluators were pleased to see that WITT had produced documents – albeit recently – that outline and are intended to support WITT tutors to understand what good teaching looks like. However, the information is not linked to the Māori strategy or key strategic goals or state of the art learning. It was not clear how well the related 'effective learning and teaching' goals are reviewed with regard to Treaty commitments and bicultural understanding and practices. There was evidence that peer observations, student and tutor evaluations, and appraisals – including by managers – are used to evaluate and support teaching.

WITT uses a range of approaches to learning and teaching. These include applied learning in contexts such as marae catering and hospitality and cookery using

WITT's new kitchen. The use of studios in creative technology is another example of different approaches. Student and tutor surveys and evaluator interviews confirmed that students and teachers relate well to each other.

Assessment and moderation is variable. There were good moderation practices and processes in some programmes. The New Zealand Diploma in Business had strong moderation systems in place, and this was reflected in their external moderation record. However, it was not evident that this good practice was systematic across the organisation.

WITT has been without an academic director and an effectively operating academic board for a few years. The academic board has been reviewed and its membership and academic responsibilities increased quite recently. The academic strategy has been revised but needs further revision after recent changes in operational plans. Sporadic academic leadership has contributed to a lack of clear pedagogical leadership and strategies to address achievement gaps. As mentioned, moderation is variable across the organisation and it is unclear where oversight sits, especially when there is no academic director.

1.5 How well are learners guided and supported?

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**.

Students receive effective guidance and support at WITT. WITT generally provides comprehensive and timely information and advice before, during and after enrolment. WITT is using a range of approaches to capture the student voice, and very recent initiatives include a first impressions survey, using student leaders and a student council. There were good examples of some student issues being responded to. The recently introduced first impressions survey results are quite positive and confirm the positive international students' i-graduate responses about their educational experience¹⁴, but few have responded so far. WITT has set some benchmarks to increase the number of responses and the response rate. Achievement of these benchmarks should help improve survey responsiveness, better support initiatives, and enable better and more useful assessment of the effectiveness of changes over time.

Students and teachers are well supported. This includes continued support to help students not only on their current programmes but also to pursue programme pathways, several of which are in place and work well for some students.

The evaluators heard lots of positive feedback about how well the student support services staff work to support learners achieve which confirmed the positive

¹⁴ Including student guidance and support.

responses evident in the i-graduate surveys. Many staff 'go the extra mile' to support students. Student leaders and peer support are also effective in supporting students. Student support staff and teachers struggle to meet the demand at times, and this affects their ability to provide the guidance and support they would wish.

International student support is strong at WITT, and the monitoring of compliance with the Code of Practice is effective. The student support services' self-assessment document was evidence-based, with good use of feedback from i-graduate and agent and student feedback to enable WITT to make effective changes and improvements. The strength of international student support, compliance with the Code and ongoing and continuous improvements are important for WITT as it seeks to increase its international student numbers and diversity of countries of origin beyond India.

Some analysis of student numbers going through student support services shows increasing numbers using these services.

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

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

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

WITT is in the process of establishing a new direction and strategies to improve and support educational performance. The evaluation team heard about the importance of WITT to the Taranaki community from the governance and management representatives, staff, students, graduates, industry, employers and Māori they spoke to. Meeting the needs of the Taranaki region is essential to WITT's survival and sustainability. As an example, WITT's current and future programme portfolio is refocusing on regional needs, including agriculture.

However, there is a lack of direction and coherent policies which compromises WITT's effectiveness in supporting educational achievement. Some of the most important governance and management practices are inconsistently applied. Management and the Council have few opportunities to be reliably and fully informed about learner achievement. As noted, achievement data provided by WITT management was often different from that gathered and used by faculty or programme staff and therefore not reliable. There was a lack of benchmarks or points of comparison and little or no evidence of comparisons across WITT by faculty, levels, cohort groups or with other similar providers. Different teams using different approaches within WITT contributed to a lack of coherence and coordination of useful, comprehensive, transparent systems and understanding of educational achievement across the organisation.

A number of renewal strategies are being developed and implemented across a range of activities to direct and improve both educational performance and self-

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assessment. These include an academic strategy, Te Rautaki Māori, and international strategies, and associated management and operational plans. A SWOT¹⁵ analysis has been completed and it focuses on strategic and financial issues. The evaluators concluded that learner needs have not always been a key focus in planning, although the provider has identified a range of needs directly related to educational achievement, which will be addressed.

The evaluation team noted a lack of consistent application of strategies throughout the organisation. There have been no overall framework and no evident benchmarks for evaluating the implementation and effectiveness of these new initiatives and plans.

As mentioned, WITT has been without an academic director for a considerable period of time, and without an effectively operating academic board until recently. This has resulted in sporadic academic leadership. Although WITT's academic strategy has been revised, further revision after the recent changes in its operational plans is needed as well as subsequent revision of other strategies such as for Māori. A new Te Rautaki Māori strategy is in draft but, for example, there are no clear processes for linking it together with teaching and learning documents, but it is unclear how this will be integrated into learning and teaching and the academic strategy. As the strategy states, 'Specific information needs to be gathered and shared for priority learners including Māori and Pasifika learners as to the ways in which Māori learners succeed and the needs of iwi employers are met' – but there is little in terms of integrated goals.

The gaps in governance and management are also apparent in the lack of coherent, institute-wide educational policies and processes. Establishing high-level processes to be monitored by the Council and management is a key function. Among the gaps are processes for analysing and reporting on student achievement data in ways that identify trends and which could provide the Council with high-level information about completions linked to funding decisions.

The outcomes of compliance monitoring systems and review reports are not strong or clear for their timeliness and status in areas such as critical incidents and health and safety. Contracted delivery is not being effectively or consistently monitored and reviewed. Important self-assessment processes are lacking, including programme reviews and monitoring compliance with NZQA and other requirements. For example, in 2015 there were 32 programme self-reviews out of some 60 programmes delivered, but in 2013 and 2014 there were only 12 such annual review documents available to the evaluators. which is very low compared with the total number of programmes being delivered.¹⁶ WITT is only slowly addressing this issue for 2015 and 2016.

¹⁵ Strengths, Weaknesses, Opportunities, Threats

¹⁶ There were 62 programmes in 2014, according to the 2014 WITT annual report.

There appear to be a number of resource issues based on WITT's self-assessment. These include tutor workloads, which have an impact on staff and the student experience. Staff are highly motivated and contribute to educational achievement. However, workloads are stretched and the evaluators heard that faculty leaders are having to be 'all things to all people'. Course completion rates are declining, the gap between Māori and non-Māori course completions is widening, international students are achieving better than domestic students, and cohort qualification achievement rates are unclear. However, there was no systematic analysis of significant changes and trends in achievement that could be used to make improvements. WITT's self-assessment did not identify the gap in Māori achievement compared with non-Māori.

Programmes to understand and address the needs of at-risk learners are compromised by lack of resources, and need for increased use of the TEC literacy and numeracy assessment tool: 'the administration and maintenance of the LNAAT base at WITT is under resourced, at present WITT is "treading water" and missing opportunities to be proactive in assisting learners'.

Education-related analysis and other development work is compromised at WITT. Improvements should be made in strategy and planning development, implementation and review, communication and consultation, and compliance.

There was insufficient evidence that there is a comprehensive, robust system for checking a wide range of compliances and monitoring. Neither of two sub-contracting arrangements that are part of the focus of the EER – G&H Training and Te Reo O Taranaki – has been effectively monitored in the past few years. When issues with Māori Performing Arts were identified in 2014, WITT behaved ethically in bringing the issue to the attention of appropriate authorities. It also took steps to address the causes of what happened. As noted, no analysis had been conducted by senior leadership and the Council to understand the impact of the discontinuation of the Māori Performing Arts programme on the general achievement rate of Maori students at the school. Such analysis would also help to allay the possibility of similar issues occurring in the future.

WITT has identified communication and engagement of staff in strategy and direction and the changes being made as critical to their success – this was also picked up in the staff survey and observed by the evaluators. Feedback was that management was not communicating well with staff, and despite some new initiatives, staff still perceive this to be the case.

WITT is required, as a tertiary education organisation delivering degrees, to ensure staff teaching on those degrees conduct research. However, this is very much a work in progress – some capability-building work has been done and a new strategy is in place. The capacity of WITT as an organisation to provide time and support to enable its staff to carry out research is an additional challenge.

New risk committees have been set up recently (Council and academic board). However, compliance monitoring systems could be strengthened and made more

visible. The evaluators became aware of two examples where critical incident procedures were not or were not able to be followed because key staff members were absent. Although debriefs were carried out and changes made, they took some time, and in one case the progress and status of the latest draft was not known. On the other hand, WITT was proactive in the case of the Diploma of Creative Technologies, which was being delivered to some students with much reduced contact hours – the programme leader was told that this was not acceptable and the practice has been discontinued.

WITT has articulated some intent and strategy to develop the information it gathers about valued outcomes. The gathering of information about destination outcomes is not systematic across the organisation. This has contributed to a lack of initiatives at an institutional level aimed at improving value in terms of graduate attributes and employment. The WITT Council recognises the need for indicators beyond educational performance indicators, but these have not yet been developed.

The evaluators acknowledge that WITT is initiating a number of strategies that are designed to improve the situations described above. These are designed to improve the productivity and achievement rates of WITT. Not the least of these is the appointment of a new academic director.

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 **Adequate**.

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

The information for this focus area is contained in KEQ 1.6 above.

2.2 Focus area: Māori participation, achievement, and support

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

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

Māori course completions have been declining since the previous EER. The gap between Māori and non-Māori completions has widened. The gap varies but overall indicates that the needs of Māori students are not being fully or consistently met. Issues with the Māori Performing Arts may have contributed significantly to the decline in participation and achievement of Māori, but there has been no detailed analysis and understanding of the impact of this on overall Maori achievement rates at WITT.

The evaluators acknowledge the potential impact of the Māori Performing Arts issue and its effect on strategy development and implementation, community trust and relationship-building. The impact on WITT has been far-reaching and ongoing, with improvement taking time. While Māori learners made up 26 per cent of WITT's cohort in 2015, and government has determined them to be priority learners, there has been little renewed effective attention paid to them by WITT until recently. The success of the previous Māori strategy has not been monitored or evaluated. The new Māori strategy has not been implemented or evaluated yet.

This focus area considered four programmes:

- Bachelor of Nursing
- National Certificate in Marae Catering (Level 2)
- Te Reo o Taranaki (Levels 5 and 6)
- Certificate in Tertiary Studies – Te Reo (Level 2 and 3)

Overall, Māori learners are consistently achieving less well compared with non-Māori (2014-2015), especially for levels 1 and 2. Māori student participation decreased following the withdrawal of the Māori Performing Arts programme. Participation is currently at about 21 per cent (2016), and was 26 per cent for 2015 and 20 per cent for 2014 compared with 41 per cent in 2013.¹⁷ The gap between Māori and non-Māori achievement has widened since 2013. A lack of detailed analysis means the evaluation team was unable to understand to what extent this was due to the withdrawal of Māori Performing Arts and/or other factors (see Table 2).

Given a lack of collated and analysed achievement and progression data, there is little evidence to enable sufficient or consistent assessment of Māori student achievement. WITT would benefit from having more robust data collection, collation and analysis systems in place for programme-by-programme achievement data for all levels¹⁸.

Based on the data available, successful course completion rates have declined for Māori since 2013, and Māori course completions are consistently lower than non-Māori completions from 2013-2015.

Table 2. Course completions – Māori versus non-Māori %

	Course completions			
	2012	2013	2014	2015
Māori (level 1 and 2)	n/a	84	57	56
Māori all levels	85	67	63	57
Non-Māori all levels	81	78	81	74

Māori student pass rates fluctuated across the programmes. Pass rates for the marae catering programme students have declined over 2013-2015, and student pass rates for the Bachelor of Nursing programme rose for 2012-2014, but declined in 2015. Pass rates for students of Te Reo o Taranaki level 5 oral language programme declined over 2013-2014.

Course completion by programme data¹⁹ is as follows.

¹⁷ This was subsequently adjusted to 31 per cent by the TEC as a result of their Māori Performing Arts investigation – see 2014 annual report page 58 ‘restatement of results’.

¹⁸ Only level 1 and 2 data was included in the WITT self-assessment summary. Its non-provision suggests it is not monitored. Māori course and qualification completion for levels 1-3 and 4 are reported in the WITT annual report.

¹⁹ A3 course completion sheet provided by WITT with initial data provided as amended by WITT.

Table 3. Course completions – Māori students %²⁰

		2012	2013	2014	2015
Bachelor of Nursing TK1101	Māori	75	86	92	82
	Not Māori	92	87	94	92
Marae catering (certificate level 2)	Māori	n/a	89	84	63
	Not Māori	n/a	60	100	50
Te Reo o Taranaki (Level 5)	Māori	79	90	68.	73
	Not Māori	100	100	100	n/a
Te Reo o Taranaki (Level 6)	Māori	79	100	60	0% ²¹
	Not Māori	100	n/a	n/a	n/a

Interviews with graduates, current students, WITT staff and employers provided anecdotal evidence of the value of Māori graduates to community, including employers. Māori nursing graduates in particular were of high value to the community, where recently 100 per cent (19 graduates) of all Māori nursing graduates gained employment.²² Marae catering students have improved their understanding of marae protocols and procedures and have gained confidence working at marae in catering roles. A business stakeholder reported that the catering students were well suited to working in the back-of-house marae catering roles. There were also many stories from current students, graduates and WITT staff about positive outcomes for Māori students, whether gaining employment, adopting life-changing eating habits, or gaining increased confidence to perform tikanga marae roles.

WITT is working closely with Te Reo o Taranaki, which has a mandate to revitalise the Māori language locally. The relationship enables WITT to have its students tutored and cared for in a culturally Māori way, and to increase its Māori community engagement through Te Reo o Taranaki. This relationship helps WITT to regain

²⁰ Readers need to be aware that the number of students in the programmes other than the Bachelor of Nursing are very low in some cases (1-3 students) and percentages can be quite misleading in such instances.

²¹ It is unclear whether this is zero per cent or just not reported.

²² There was no nursing graduate destination data other than anecdotal. The same applies to marae catering other than data provided by two marae catering tutors.

and promote community trust and enhance the mana of WITT within the Māori community, which is pivotal to WITT's aspirations as an education provider.

While there is some graduate destination data for marae catering students for 2013-2015, there is no systematic analysis and understanding of Māori graduates or for those who do not graduate. WITT engages directly with some community organisations, for example Te Reo o Taranaki and Taranaki Futures, to strengthen community links and to ensure that programmes and activities match stakeholder needs. The WITT Council has members who are able to benefit WITT through their community and industry networks. For example, one Council member, through his relationship with Venture Taranaki, has information about the contribution of WITT to the local economy as well as access to relevant labour market data.

A great opportunity for programmes to match learner needs has been lost as a result of so little progress since 2011 to implement Te Rautaki Māori strategy. The strategy includes developing cultural and academic competence of WITT staff and embedding Māori pedagogy. A revised draft Te Rautaki Māori Strategy is currently being developed by the WITT chief executive with consultation with an assortment of local and national Maori groups and moderated by the WITT Executive, Council, the Academic Board and Te Kahui Matanui, (a supervising committee that reports to the academic board of WITT). A further opportunity for improvement is for WITT to engage with Te Reo o Taranaki (TROT) to support them to assess the impact of the programmes they deliver. This is in light of the reality that WITT has not monitored Te Reo o Taranaki's self-assessment of programmes since 2014. WITT has recently made moves to work with TROT and to monitor the self-assessment of the programmes but it is too early to determine how effective this monitoring is. Implementing this type of monitoring system of programme delivery will improve WITT's self-assessment process and hopefully contribute to improved student outcomes.

WITT is working to develop cultural competency in staff. Progress is slow. As noted, a draft revised Te Rautaki Māori Strategy is being developed which includes the embedding of Māori pedagogy into WITT teaching practice. Noticeably, an internal WITT guide to effective teaching does not reference Māori pedagogy, although it does refer to reflecting a commitment to the Treaty of Waitangi by incorporating a bicultural ethos where applicable.²³ The use of Māori pedagogies is not evident in most programmes. However, it was evident in the Vocational Skills programme (see Focus Area 2.4). There is evidence of the inclusion of Māori pedagogies in the Bachelor of Nursing programme, for example the use of Te Whare Tapa Wha to help frame health from a Māori perspective, the inclusion of cultural competencies, and the Kawa Whakaruruhau leadership role to support Māori (and Pasifika) students. There is also evidence of the inclusion of Māori

²³ Welcome to WITT: A guide to effective teaching and learning, version 7: April 2016, page 5.

pedagogies in Te Reo o Taranaki programmes, for example active promotion of kaupapa-a-iwi and culturally based learning.

Māori students' experiences with tutors are mostly good. Some students have had poor experiences, generally reflecting on one, difficult tutor, and some teaching environments that are not conducive to students asking for support or asking questions in class.

Overall, Māori learners are supported and guided well, particularly through WITT institutional support, for example student support services, including Te Kopa Manaaki, literacy and numeracy support, and the tutors. Māori students are also well supported by their peers, where a culture of peer support is widespread. In some cases, tutors support students well by providing learning options tailored to learner needs, for example by providing night classes and weekend wānanga, and allowing students to bring children to classes to enable students to attend. Such learning options reduce barriers to learning and enhance students' ability to concentrate fully on their studies and to apply themselves to learning. Students' descriptions of the marae catering course suggest that it is particularly whānau-centric and flexible, and engaging of whānau/students, which supports their learning. Pathways are evident for most students, who are clear about course level progression and the achievement required to access the next course level. However, given the poor completion rates, few can access these pathways and it is unclear what happens to those who drop out.

The WITT Council was being fully supportive of the development of Te Rautaki Māori strategy. It has supported the appointment of a faculty lead to the Māori development role (0.2 full-time equivalent) earlier in 2016 to support progressing the development of Te Rautaki Māori Strategy and to assist the embedding of Māori pedagogy into WITT teaching practice. The faculty leader felt well supported by many of the Council members.

The implementation of the 2011 Te Rautaki Māori Strategy was ineffectual, and it is difficult to identify whether or how well it was monitored by Council. In addition, while Council members are informed about Māori student education performance for levels 1-2, they are unaware of associated performance for levels 3 and above (which have decreased over the last few years). This is because they were not provided with performance data for levels 3 and above as part of the data they received prior to Council meetings²⁴. As mentioned, the contract between WITT and Te Reo o Taranaki has not been monitored since 2014 and Te Reo o Taranaki

²⁴ The level 1 and 2 are reported in the 2015 and 2014 Statement of Service Performance but not higher levels. It is possible WITT may have just been reporting the Statement of Service Performance data to Council. If this is correct, the 2014 annual report gives a breakdown of Māori course and qualification completions at levels 1-3 and levels 4 and above (page 61) and the same in 2015 (page 57).

has not engaged in regular ongoing self-assessment, for example the Te Reo o Taranaki report was prepared specifically for the Sept 2016 EER.

2.3 Focus area: International students support and achievement

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

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

International students are generally achieving at an increasingly higher rate than other learners. For example, cookery diploma international students achieved 88 per cent course completions in 2014 and 2015 compared with 75 per cent in 2014 and 69 per cent in 2015. However, in the NZQA consistency review of 2016, WITT was unable to show sufficiency in the consistency of how students meet the outcomes of the graduate profile. This raised questions about the reliability of the cookery achievement data. (See TEO in Context, Previous Quality Assurance History in the Introduction to this report for the final outcome of the consistency review.)

International students said they were well supported by WITT's student support services. There is little or no comparison of achievement of international with non-international students. WITT looks at international student data at a fairly high level and showed limited or no systematic reporting of international student achievement by and across programmes. The ITP would benefit from deeper analysis of such data.

International students complete courses and programmes and gain employment. In an area such as cookery they do this rather than go to further study, though some international students spoken to by the evaluators said they intended or wanted to in the future. Anecdotally, a high proportion of graduates do not stay in hospitality. The pathway to residency is a strong driver for international students, and this includes cookery. According to industry feedback to the evaluators, the value of previous cookery training seems to have been diminished by the removal of the internship. There was little or no evidence that industry was well consulted about this decision. WITT initially suggested that the internship was being dropped because of TRoQ. Subsequent conversations suggested it was more likely that it was because placements were becoming more difficult and time-consuming and WITT was aware of the residency driver and did not want the programme running beyond two years. According to WITT, the shorter timeframe for cookery is based on graduates already having knowledge and theory and wanting practical skills which they will now gain in WITT's new kitchen. This may now be at risk with the removal of internships and experience in an industry and commercial setting. This view is consistent with the views of industry and graduates. Dropping the internship will enable WITT to make fuller use of its significant investment in a new kitchen for training. Time will tell what effect the discontinuation of the internships will have on WITT.

By contrast, NZIHT attracts significant numbers of international students and is well connected with industry. The evaluators noted that WITT participates in i-graduate and international student responses are positive. For example, 91 per cent of international students are satisfied compared with the ITP average of 89 per cent, and 82 per cent of WITT international students would recommend WITT compared with the ITP average of 78 per cent.

As part of developing its strategy for international students, WITT has identified that it needs more programmes and a greater range of portfolios, including at higher levels, to match international student needs. WITT has quite strong self-assessment around international student needs, including NZIHT and, to a lesser extent, cookery. It has identified that students and graduates need additional support in finding employment and has recently appointed an employment manager to provide this. Some international students identified that they would like a greater cultural mix of students. Diversification of WITT's international markets and reduction in the number of Indian enrolments may help provide this.

International students were very positive about the effectiveness of their learning, based on the quality of the teaching and the learning support they received from student support services. They identified pedagogies that were generally consistent with what WITT has identified as good practice in learning and teaching, International students' very positive responses to i-graduate surveys were consistent with student feedback, as well as the comments of teaching and support services staff. For example, NZIHT has responded to students' learning needs by providing tutorials and additional tutorials as required. The academic board has supported the introduction of Turn It In software (to detect plagiarism) which international students in particular appreciate. WITT is using it as a compliance tool to identify and prevent plagiarism, but also as an educational tool whereby students can identify and address any such issues prior to submission of assignments. This appears to be working well. Otherwise, assessment and moderation practices are mostly generic and consistent and similar to those used across WITT.

WITT has increased student access to student support services whose staff support students well. A recent initiative introducing contracts for some learners is providing effective additional support for students who need not only specific focused support but also greater motivation, monitoring and supervision. WITT actively monitors attendance, and most staff spoken to by the evaluators were aware of the Code of Practice and WITT's responsibilities to international students. Little or no comparison of the achievement of international versus non-international students deprives WITT of the use of possible indicators of the effectiveness of some of the support initiatives it introduces. On the other hand, WITT's i-graduate survey benchmarks well with other ITPs which is a useful indicator of the effectiveness of its guidance and support.

Critical incidents that came to the attention of the evaluators were mostly managed well (although less so for domestic students). Staffing issues could have an impact

here if key designated staff are unavailable. Policies and/or procedures for student support are reviewed regularly in the light of reported incidents. While there is evidence that WITT reviews each incident, the progress and status of the resulting amended policies and procedures were delayed or unclear. WITT documentation and information, including the student handbook, appear relevant and appropriate and meet Code obligations, other than complaints, the details of which need updating. Self-review of the Code and student support services appears robust. Feedback from students has identified that students want more sport facilities and this has been included in WITT's strategic plan.

WITT understands the importance of self-review of the Code and its responsibilities regarding agents and doing the right thing by international students. As mentioned, WITT has a new strategy to expand and diversify its international markets. The ITP is aware of the risks of concentrating on one market. Implementation of the strategy may need more resourcing because international student numbers in 2016 (180-200²⁵) are down from 250 in 2015. This is particularly significant given that modestly increasing international student numbers over time is part of WITT's strategy to strengthen its student base and support sustainability. In addition, heavy focus on cookery is a risk if it is taken off the skills shortage list. On the other hand, the evaluators also have a concern that student support services resources may be stretched, especially if student numbers grow.

WITT appears to be targeting residency in some areas such as cookery. WITT is partly addressing the associated risks by appointing an employment manager to help students/graduates find jobs. On the other hand, as mentioned, the dropping of the internship may also provide a risk. In addition, WITT intends to increase its guidance and support staffing. International student support and achievement is strong, but WITT is not analysing the achievement of international students benchmarked compared with non-internationals. Doing so may help support increasing international student participation.

2.4 Focus area: Entry Level, Foundation, Vocational Skills – Tertiary Studies

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

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

This area focused on the Certificate in Tertiary Studies (Levels 1-3). Achievement for this focus area is not strong, with course completion rates for 2015 at 45 per cent for level 2, 47 per cent for level 3, and 65 per cent at level 1. These low course completion rates have persisted since 2011, although they have lifted significantly for the level 1 programme. The reasons behind this low achievement are difficult to see, as the collection, reporting and analysis of achievement data is

²⁵ WITT projected 195 in its self-assessment summary.

not strong. Evidence provided to the evaluation team shows that some learners never intend to participate and lack of attendance and socio-economic reasons are also cited for the low performance. Students enter these programmes for a variety of reasons, and some do not require completion of the programme to meet their personal goals, as in the case of those wanting to meet NCEA requirements. While individual teachers have worked hard to address achievement challenges and new initiatives are being trialled, it is too soon to determine the effectiveness of this work.

That said, for those that do achieve, there are strong pathways to higher-level study at WITT, and there is good evidence that those who move to the Bachelor of Nursing succeed well. In addition, for several students, their goals are met through the attainment of the credits they need to gain their NCEA at levels 1 or 2, which allows them to enrol in further vocational training.

The nursing programme has been through several changes to better match the needs of learners. This includes the reintroduction of enrolment interviews and personal education plans. There has also been a shift to vocationally oriented pathways, the introduction of NCEA achievement standards, and scheduling classes at times more convenient for students. There is evidence that many students have literacy and numeracy challenges and the programme's demands are at times too high for them. That said, most teachers have completed or are working towards completing their National Certificate in Adult Literacy and Numeracy Education (Vocational) and are working to embed skills into their delivery. Further analysis of the impact of the programme changes on achievement and engagement could be useful to highlight the benefit of the different initiatives.

The students spoken to by the evaluation team were positive about their teachers, and this was generally mirrored in the student satisfaction survey data. Students noted teachers using a range of interactive approaches and responding to student feedback. The programme has strong links with the student support services team, and students reported favourably about their experiences using these services. Māori pedagogies are made explicit within this programme, and teachers report finding this useful for student engagement. While the external moderation of achievement standards showed some issues of consistency, the teaching team has addressed this by putting in place relationships with local schools to enable ongoing moderation and consistency of judgements with the achievement standards.

A key challenge for this programme is that it is taught by a large group of teachers, many of whom are part-time. Teaching staff noted that it was difficult to get them all together and so programme review and evaluation is not a shared activity. While a range of information and data is collected by different members of the team, it is not evident that this is brought together to understand overall programme performance. Systems to collect and report achievement and outcomes data need strengthening. Although the faculty leader provides support, staff reported a lack of

communication with the senior leadership team with respect to the strategy and direction of the organisation.

2.5 Focus area: Trades (and Youth)

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

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

This focus area considered four programmes:

- Certificate in Trade Skills (Level 1)
- National Certificate in Welding (Level 3)
- National Certificate in Welding (Level 4)
- Certificate in Carpentry Skills (Level 4) (delivery sub-contracted to G&H Training)

Overall student achievement is low. Course and qualification completion rates for the last three years are shown in Table 4. Self-assessment reports do not benchmark student achievement, and consequently the poor performance has not been clearly identified and responded to. Programme management indicated that a successful course completion rate of 75 per cent is a WITT expectation, although this was not explicit, and a benchmark for qualification completion was not identified.

Table 4. Trades course and qualification completions, 2013-2015

Programme	Course completion			Qualification completion		
	2013	2014	2015	2013	2014	2015
Certificate in Carpentry Skills	54%	59%	51%	51%	56%	51%
National Certificate in Welding (Level 3)	63%	77%	63%	60%	71%	68%
National Certificate in Welding (Level 4)	n/a	100%	57%	n/a	100%	40%
Certificate in Trade Skills (Level 1)	66%	49%	39%	57%	37%	35%

The numbers of students studying the level 4 welding in 2015 were low, and the programme has been discontinued in 2016.

The course completion rates for Māori students in trade skills and welding are not significantly different to non-Māori, but in the Certificate in Carpentry programme over the last four years Māori have consistently performed less well than non-

Māori, with the gap from 27 to 40 per cent. This indicates the needs of Māori students are not being consistently met.

Table 5. Carpentry Skills course completions, non-Māori and Māori, 2012-2016

Year	Course completion carpentry skills		Gap
	Non-Māori	Māori	
2012	70%	42%	28%
2013	66%	29%	37%
2014	79%	39%	40%
2016	64%	37%	27%

The consistent lower performance of Māori learners is of particular concern as carpentry skills is delivered through a long-standing sub-contracting arrangement and there were no plans or initiatives in place specifically aimed at improving Māori achievement in the programme. The programme has not engaged in WITT's self-assessment processes. WITT did not have evidence of the sub-contractor's own self-assessment. The sub-contracting arrangement is monitored by the faculty leader through monthly reports from the provider. The reports are in the form of a checklist plus enrolment information and could usefully be strengthened by providing richer information on student achievement and satisfaction as well as progress on plans to improve achievement.

With the exception of the trade skills certificate, achievement in the programmes is validated by internal and external moderation. For trade skills, the achievement-based courses have not been moderated since their inception, although some of the embedded unit standards have been moderated, mostly through other programmes. This lack of moderation is significant because students do not need to achieve the unit standards in a course to pass it, and the qualification is awarded on the basis of passing the courses not unit standards.

The level 1 trade skills programme aims to prepare students for further study in trades-related areas and provides valuable outcomes for some students. For example, the evaluators met graduates who had progressed from the certificate through other programmes to the Diploma in Engineering (Level 6) and others who had pathwayed from the Certificate to the National Certificates in Mechanical Engineering (Levels 2 and 3). Overall, the programme progression rates for those who do graduate are good at about 80-90 per cent in recent years. However, only about half of the students graduate from the programme, and there was no clear understanding of the outcome or value for these students. The higher-level trades destination programmes are taught by the same tutors that deliver trade skills, and feedback from the tutors is used to ensure that students are well prepared for these programmes.

The downturn in engineering and related industries has meant that there are few employment opportunities for graduates of the welding programmes. For example, only one of the eight students enrolled in the level 4 welding programme in 2015 is

in related work. Low numbers of students and the recession has resulted in the level 4 programme being discontinued. Staff are responsive to industry needs. For example, they had identified that the programme did not match industry needs well, and there was a need for students to gain more skills in fabrication. Industry stakeholders confirmed this view and new engineering programmes are being redeveloped to meet the requirements of the new New Zealand qualifications.

The carpentry programme can lead to an apprenticeship, although data on graduate outcomes was limited. Staff indicated that 60 per cent of 2015 graduates gained apprenticeships, which is positive. Employers spoken to value the programme and one recommended it to prospective apprentices before he took them on. Students valued the work experience they were encouraged and supported to undertake outside of the programme, as it gave them exposure to employers and the opportunity to develop their skills in a work setting.

Across the programmes, it was evident that learners interviewed related effectively to their tutors, and this was supported by evaluations. However, this was not as clear for students who dropped out as there was little systematic collection of information about their reasons for leaving. Anecdotal information identified that drugs are a significant issue for some students. In response, some drug education has been provided and a drug testing policy is being developed. Teaching staff are accessible and willing to provide individualised academic support. They are also the first point of contact for other support and students interviewed confirmed that they were comfortable with this and the system worked well for them. The programmes offer a mix of theory and practice and have appropriate resources for the delivery. Students appreciated the skills and knowledge of their tutors and the way they could provide an industry perspective to the subjects

Good support is available for students on the programmes in this focus area, and students were aware of what was available and how they could access it. Students were provided with accurate and timely advice about the programme, although several indicated that the enrolment process could be strengthened.

Management of the programmes has changed several times in recent years. This has had an impact on continuity and, it appears, allowed some things to fall through the gaps, such as aspects of moderation and monitoring of sub-contracts. Issues are beginning to be addressed as they are identified. For the programmes in this focus area, there was little evidence of self-assessment occurring before 2015.

2.6 Focus area: Business Administration, Computing and Management

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

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

This focus area included the Graduate Diploma in Business (Level 7); Bachelor of Applied Management (Level 7); New Zealand Diploma in Business (Level 6); and the National Certificate in Business Administration and Computing (Levels 2 and 3). Achievement for the programmes in the focus area is reasonably strong, with 2015 course completions ranging from 70 per cent in the Bachelor of Applied Management to 91 per cent in the level 3 National Certificate Business Administration and Computing. Course completion rates in business and computing are reasonably strong and quite high in some programmes. Although most programmes show a gap in achievement for Māori, this gap is narrower for the certificate programmes. The reporting of achievement varies across the programmes, with a range of approaches to analysis. The programme evaluation reports did not show a strong analysis of why some courses had significantly lower achievement rates. Māori achievement was not reported or analysed separately for the diploma or Bachelor's programmes. Across the programmes, learners spoken to by the evaluation team were positive about learning new knowledge and skills that they believe will add to their employment prospects.

There is some evidence of valued outcomes for the programmes in this focus area. The destinations of the graduates from the certificate programmes have been systematically tracked and show strong pathways to either further study or employment. This has not been occurring for the New Zealand Diploma in Business where understanding of outcomes is largely anecdotal. The Bachelor of Applied Management is yet to graduate students. It is known that two of the three graduates from the graduate diploma programmes have found relevant employment.

Links with the Taranaki business community are strong, and representatives attested to the value of the skills and knowledge of graduates they had employed and the value of having training available locally. The advisory committee is operating effectively with stakeholders being asked for feedback to inform programme development and delivery. For example, stakeholders noted the value of the recent Chartered Accountants Australia and New Zealand and CPA Australia accreditation gained by the Bachelor of Applied Management, which means people in the region can qualify as accountants locally. The research engagement of teaching staff on the level 7 programmes is still a work in progress. A plan has been developed and some training has been implemented, although the number of quality research outputs is yet to increase. This is somewhat hampered by organisational and staff capacity.

Students spoken to by the evaluation team were largely positive about their study experience. Teachers and learners generally relate well to each other and there is

good evidence of learners noting that they felt well prepared for their assessments, and generally got useful feedback on how to improve. Assessments are robust, with the programmes having strong internal moderation systems reflected in good national external moderation results. The literacy and numeracy needs of the certificate students are well understood and Pathways Awarua is used to develop skills and confidence.

First impressions and graduate feedback is collected from students, and some of the results are discussed in the programme evaluation reports, An area of concern was that the students who were surveyed did not feel the programme they were studying was value for money. The reasons behind this were not explored. The response rates for these surveys were particularly low.

The strong links between the programme staff and student support services means students are well supported. Staff showed a good awareness of the Code of Practice and related a number of examples where at-risk learners were referred for support. Attendance is closely monitored.

A key theme for staff working across these programmes is the sense that their capacity is stretched. Staff and students noted that if a staff member is unavailable for any reason there is no appropriate cover. While staff feel supported by their faculty leader they noted that communication from leadership is not strong and they are not well informed when and why key decisions are made.

2.7 Focus area: Creative Technologies

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

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

This focus area consisted of two programmes:

- Certificate in Creative Technologies (Level 4) – 60 credits
- Diploma in Creative Technologies (Level 6) – 120 credits

The successful course completion rate for the diploma is good with rates consistently about 90 per cent. Successful course completion for the certificate has been more variable over the last four years, but is still relatively high. It is positive to see that Māori achievement in these programmes is comparable to that of students who are not Māori.

Table 6. Course completions, Creative Technologies, 2012-2016

		Successful course completion rates			
		2012	2013	2014	2015
Diploma in Creative Technologies	Māori	93%	72%	90%	81%
	Not Māori	88%	92%	91%	79%
Certificate in Creative Technologies	Māori	100%	93%	60%	86%
	Not Māori	97%	73%	64%	89%

The data provided by WITT for self-assessment was difficult to follow and staff had developed their own reports to provide more clarity about course completion rates, retention and progression. Self-assessment reports show some reflection on the data, but it is not clear that this is leading to meaningful improvements. Reflective practice is not always adequate, as shown by the drop in course completion rates in Certificate in Creative Technologies in 2014 which was not included in the self-assessment report. The evaluators have since learned that the reasons students did not complete included bad health and inability to meet assessment conditions (despite being closely supported).

It was evident that skills such as collaboration and the ability to work independently and think creatively and critically were being intentionally developed in students and this was valued by the students, graduates and employers.

Staff maintain contact with graduates through a variety of methods, and the evaluators were provided with a list of graduate destinations. However, there appeared to be little analysis of this or related information, and it was unclear how this informed the development of the programme or demonstrated its value.

There is an effective pathway for learners to progress from the certificate to the diploma. A good proportion of level 4 certificate students' progress to the level 6 diploma (approximately 75 per cent in recent years). Good communication between staff ensures that the certificate appropriately prepares learners for the diploma. For example, when it was noted that diploma students were struggling with research methods, some of the underpinning skills were introduced into the certificate.

Stakeholders and graduates interviewed by the evaluators valued the creative technologies programmes, and employers and graduates alike valued the opportunity they provided to employ suitably qualified local people from within the Taranaki region. They also spoke highly of the diploma graduates' work-readiness and ability to engage with clients. Stakeholders also valued the contribution of the programmes to the strong and developing arts community in the region. Graduates valued both the skills and personal growth they gained from the programme.

Engagement with stakeholders is not systematic and is mostly directly through individual tutor contact. Some stakeholders confirmed that this was effective for them, although others identified that significant improvements in engagement could

be made. It is positive that some more formal consultation is occurring to support the development of programmes for New Zealand qualifications.

The diploma programme was developed by Wellington Institute of Technology (WelTec). However, the relationship with the developer seems to have diminished. For example, WelTec no longer externally moderates WITT as stated in the programme approval document. Consequently, although both institutions are awarding the same, jointly badged qualification, the consistency of graduates' achievement and outcomes is not evident.

There is good engagement between students and staff, and an effective, supportive learning environment has been created with high levels of trust. Good evidence of student satisfaction with the teaching was evident through survey results and discussions with students and graduates. Students particularly appreciated the high level of access they had to teachers. There are processes in place to monitor the effectiveness of teaching, including manager observations and student surveys, that contribute to annual performance appraisal. Professional development is available. In one case, over-generous marking was addressed if somewhat belatedly. Staff members individually arrange external moderation for their assessments, and the quality of feedback on samples seen was variable. Since the demise of moderation with WelTec, it may be beneficial for external moderation to be more systematic to ensure an overview of the assessment quality is maintained. Staff were clearly focused on learner achievement. However, their engagement and contribution to the wider institution was less evident and they felt they had limited opportunity for this. In the course of the EER interviews with the teaching staff there was a consistent message that they perceived an issue with their workload and that students were being impacted negatively and it was not clear that the management had plans to address these things.

Student support in the programmes is strong. Teaching staff are usually the first point of contact, and because of the good relationship between students and staff, students were comfortable with this. Students were aware of the other support services offered by WITT and how they could access them. Student leaders who are active in the programme make a valuable contribution to supporting other students.

The programme is well organised. An issue with under-delivering some courses in 2015 has been identified and rectified in 2016, although how this was achieved is unclear because the hours of delivery of summer school courses appear to be about half of the approved hours.

Resources for the programme are generally adequate, although there was some concern from students about the maintenance and reliability of computers and Wi-Fi networks. There is a clear challenge for management to reduce the staffing ratio while delivering a programme with many electives. One strategy for dealing with this has been running classes at different levels together. Students said this initiative had other benefits in collaboration and shared learning.

Self-assessment in the programme is not strong. The systematic collection, analysis and understanding of achievement data, stakeholder needs and the value of outcomes could usefully be strengthened to inform and monitor improvement. There was little evidence of self-assessment occurring before 2015.

Recommendations

NZQA recommends that WITT:

- Further develop its governance, management, and academic leadership capability.
- Strengthen and align its strategies, and develop its framework to ensure timely consultation, engagement, completion, and implementation.
- Give priority to the effective implementation of the Māori strategy and monitoring improvements in Māori student achievement, including improving the evidence of the impact of Māori pedagogy on Māori learner outcomes.
- Develop and implement effective processes for monitoring sub-contracted delivery – including but not only Te Reo o Taranaki and G & H Training – to fulfil quality assurance requirements and contribute to improved student outcomes.
- Develop and provide more consistent data collection and analysis of data across WITT courses to help improve data reporting for self-assessment and staff capability to analyse it.
- Ensure that Council receives all level student data programme by programme for consideration at governance level.
- Strengthen the monitoring of assessment and moderation.
- Strengthen systems for monitoring, identifying, reporting, and addressing non-compliances and their related risks.

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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Final Report