

# Report of External Evaluation and Review

Waikato Institute of Technology  
(Wintec)

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 24 March 2015

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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:	Waikato Institute of Technology (Wintec)
Type:	Institute of Technology and Polytechnic (ITP)
Location:	Administration, Block B, Gate 3, Tristram Street Hamilton
Delivery sites:	Hamilton City, Rotokauri, Te Kuiti, Thames, and Otorohanga
Courses currently delivered:	Please follow the link below. <a href="http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=601915001&amp;delSiteInd=0">http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=601915001&amp;delSiteInd=0</a>
Code of Practice signatory:	Yes, approved for students aged 14-17 and students aged 18 upwards
Number of students:	Domestic: 19,575 in 2013 International: 1,124 Total EFTS (equivalent full-time students): 6,872
Number of staff:	Approximately 680 full-time equivalents
Scope of active accreditation:	Please follow the link below: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=601915001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=601915001</a>
Distinctive characteristics:	Wintec is one of the largest of the 18 ITPs in New Zealand, with 20,699 students in 2013, comprising 6,872 EFTS enrolled in over 150 programmes across a wide range of disciplines. Wintec was established in 1924 as a local technical college, and has undergone

much transition since. It is centred in Hamilton and has satellite campuses in the surrounding area. Its vision has led to policies to increase innovation, learning design, campus development, partnerships with industry and community, and the development of international education. A significant proportion of the student body are international students and Wintec is currently actively increasing that amount. Māori and Pasifika students make up 19 per cent and 4 per cent respectively of the total number of students.

Previous quality assurance history:

In December 2010 the report of the previous external evaluation and review (EER) of Wintec was published by NZQA. The results of this was that NZQA was:

- Highly confident in the educational performance of Wintec
- Confident in the capability in self-assessment of Wintec

The 2013 national external moderation results for NZQA-managed unit standards show that there are some issues with six of 17 unit standards sampled.

Wintec met national external moderation requirements for four out of six New Zealand Diploma in Business prescriptions in 2013.

## 2. Scope of external evaluation and review

The agreed scope of the EER of Wintec included the following mandatory focus area:

1. Governance, management and strategy

The other focus areas selected were:

2. Bachelor of Applied Management (Level 7)
3. National Diploma in Journalism (Multimedia) (Level 5)
4. Certificate in English as an Additional Language (Level 5)
5. International and General Student Support Services
6. Kopu Workshop Cluster
7. Master of Nursing (Level 9)
8. Certificate in Cookery (Level 3)
9. National Diploma in Agribusiness Management (Level 5)

10. Certificate in Introduction to Study (Level 4)

11. Certificate in Engineering and Automotive Trades (Level 2)

These focus areas were decided on in collaboration with the provider as they provide a good representation of the academic activities at Wintec, covering a range of levels and subjects across most of the schools and centres at Wintec. The selection of programmes above also allowed the evaluators to visit the campuses at Rotokauri, Otorohanga and Thames to see how these campuses function.

### 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.*

The EER took place with a team of five NZQA evaluators, who visited Wintec sites in Hamilton, Thames and Otorohanga over six days. The evaluation team interviewed the chief executive, Council, senior management, heads of school and centre directors, members of the academic board, team managers, student support managers, teaching staff and students. The evaluators also spoke with important stakeholders and graduates, both face-to-face and by telephone. Before the EER visit, Wintec supplied the evaluation team with self-assessment materials and descriptive information about the organisation, including developments since the previous EER. This material assisted in the development of the scope of this EER. The focus areas for this EER were selected in consultation with Wintec's quality and academic director.

A range of documents was made available at the EER visit and these were examined by the evaluators to triangulate the interview statements.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Waikato Institute of Technology (Wintec)**.

Wintec shows its high standard of educational performance by:

- The consistently high rate of course completions over the last few years.
- The strategy and direction for Wintec, as articulated by the Council, which is evident and permeates all levels of the organisation.
- The genuine student-centred approach to learning evident throughout the institution, which enhances learner achievement.
- The modernisation of facilities, and the integration of technology in teaching to enable greater learning.
- The comprehensive student support services which are well understood by students and staff and provide effective support and can be linked to improved learner performance.
- Māori learner support through Te Kete Kōnae, which is contributing to lifting the performance of Māori learners.
- Literacy and numeracy effectively embedded into programmes, particularly helping students on lower-level programmes.
- Emphasis placed on youth engagement through the Waikato Trades Academy and in partnership with regional secondary schools, which is enabling secondary school students to attain the credits to enter trades programmes and apprenticeships.
- Full integration of Youth Guarantee students on the Cookery programme into the general programme so that they are not identified as Youth Guarantee. This has led to higher levels of achievement than Youth Guarantee students on other programmes and is an example of the scope for innovation within Wintec.
- The efficacy of partnerships and collaborations with industry, industry training organisations and the community, for example the Diploma in Agribusiness.
- The implementation of Employer Partnership Groups, which are an effective interface with stakeholders, in many cases assisting with graduate employment, apprenticeships, and internships. These groups play an active role in ensuring that the programmes meet stakeholder needs.

- Institutional support and priority in teaching excellence, with a range of internal and external professional development opportunities.
- Constructive engagement in the internationalisation of education, both in attracting overseas students to study at Wintec and in forming international partnerships with overseas institutions to deliver programmes abroad.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Waikato Institute of Technology (Wintec)**.

Wintec shows its high standard of capability in self-assessment by:

- Using extensive student performance data to inform programme management and improvements, as well as to understand individual achievement and cohort performance in the programmes.
- Constantly analysing and understanding the changing needs of industry and adapting programmes to reflect these changes.
- Gathering good data from student evaluations of the programmes, the teaching and the learning environment, and responding to issues as they arise.
- Having effective systems to monitor and enhance the quality of programme delivery, e.g. moving to project-based learning in the trades areas.
- Comprehensive graduate destination data appropriately analysed and used for improvement in some programmes, as shown in the Certificate in Introduction to Study and the Diploma in Journalism programmes.
- A good understanding of the achievement rates of international students, which are consistently similar to those of domestic students.

Improvements are suggested in the following areas:

- Better understanding of Māori achievement rates to facilitate an improvement in these rates. For students funded through the Tertiary Education Commission's (TEC) Student Achievement Component fund, the overall Māori successful course completion rate at Wintec was 8 percentage points behind those of other students for 2013.
- Develop a better understanding of the needs of Pasifika learners in order to develop and implement a targeted, well-defined strategy for Pasifika learners.
- Identify factors contributing to the high level of success of Youth Guarantee students in the Cookery programme that could be used in other less successful Youth Guarantee programmes.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

As an institution, Wintec performs consistently compared with its peers in the ITP sector, although it is not improving its student achievement rates as quickly as some other ITPs. TEC data in Table 1 below for the Student Achievement Component funding part of the ITP sector shows that Wintec has increased its course completions marginally in the period 2009-2013, but has now fallen below the sector median.

	2009	2010	2011	2012	2013	
	SAC**	SAC	SAC	SAC	SAC	YG*
Course completion %	76	77	80	79	78	66
Position/18	4	8	5	11	14	15
Qualification completion %	65	61	64	69	78	43
Position/18	1	5	8	9	6	16

\*Youth Guarantee results only available from 2013  
 \*\* Student Achievement Component funded

Wintec's placing against other ITPs over the five years for course completions indicates that some other ITPs have improved faster than Wintec in this period, although the comparative achievement rates in the sector are seen in a narrow spread, from 75 per cent for the lowest course completion rate to 84 per cent for the highest course completion rate in 2013.

Programme completion rates at Wintec vary but are mostly very good. The National Diploma in Agribusiness Management programme completion rate was 83 per cent in 2013, and the Bachelor of Business Studies had a successful completion rate (for TEC Student Achievement Component-funded students) of 82 per cent in 2013. The evaluators learned that in that year, international students in the BBS programme generally performed on a par or slightly lower than the rest of the student body in the programmes they attend.

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

At the lower qualification levels, the Certificate in Cookery at Rotokauri has a course completion rate of 81 per cent. These are examples of consistently high achievement rates across the levels, which was supported by the similar results for most of the other programmes selected as focus areas for the EER.

Wintec is making a concerted effort to understand the needs of Māori and Pasifika students, and while improvements in performance have been noticed, there is still some work to be done. The performance of these groups of students is an average of 6-8 percentage points lower across the institution. Although Wintec is aware of the proportion of the student population that identifies as Māori (19 per cent in 2013) and Pasifika (4 per cent in 2013), it is not clear that the learning needs of these groups are being studied, and strategies identified and implemented to improve achievement rates.

Wintec gathers extensive achievement data and this is mainly structured along the TEC reporting requirements. There are indications that other data is being collected also, and this will assist in further determining the value of the programmes. For example, the initiative of the School of Media Arts to track its graduates from the past three years is a useful move and will allow much study of the value of the learning for the graduates.

## 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 **Excellent**.

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

The NZQA evaluators saw that there is considerable value for the learners and other stakeholders in the programme outcomes. This value is apparent on a variety of levels throughout the programmes offered by Wintec. Wintec is very responsive to the long term career objectives of the students and has a number of initiatives in place across the schools and centres to enhance the career prospects of the graduates. This is evident in the close relations that are fostered with the relevant industry groups through the structured Employer Partnership Group system which is part of the advisory processes of the schools and centres. Through extensive communication with employer groups and in response to sector initiatives, Wintec understands the need to prepare students for the time constraints and pressures of employment. Throughout the focus areas the evaluators noted that employer feedback is very positive and they felt the standard of graduates is very high. Depending on the level of the programme, for the most part the graduates are 'work-ready'. This commitment is shown in a number of the focus areas.

Management at Wintec conveyed the message that there is a heightened understanding of the need for the imparting of life skills and academic skills as

valuable additions to the teaching of a subject. These achievements are well reflected through the schools and programmes and, while the developments of these qualities is not being measured presently, students and teachers recognised that these skills are being acquired, and this was endorsed by the employers spoken to who place great emphasis on the graduates being work-ready.

Another example of the value of the programmes to the stakeholders is that of the Kopu programmes in Thames. These programmes are designed to keep 'at-risk' secondary school students engaged in the school system while interesting them in a trade skill and motivating them for future employment. There is very close liaison with the secondary schools and the programme supervisors. Although the programmes have not been running long, there is evidence that they are meeting their objectives, and the secondary school teachers spoke very favourably of the positive effects of the engagement.

As is the case with most large tertiary education organisations, there is value in the large number of programmes available at Wintec, which provides opportunities for the students to progress from one programme to another. The TEC data shows that Wintec has good outcomes in this area, with 58 per cent of students going on to higher study in 2013, compared with the ITP median of 37 per cent.

There are a number of foundation or transition programmes that allow for this kind of progress. The Certificate in Introduction to Study is one such stepping-stone programme. Eighty-eight per cent of the students from this programme went on to employment or higher training in 2013. The staff of this programme check on students that go to higher Wintec programmes to appraise their progress. This programme has a Māori stream (Te Tūāpapa Hauora) incorporated to improve Māori and Pasifika achievement. This appears to be having a positive effect on the outcomes of these groups.

Wintec has elaborate systems to collect student and employer feedback on the effectiveness of the learning. This is collected in an online and paper-based format, analysed and used to inform programme developments and improvements. Feedback and advice from the Employer Partnership Group is also used to inform programme planning. There is room for Wintec to develop better awareness of initiatives that are developed and work well in one situation and using those initiatives in areas of lesser performance, thus adding value to those areas.

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

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

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

Throughout the focus areas the needs of the students and other stakeholders are well addressed.

Many of the programmes that were included in the EER are practical in nature, and the evaluators saw that there is a strong work-based environment in the delivery of these programmes. This is especially true of the programmes provided through the Waikato Trades Academy, and trades-related programmes such as the Certificate in Engineering and Automotive Trades. The evaluators noted that there are strong industry links in these areas. Work-readiness and career pathways are strong priorities for Wintec as an institution. These objectives are obvious in the higher-level vocational programmes such as Master of Nursing and National Diploma in Journalism, which also show very strong ties to the industries they service, particularly the professional bodies and employers. Wintec is also adjusting the delivery of the Bachelor of Applied Management from its predecessor degree at Wintec (the Bachelor Business Studies) to better suit the career aspirations of the student and the employment requirements of the employer.

The Diploma in Agribusiness is also representative of a programme that is being tailored to meet the specific needs of an industry, in this case, farmers. Designed to give basic business skills to working farmers, the programme is carefully organised to suit the needs and preferences of this sector, with consciousness of the best time of day to communicate so as not to interfere with milking, and that broadband internet is not available in some rural areas.

A common theme throughout the programmes is the identification of individual student needs at admission and putting in place individualised learning plans to plot the progress of learners who are identified as needing individual attention. Wintec has very strong support facilities for its students to assist them to meet those needs.

The incorporation of literacy and numeracy enhancement through courses at levels 1-3 is a positive step, which allows Wintec to align to New Zealand Government intentions to improve the general literacy and numeracy capability of adult learners nationally. The evaluators learned that Wintec is using the TEC measuring tool at the commencement and completion of a programme of study, and in most cases noticing an improvement in the standard of numeracy and literacy.

The Diploma in Journalism programme is maintained as the required entry qualification into the journalism industry as advocated by the industry training

organisation responsible for setting standards in journalism, Competenz. The evaluators learned that the numbers of people enrolling in this programme is falling, in light of changes to the print media in New Zealand. While the qualification remains a requirement, there is some debate as to whether it remains the most appropriate form of entry to a quickly changing industry. However, industry feedback is very positive on the programme, which include 120 hours of internships within industry.

Wintec works very closely with community sectors. Collaboration with the mayor of Otorohanga to facilitate learning to meet employment vacancies in the local area and keep people in the town is a constructive move which illustrates how the institution is meeting local skill demands. Likewise the National Diploma in Agribusiness Management is designed to specifically meet an identified skills gap in local farming communities. The programme is designed to suit the learning needs and daily routines of the learners, who are all farmers and have a specified routine that cannot be changed.

DairyNZ has an ongoing, high-level investment in the programme, along with Dairy Training Ltd – the training subsidiary of DairyNZ which delivers the programme and conducts assessments, and Primary ITO which monitors the progress of learners. The project is managed by a project management company, Scarletti, which has close contact with the four parties in order to keep everyone apprised of all facets of the programme's progress. Approximately 20 people across the five organisations meet quarterly at Wintec. All parties project that the programme will become the industry standard for key decision-makers in farming in New Zealand.

Student evaluation and feedback from employers shows that Wintec is being largely effective in aligning its programmes to suit the needs of industry. Student satisfaction across the focus areas is high, and industry feedback indicates that feedback and advice is listened to in programme development. It is felt that the skills imparted are relevant to the industry for which they are intended, and Wintec shows that it responds well to the changing requirements and conditions of industry.

#### 1.4 How effective is the teaching?

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

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

Teaching at Wintec is of a high standard. In all the areas sampled in the EER it was noted that the teachers are skilled practitioners in their discipline areas, and most have extensive industry experience. Wintec appreciates that people with industry experience bring with them a range of practical examples to embellish the learning and illustrate important principles. A good illustration of this is that 41 of

the 45 teachers in the National Diploma in Agribusiness Management were previously farmers and most of them hold degrees. The Master of Nursing programme co-opts Practice Partners as industry specialists to provide guest lecturer input into the programme, thus enhancing the relevance and currency of the programme.

Wintec places considerable importance on maintaining and enhancing the skills of its teachers. The teachers at Wintec all engage in professional development and teacher training and attain the Certificate in Adult Teaching or the Certificate in Adult and Tertiary Education qualifications. The use of MyPlan, an individualised staff capability building programme, is also a feature of staff development. On those programmes that are degree-related, 80 per cent of staff members are engaged in research. Research activity is steered along commercially oriented lines to assist in the funding, and maintains relevance and better engagement with the community. Student feedback is generally very positive and acknowledges the skill and effectiveness of the teaching generally.

The implementation of the strategy of modernisation of teaching at Wintec in recent time has led to a more student-centred approach to delivery. This has led to more versatile teaching hours, blended learning, more distance learning, use of technology, facilitating programmes 'in the field', and online learning. Some of the transition has not been without some tribulation, especially the changeover to Moodle which caused some technical problems, according to various student feedback.

Teachers who teach at lower levels or in selected programmes engage in literacy and numeracy training so that they can be more effective in enhancing these essential skills, and student achievement shows that this is working. For industry or employment-focused programmes, staff members keep strong industry links to involve industry in the planning and facilitation of the programmes. The staff in the National Diploma in Journalism are a good example of this as they engage in the end-of-year road trip to engage with regional editors of community newspapers to keep up to date and keep contact.

In many instances the evaluators learned that staff meet often to discuss student progress and hold meetings to discuss and share good teaching practice. In the Certificate in English as an Additional Language, the teachers engage in an 'academic hour' each week to share good teaching practice.

There are a number of comprehensive self-assessment mechanisms in place to monitor and develop good-quality teaching practice. The evaluators saw evidence that systematic observation of teaching practice by peers and managers was taking place, with constructive feedback intended to improve practice. Performance agreements are negotiated with the managers and professional development is an important part of the performance targets.

## 1.5 How well are learners guided and supported?

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

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

Learner guidance and support, including for international students, was found to be a strength of the organisation and was selected as a focus area in its own right. The evaluators spent three hours discussing guidance and support with the staff members who facilitate it to the students. Wintec has a very comprehensive system of student support. Student support was also discussed at programme level through the other focus areas and it was evident that the students are well supported throughout their programme in a general sense, with specialised assistance if necessary. The evaluators saw that the programmes are well resourced and that the system of modernisation of teaching was assisting the students by making the learning material more accessible.

Admission and enrolment procedures help the programme administrators understand if there are any issues and impediments with individual students that need specific attention. Often the teachers can deal with the issue, but there is a variety of support facilities available to the students. There is an on-campus health clinic where treatment and counselling is readily available. In terms of resources there is a library, study rooms and a large computer hub to assist with course work and provide a meeting place for students. The evaluators saw that there is a learning support centre which gives support to students and also supports teachers to help students. There is a facility for disabled students which will provide specialist disability equipment such as wheelchairs and mobility scooters to students at the main Wintec and Rotokauri campuses.

International students are well supported at Wintec. There are airport pickups provided, and assistance in the acquisition of homestays and rented accommodation will be given if required. Many of Wintec's international students are more mature and so they prefer to look after themselves. Assistance is given to the students if they need to find banks, medical facilities or apply for jobs. If international students fall sick the international support team will send a person to the student's home to check up on them.

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

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

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

The NZQA evaluation team found that governance, management and strategy are very strong at Wintec. Wintec is a large ITP and its complement of programmes

and courses covers a diverse scope. It was gratifying to see that the strategies and initiatives expressed at Council level and by the chief executive were also heard at a lower level and were expressed in a similar way by teaching and support staff members. This indicates that there are good lines of communication and inclusiveness in the formulation and discussion of the strategies. Some of these strategies include the internationalisation of programme delivery, modernisation of teaching styles, updating of premises and facilities, the growth of commercial research and projects, facilitating the acquisition of life and study skills through the programmes, closer relationships with employers, and increasing the diversity of students and staff members. In this way Wintec shows that it has a good sense of preparation for the future.

There is effective collaboration with local industries and communities and an understanding of Wintec's place in the local economy. Steps to ensure that graduates go to worthwhile employment or can commute to higher studies are very much a part of the governance and management focus. This is demonstrated by the many worthwhile relationships and liaisons that have been formed with other New Zealand learning institutions, industry, communities and overseas institutions. The formation of the Employer Partnership Groups exemplifies the commitment towards understanding the needs of stakeholders. Each school or centre at Wintec has an Employer Partnership Group to guide the development and improvement of programmes.

Wintec shows that it values feedback from its stakeholders to determine the effectiveness and value of the education received by the students. Feedback from students, employers and graduates (where possible) is collected to study the effectiveness of the programmes, facilities, resources and support mechanisms, and, if necessary, to decide how to improve them. Stakeholder groups are important to the organisation and are highly regarded.

The organisation supports systematic staff development and encourages self-assessment and reflective practices. Wintec assists its teaching staff to develop their teaching of literacy and numeracy skills (at levels 1-3) and has a system of observations of teaching in many programmes to ascertain the quality of teaching and to encourage improvement. There is a professional development programme for potential leaders. INSPIRE is annual staff professional development day.

The Wintec chief executive has his performance appraisal at Council level. The Council appraises its own skill level, and attempts to fill any perceived gaps. The senior management team is knowledgeable, skilled and very responsive to stakeholder feedback. Decisions are made with a focus on the future, and possible obstacles are taken into account. The senior management team is responsive and takes action based on good advice.

There is an extensive collection of data at Wintec, a lot of which is gathered to report to the funding agencies. There are some good initiatives in some of the schools and centres to gain further data, such as on graduate destinations, which can help to understand the longer-term value of the learning. Such initiatives could

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be shared across the schools and centres in a meaningful way. Likewise, initiatives around improving Youth Guarantee programme participation and achievement rates in one area could be shared to encourage improved achievement in other, similar areas. The areas of Māori and Pasifika student achievement and support need some reflection.

At Wintec, governance and management maintain a very good environment for the students to achieve well and this is reflected in the consistently good achievement rates throughout the schools and centres. Overall successful course completion rates of Student Achievement Component-funded programmes have remained steady over the past three years, and some effort could be put in to boost these, as other ITPs have improved their course completion rates comparatively and so Wintec's comparative standing has slipped a little. In recent years Wintec has provided Youth Guarantee programmes which have produced a 66 per cent course completion rate, and this has proved a challenge for the institution. It is satisfying that some sections are implementing the integration of Youth Guarantee students into mainstream classes and have found this successful. It remains for management to use this successful strategy in other Youth Guarantee programmes.

Student support is generally strong at Wintec, with excellent learning support and resources, and comprehensive health support and counselling services. Nevertheless, the evaluators found that a more focused, specified approach to understanding the specific needs of Māori and Pasifika students is necessary to raise the levels of achievement. They noted that there are already a number of initiatives in place, especially for Māori students, in terms of support, but the performance of Māori students – while improving – is still generally below that of the whole student body. More work needs to be done to understand and rectify this discrepancy. Pasifika students perform better, but there is a discernible lack of focus on providing specific support resources for this group to continue this improvement. Valuable staff capability development under the Māori Capability Framework has been initiated in 2014, with a small proportion of the staff members having completed this programme to date.

Throughout the focus areas the value of the programmes for students is clearly evident. The evaluators saw that this was largely due to the well-structured system of industry and stakeholder engagement. Employers spoken to clearly valued the strengths and skills that graduates brought with them and there is evidence of good inclusion of stakeholder advice in programme selection and development.

It was found that governance and management has a strong, clear vision for Wintec, and this vision is reflected in the strategy for the modernisation of the curriculum and the facilities. The new buildings, modern landscaping, technological resources and the continuing development of on-site dormitory facilities to meet the expected need of increasing international student numbers, are all manifestations of this policy. Rotokauri campus, with its integrated skills training, is an embodiment of modern teaching practices.

The strong sense of community observed in some of the focus areas and throughout the campus are part of the overall Wintec vision. The modern campus environment is open to community involvement and is designed to be unrestricting and inclusive. The community based programmes initiated at Otorohanga are an excellent example of Wintec's collaboration with local communities. Its collaboration with DairyNZ in the provision of the National Diploma in Agribusiness Management is another good example of meeting the needs of local industry and communities.

## 2. 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 **Excellent**.

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

See Findings 1.6.

### 2.2 Focus area: Bachelor of Applied Management (Level 7)

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

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

The Bachelor of Applied Management (BAppMgmt) is a relatively new programme at Wintec, and will have its first set of graduates in 2015. It was established to replace the Bachelor of Business Studies (BBS) which is currently being phased out at Wintec. Wintec agreed to join the BAppMgmt collaboration between Otago Polytechnic, Christchurch Polytechnic Institute of Technology, Manukau Institute of Technology and NorthTec. The change to the BAppMgmt has been facilitated by a need for including more industry contact in the programme, and it will now incorporate 45 to 60 credits of industry experience and the option of more majors, depending on the student's chosen pathway.

Wintec expects that its good achievement rates in the BBS will continue with the BAppMgmt. Figures show that overall course completions in the BBS have been consistently good in the last few years, sitting at 82 per cent and 84 per cent in 2012 and 2013 respectively, which is higher than the Wintec means for all programmes of 79 per cent and 78 per cent for the same time periods. Graduates also gain significant academic skills during the programme. International student completion rates are good, with a slight increase to 80 per cent in 2013, which compares favourably with the 84 per cent overall completion rate for the programme.

The BAppMgmt programme will provide good value to the graduates and stakeholders. This is evident in a number of significant ways. Students will gain meaningful employment in industry and some go to further study. The evaluators witnessed that there were overseas scholarships available for students, and five students will travel to China to engage in studies in international management.

Students and teachers alike noticed considerable development in students' personal and academic development during the programme. There are a variety of career choices available through the selection of majors, and these can be determined during the first year of study.

The BAppMgmt programme was adopted to replace the Bachelor of Business Studies programme to better meet industry requirements and to ensure that it is appropriate to meet students' career aspirations. There is very good use of industry feedback to refine the programme and there are strong, systematic connections with community and industry. This programme is offered across a number of ITPs and this gives rise to useful collaboration and identification of issues among these providers. More systematic gathering and use of graduate feedback would be useful to gauge long-term meeting of needs.

The procedures for ensuring the high quality of teaching delivery are strong. Teachers engage in professional development and teacher training, and the use of MyPlan for individual staff member capability building is a positive initiative. There is a strong emphasis on professional development and staff members are actively encouraged to enhance their skills and qualifications. There is an active research culture with at least 80 per cent of teaching staff engaged in research, and staff members produce dissertations for presentations and publication. Student satisfaction is generally good but there are some issues over the introduction of electronic delivery systems which are being worked on. Self-assessment and reflective practices are strong and teachers are reactive to student feedback issues.

Programme management shows good lines of communication and a very good understanding of industry requirements. Management is facing up well to the challenges of changing the degree programme and has good liaison with the consortium of ITPs on degree-related matters. The centre director has good lines of communication with the senior management group and there is a good grasp of strategic goals for the school. The implementation of the degree is still developing at Wintec. There is good use of external contacts and advisory committees to influence programme development. More awareness of Māori and Pasifika needs at programme level would assist these groups of learners.

### 2.3 Focus area: National Diploma in Journalism (Multimedia) (Level 5)

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

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

The National Diploma in Journalism is the requirement for entry into industry as specified by Competenz, the industry training organisation responsible for this sector. At Wintec it can be completed in two consecutive semesters, as the third year of the Bachelor's degree, or as a part-time or distance option over three

years. The journalism industry also prefers its workers to have a degree and this is encouraged by combining the national diploma with the Bachelor of Media Arts (Communication) at Wintec.

TEC figures show 58 per cent course completion in 2014, but this figure belies the actual achievement rate as most people do not complete the programme in a calendar year. While this figure could be improved, it reflects the enrolment circumstances of the cohorts in the programme, and the part-time nature of many of the students. The Bachelor of Media Arts programme, which students may progress to or complete concurrently, has good retention rates, with 80 per cent for 2014 and a successful course completion rate of 82 per cent for 2013. Sixty per cent of students enrolled in the Communications endorsement of the degree also take the diploma in the third year.

The School of Media Arts has made efforts recently to track its graduates from the previous three years. It is notable that 79 per cent of graduates in this time have retained jobs in the journalism industry.

The rates of Māori enrolment in the National Diploma in Journalism was 17 per cent in both 2011 and 2012. In 2013 the proportion of Māori enrolment in the degree programme was 24 per cent, and the achievement rates for Māori have been on a par with those of the overall achievement rates for the courses. Māori students are typically strong performers and have been the top students in the past.

Graduates of Wintec achieve highly, with three graduates in the last three years having received nominations for the prestigious Canon Media Award, which is open to all learners nationally, with Wintec graduates winning on two occasions. There are good employment outcomes, with graduates obtaining a range of jobs in media. Feedback from stakeholders and graduates is overwhelmingly positive. The evaluators heard that students gain in confidence, personal development and work-readiness.

Exposure to industry during the programme is valued by the students and staff, and this is facilitated in a variety of valuable ways. The editor-in-residence is a highly regarded national journalist who facilitates learning by promoting the Press Club and through his personal networks. The Press Club is strongly supported by the management, staff and students. Students have received jobs as a result of networking through the Press Club. The industry internships for the students are 120 hours minimum, often over a period of six months, and many translate into job offers.

Industry feedback indicates that graduates are generally ready to enter the industry and many find high positions. However, there are questions about dwindling student numbers over the last few years and the continuing relevance of the programme as the print media undergoes dramatic changes. It is not clear that there is a contingency plan around the continued future of the programme.

Student feedback about the teaching is very positive. Teaching staff are passionate and dedicated, with many years industry experience. They keep current and up to date by constant and ongoing interaction with industry stakeholders. All teachers have completed teacher training programmes. The staff engage in contact with all regional editors of community newspapers to keep up to date with industry requirements. A road trip to further develop these contacts is planned. The school engages in joint research with other departments and cross-collaborative research with Christchurch Polytechnic Institute of Technology. Senior teachers are involved in the NZQA Targeted Review of Qualifications (TRoQ) process for the realignment of qualifications.

Students said they were well supported but do not need help with literacy and numeracy. Teachers are always accessible to the students, and there are many good resources available to the students.

There is strong management and good stakeholder involvement, and relationships with local and regional-based newspapers are strong. The school makes good use of the Employer Partnership Group, but the evaluators heard that the group would like more feedback on the way their advice is used.

## 2.4 Focus area: Certificate in English as an Additional Language (Level 5)

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

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

This 60-credit programme aims to provide graduates with strategies and skills to make the transition from general to academic English and to be independent and confident language learners who are able to manage their own learning and also have the ability and confidence in skills essential for successful study in tertiary courses. These students are international or resident migrants.

Student achievement has been consistently high as demonstrated by the course and qualification completion rates over the last three years, as shown in the following table.

<b>Indicator</b>	2011	2012	2013
<b>Successful course completion</b>	93%	85%	88%
<b>Qualification completion</b>	92%	81%	84%

Following graduation, students are likely to continue to study at Wintec, with 77 per cent of the 2013 student intake continuing to study in 2014 in a variety of Wintec programmes. Students are well prepared for further study, and the English

language assessment carried out by programme staff is a good indicator of success in further study. The stakeholder group for the programme is active and is consulted frequently.

Programme staff monitor the performance of graduates when they progress to other programmes at Wintec and have undertaken extensive research to identify ways to improve the programme based on the graduates' experience and the experience of teaching staff from the destination programmes. It was evident to the evaluators that this research was used to inform improvements in the delivery of the programme and to align teaching with the teaching methods graduates will encounter in future study at Wintec.

Student surveys report very high levels of satisfaction with the programme and this is supported by minutes from student forums and interviews with students. In particular, students reported very high levels of satisfaction in support and teaching. Students have access to a wide range of support services offered to all Wintec students and they found the use of the academic advisor appointed by the Centre for Languages and support from teaching staff particularly useful. Peer observation and formal (management) observations are used effectively to inform decisions about teaching effectiveness, and there is a regular forum for staff to share good practice. Students commented on the usefulness of the formative feedback they received during the programme. Early in each offering of the programme, students 'at risk' are identified and strategies and monitoring are put in place for each student. The successes of the at-risk students indicate that these strategies are effective.

It is evident that self-assessment is integrated into the operation of the programme. There have been clear responses to identified issues. There are good systems for getting feedback from students and the programme is responsive to identified student needs.

## 2.5 Focus area: International and General Student Support Services

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

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

The evaluation panel found that Wintec supports its students very well, and has a good understanding of student needs. The evaluators learned that international students generally perform on a par with the rest of the student body in the programmes they attend. Māori achievement rates for successful course completions are 6-8 per cent lower than the rest of the student body, according to Wintec figures.

Wintec pays particular attention to the care of its international students. The recruiting overseas agents and marketing teams give detailed programme information to applicants and provide advice and guidance for prospective overseas students. To ensure the consistency of advice and services to international

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students, overseas recruitment agents receive training from Wintec as to current programme information and legislative requirements. To support students on their arrival in New Zealand, support services at Wintec provide a number of orientation and cultural acclimatisation activities – assistance to cope with bureaucracy, medical services, and language assistance, and help with local academic requirements. Student activities and trips are organised so that international students experience ‘kiwi culture’ and students are assisted to celebrate their own national festive days.

Feedback shows that student satisfaction with international student support is very high at around 90 per cent. Staff are being trained in the requirements of the Code of Practice, and currently 70 per cent have completed this training.

As a matter of course, literacy and numeracy enhancement is embedded into the vocational courses at levels 1-3. To facilitate this enhancement, all teachers of these programmes are required to pass their NCALNE (National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace)) qualifications, and to date 71 per cent have done so. To ensure quality and effectiveness of literacy and numeracy, there is a system of formalised observations of how well the integrated literacy and numeracy is being taught.

Student support is strong at Wintec. Note takers and reader/writers can be organised where necessary. Specialised equipment is available for disabled students. The evaluators learned that support of a similar standard is available at the satellite campuses and the School of Trades, and that there is much cooperation between the campuses.

There is a working system of Māori support at Wintec, but it does not completely solve the lower achievement rate of Māori students. The Māori support drop-in centre is effective, with some improvements in achievement being noticed. The evaluators learned that since the School of Māori Studies closed down, there has been an attempt to integrate aspects of te reo and tikanga into ‘mainstream’ programmes to enhance the learning experience for the Māori learner. It is not clear how this works or whether it is effective, given that Māori learners still have a lower successful course completion rate of 70 per cent, compared with 78 per cent for the overall student body in 2013.

Pasifika support is integrated into Māori support services, and while currently only 4 per cent of students are Pasifika, this number is set to grow in the future and a specialised Pasifika support service may be required to service the difference in cultures and learning styles. At Wintec, Pasifika students generally perform lower than the overall achievement rate – at 71 per cent compared with 78 per cent overall for all SAC funded students in 2013.

## 2.6 Focus area: Kopu Workshop Cluster

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

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

Three Waikato Trades Academy programmes are taught at the Kopu Workshop: Manufacturing and Technology Year 1, Introduction to Construction and Infrastructure, and Manufacturing and Technology Year 2, which includes the National Certificate in Mechanical Engineering (Level 2). The programmes target secondary school students at risk of dropping out of school. Students come from surrounding secondary schools to study at Kopu one day each week during school term, with some block courses. The evaluators interviewed programme management, tutors, students and stakeholders to gain evidence to support the ratings for the Key Evaluation Questions. Documentation was also scrutinised to provide triangulation of evidence. Staff teaching on these programmes are part of the School of Trades.

Since classes began in Kopu in 2013, 84 per cent of a total of 61 students enrolled in Waikato Trades Academy programmes, of which approximately 50 per cent identify as Māori, have successfully completed their studies. Eight students successfully completed the second-year programme (100 per cent).

Most students enrolled in Kopu Workshop programmes have remained in school; several year 1 students from 2013 went on to complete their second year at the Waikato Trades Academy in Hamilton. Several have been offered jobs and/or apprenticeships. The Competenz regional contact person works with programme staff to identify students to fill apprenticeship places in local businesses. The engineering projects are highly valued by the students, and the programme has a positive impact on their schoolwork. Teachers reported that students are gaining in confidence and learning transferable skills.

The standard of teaching and student support through these programmes is very high. Tutors are experienced industry practitioners and have all completed teacher training. Regular professional development is available, for instance in blended delivery. More senior staff mentor new tutors especially to assist them in working with young people.

Although Wintec support services are available to all students in Kopu, the tutors capably provide most of the immediate student support including pastoral care. Literacy assessments and individual learning plans help tutors to understand what support students need, and this leads to improvements in student performance in this area. Student satisfaction with teaching and the programme content is high.

Teaching staff are well connected with management which is based in Hamilton. Team managers visit the site regularly. The programme is well resourced, and students travel to Hamilton to use workshop equipment not available in Kopu.

Self-assessment is generally robust and staff regularly obtain feedback from students and stakeholders. Staff have excellent relationships with secondary

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schools, and it is evident that the schools value the programmes highly. The programme is constantly being refined using feedback from industry. Thorough collation, analysis and dissemination of graduate feedback would help the learning activities towards focus on creating effective outcomes.

## 2.7 Focus area: Master of Nursing (Level 9)

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

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

This focus area includes the Master of Nursing (Level 9), a postgraduate qualification that can be undertaken on completion of the Postgraduate Diploma in Nursing (Level 8). The evaluators interviewed programme management, tutors, three students and two Nurse Coordinator Postgraduate employers, to gain evidence to support the ratings for the Key Evaluation Questions. Documentation was also scrutinised to provide evidence and triangulation of evidence. This programme of study is part of the Centre for Health and Social Practice.

The Master of Nursing, while attracting small numbers of students (11 students in 2014), sustains a good level of education performance, with completion rates in 2011 of 95 per cent, in 2012 of 86 per cent, and in 2013 of 100 per cent. A student may take anywhere from six to eight years to complete the qualification, and most students pass.

Students are funded by regional health boards using Health Workforce New Zealand (HWNZ) funding. HWNZ recommends that a student complete one paper a year, as students are normally employed full-time and are managing busy family lives. They also need clinical relief from their employer, which has an impact on other employees as they may be required to work a shift for the student.

Delivery of the programme is by blended learning including online learning and two-day workshops, two to three times a semester. Outcomes from completing the Master of Nursing include enhanced critical thinking skills, respect from other professionals, and the ability to apply for nursing positions with greater responsibility. All these factors increase a nurse's professional standing. The standard of teaching and student support throughout the programme is very strong. Tutors are very experienced industry practitioners, observe teaching regularly, and have professional development opportunities that align with their performance appraisals.

While self-assessment is generally strong, a greater focus on external benchmarking with tertiary providers of the same qualification, formal capture of qualitative data from students, and a focus on improving online accessibility for students would be beneficial. However, the Master of Nursing is an important response to the increasing complexity of clinical practice and the need for nurse practitioners who can respond to these complex scenarios for their local communities. The programme is informed by clinical practice and community

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health needs and there was evidence that changes to programme content had been made as a result of input from external stakeholders, including the nurse practitioners themselves.

## 2.8 Focus area: Certificate in Cookery (Level 3)

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

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

This level 3 certificate is a one-year, open-entry programme. The evaluators interviewed programme management, tutors, students and members of the Employers Partnership Group for this programme to gain evidence to support the ratings for the Key Evaluation Questions. Documentation was also scrutinised to provide written evidence as well as to triangulate interviewee/stakeholder feedback. Cookery is part of the School of International Tourism, Hospitality and Events.

Wintec sustains a very good level of educational performance in this programme. Course completions are consistently high, with 86 per cent in 2012 and 90 per cent in 2013. Programme completions are also high (81 per cent in 2013). Both course and programme completions are above the Wintec average for level 3 and 4 certificates. Youth Guarantee students are integrated into the programme (35 per cent of students in 2014) and their achievement is high. In 2013 and 2014, Māori retention was poor (47 per cent and 48 per cent), although those students who were retained had high achievement levels. In addition to achieving academic requirements, both staff and students reported that students are learning important work skills.

Each year approximately half of graduates progress to the Certificate in Cookery, also a one-year programme. Students gain excellent technical skills and experience working in the Wintec restaurant. A high proportion either work during their study or find jobs in the industry when they graduate. Students are very satisfied with the skills they gain from this programme. The inclusion of City and Guilds of London Institute qualifications enables the students to gain an internationally recognised qualification.

The standard of teaching and student support is high, with literacy and numeracy embedded. Tutors are experienced industry practitioners and all complete the Wintec tutor training programmes. Tutors clearly have excellent relationships with students; students report that they are approachable and responsive to their needs. Students receive an excellent induction to the programme, and are supported through Wintec's comprehensive student support services, with support staff coming into the classroom as required. Internal moderation is comprehensive and external moderation is carried out by ServiceIQ, the organisation responsible for the assessment standards relating to this sector.

Wintec resources this programme well, and the management team has a comprehensive plan for ongoing maintenance and replacement of equipment.

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There are good lines of communication between management and the teaching team.

Self-assessment is generally robust, but better management of Māori student engagement and retention is required. This is an issue already identified by tutors, with improvements planned for 2015. Engagement with industry stakeholders is another area that could be improved. Industry contacts reported that Wintec graduates had good technical skills, but lacked experience in working in high-pressure kitchen environments. Programme staff have not yet decided on new hospitality qualifications following the TRoQ. Given the feedback from industry stakeholders, team managers would be advised to consider how work experience might be incorporated into the new post-TRoQ qualifications that will be implemented in 2016.

## 2.9 Focus area: National Diploma in Agribusiness (Level 5)

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

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

The programme sits in the Centre for Science and Primary Industries at Wintec. It was introduced as a pilot project in 2013 and is the culmination of a collaborative effort between Wintec, which enrolls the students and provides academic and administrative support, DairyNZ which has an ongoing, high-level investment in the programme, Dairy Training Ltd, the training subsidiary of DairyNZ which delivers the programme and assessments, and Primary ITO which monitors the progress of learners. The project is managed by a project management company, Scarletti, which has close contact with the four parties to keep everyone apprised of all facets of the programme's progress. Approximately 20 people across the five organisations meet quarterly at Wintec. All parties project that the programme will become the industry standard for key decision-makers in farming in New Zealand.

The programme is in its second year. The enrolment target for 2013 was surpassed (30 target, 50 enrolled) and targets for 2014 are projected to be 60-80 enrolments. The programme aims to have 1,000 learners enrolled by 2020 to meet the needs of industry. The learners are currently working on dairy farms around the Waikato, Bay of Plenty and Taranaki. Learners are enrolled by Wintec. Wintec entered the agreement as part of its commitment to the farming community in the Waikato.

Benefits of the qualification are that learners are work-ready and able to understand the management and financial skills required of people employed in positions of responsibility in the industry now and in the future. An integrated approach to the learning results in an end-of-course project that is relevant and directly applicable to the job. Previously the qualification showed poor completion rates due to a perception that learners were only enrolling to gain pieces of knowledge on a 'need-to-know' basis. This perception has changed rapidly in 2013 with the

introduction of academic procedures by Wintec. Prior to Wintec's involvement as part of the pilot programme in 2013, course completions were less than 30 per cent. This was raised to 85 per cent in 2013, and is directly attributed by Dairy Training Ltd to the input and academic support of Wintec.

Issues and challenges with the programme continue to be learners finding time to study as they are all working on farms, and a propensity for the farming community to use learning on a need-to-know basis, previously disregarding the usefulness of a qualification. Wintec offers support for the students and there is a contract in place to provide student support. However, there is no evidence to show that this is being fully used by the students at this point.

The programme is delivered in modules containing clusters of unit standards. In order to complete the programme, students complete two national certificates, both of which are being reviewed under TRoQ, plus an additional module. The impact of this has been mitigated by the stakeholders of the programme who are represented at all levels of the TRoQ.

## 2.10 Focus area: Certificate in Introduction to Study (Level 4)

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

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

This level 4 certificate is an 18-week programme providing an introduction to tertiary study. In 2013 a Māori Health stream (Te Tūāpapa Hauora) was introduced. The evaluators interviewed programme management, tutors, students and stakeholders of these programmes and reviewed relevant documents to gain evidence for the Key Evaluation Questions. Introduction to Study is part of the Centre for Foundation Studies at Wintec.

Wintec sustains a good level of educational performance in this programme, with course completions over the past three years consistent at around 65 per cent. The Māori student course completion rate is lower at 53 per cent, and the Māori qualification completion rate was 47 per cent in 2013. Te Tūāpapa Hauora has improved Māori completions to over 73 per cent in 2014. Successful course completion rates are lower than Wintec averages for programmes at this level, but many of the learners are 'second-chance' learners returning to study or who have not achieved NCEA credits at school.

There are excellent pathways into other Wintec programmes, particularly nursing, midwifery, occupational therapy and social work via the Health pathway. Between 2011 and 2013, 73-75 per cent of graduates pathwayed into further study each year. The programme is well aligned to the needs of other programmes, and graduates are achieving well in their further studies.

The standard of teaching and student support is high. Staff identify at-risk students early and embed literacy and numeracy support in the classroom in ways that do

not single out students, so that learning support is 'normalised'. Because many students have previously had negative educational experiences, staff work hard to improve confidence and self-belief. Formative assessment provides students with early experiences of success. Students also access wider student support services available at Wintec.

Teachers are actively involved in professional development, attending conferences and conducting research to support their teaching. Students engage well with online resources via Moodle and can access resources in a range of ways.

Team managers work well with the teaching team and the programme is well resourced. Staff have excellent relationships with other programmes and are responsive to the feedback they receive from the teachers and management of those programmes that receive the graduates.

Self-assessment is generally robust, with staff tracking the achievement of their graduates and regularly meeting with other programme staff. Early data suggests Māori achievement is improving. Further improvements in student outcomes could possibly be made by incorporating the successful Te Tūāpapa Hauora strategies across other programmes. Attention to moderation of assessment is advised as a way of reducing inconsistencies across the teaching team.

## 2.11 Focus area: Certificate in Engineering Automotive Trades (Level 2)

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

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

The evaluation team met with and interviewed the management of the programme and travelled to Otorohonga to meet resident tutors, the Employer Partnership Group, students and administration staff and stakeholders.

The programme is delivered at Wintec's satellite campus in Otorohonga. Students are from the local region of Otorohonga and surrounding rural towns and the general district. Students complete the programme in 12 months. The campus has good facilities available to students including a full computer suite and Wi-Fi capabilities. Two part-time administrators meet the immediate needs of the students. The programme also supports student work skills development and this year a local consultant was hired to assess student employability at the beginning and end of the programme. The method used was developed for the local WINZ and adapted by Wintec for their own use.

The programme is marketed through the usual Wintec training streams, and at a local level the team manager, graduates of the programme, and the current tutor also carry out some school visits promoting the programme. Current students who met with the evaluators were positive about the programme and all felt they would be able to establish a pathway into apprenticeships, and a job once they are fully

qualified. The evaluators spoke to a range of students, from those currently enrolled to those who have a pathway into apprenticeships locally, and also graduates who were employed in supervisor roles locally in the industry. They all valued the start in the industry the programme gave them and were highly appreciative of the expertise of the teaching team. While there is evidence of informal contact with graduates by teaching staff and administrators, there is no systematic data collection and analysis of graduate destinations. This process could be formalised and the data analysed.

The programme is targeted at youth in the community and provides a pathway into apprenticeships offered in the town and surrounding district once they graduate. The programme has an active Employer Partnership Group with representatives being available to discuss the programme with evaluators in detail. They value the programme from the point of view that they have a pool of graduates who are work-ready and have the basic engineering and automotive skills required to undertake an apprenticeship. The Employer Partnership Group sees a sustainable future for the programme. As stated by one local employer, they would not be able to fulfil their employment requirements without the programme.

There is one full-time tutor and one part-time tutor/supervisor who is also the Motor Industry Training Organisation apprentice supervisor and who maintains close links with local councils and employers. The councils have reduced their input into the programme which was originally started by the then mayor as a means of reducing unemployment for youth (0 per cent target) policy almost 10 years ago. Wintec is fully responsible for the programme and its management, but the networks created that support the establishment and ongoing sustainability of the programme are largely due to the incumbent School of Trades team leader and tutor. The programme is valued by students, staff, management and stakeholders.

# Recommendations

NZQA recommends that Wintec:

1. Continue to focus on the effectiveness of its recently introduced integrated Māori learning strategy as this is not yet fully implemented throughout the organisation. This is significant as achievement for Māori is currently tracking at 8 percentage points below that of all students.
2. Develop a well-defined support strategy for Pasifika learners which will recognise the specific characteristics, culture and learning styles of this group of learners.
3. Identify and utilise the factors contributing to the good levels of success of Youth Guarantee students in the Cookery programme at Rotokauri, which could be used in other Youth Guarantee programmes at Wintec where achievement rates are not as high.

# 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](http://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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