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# External Evaluation and Review Report



Waikato Institute of Technology

Date of report: 8 March 2019

# About Waikato Institute of Technology (Wintec)

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*Wintec operates primarily in the Waikato region. Wintec's stated mission is: 'To build stronger communities through education, research and career development. Mā te mātauranga, te rangahau, me te whai mahi e ora ai te iwi'.*

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Type of organisation:	Institute of Technology and Polytechnic (ITP)
Location:	Tristram Street, Hamilton
Number of students (2017):	Domestic: 12,747 enrolments (4,500 Tertiary Education Commission (TEC)-funded EFTS (equivalent full-time students)). On average, there are 25 per cent Māori and 5 per cent Pasifika student enrolments each year.  International: 1,725 enrolments (1,064 EFTS)
Number of staff:	Over 600 full-time equivalent staff
TEO profile:	Wintec has two campuses in Hamilton and operates from other sites throughout the region. Wintec ranks sixth among ITPs for Māori enrolments, and seventh for Pasifika. A significant proportion of the student body is international students. Wintec also provides education in China and Saudi Arabia. In 2017, more than 6,000 students studied Wintec courses off-shore. <sup>1</sup> By audited income (2017), Wintec was the third largest-ITP in New Zealand.
Last external evaluation and review (EER) outcome:	At Wintec's previous EER in 2014, NZQA was Highly Confident in the ITP's educational performance and Confident in its capability in self-assessment.
Scope of evaluation:	See Focus Areas
MoE number:	6019
NZQA reference:	C31988
Dates of EER visit:	30 October-8 November 2018

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<sup>1</sup> Non-NZQF listed programmes.

# Summary of Results

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*Wintec is an innovative ITP and a consistent performer across almost all measures of performance. It has the confidence of key stakeholders and meets the learning needs of most students. Wintec has numerous areas where management is effective, programmes are performing well, and student achievement and outcomes are strong. This occurs within a context of sound financial management, academic quality and regulatory compliance. Some areas of performance and self-assessment are weaker or have not led to either significant improvement or strong evidence of outcomes and their value. Self-assessment is strong overall, and recently implemented changes to self-assessment processes are timely.*

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## **Confident in educational performance**

Governance and management are focused on supporting educational achievement, enabling participation by all student groups, and meeting skill needs within their region. They have achieved this while maintaining the financial viability of the ITP and improving facilities.

## **Confident in capability in self-assessment**

Student achievement and outcomes are generally strong and consistent. Educational performance data shows that an achievement gap for Māori and Pasifika students continues to challenge Wintec.

Self-assessment is accurate in understanding the trends and patterns of achievement and outcomes, but needs to more convincingly contribute to closing the achievement gap and provide more robust evidence of the value of outcomes.

Teaching staff are suitably qualified, knowledgeable in their subject areas, and engaged in ongoing professional development, research or other forms of contact with industry, which maintains their currency.

Numerous new organisational processes and educational strategies have been well implemented and closely monitored since the previous EER. These aim to modify and update teaching and learning practices or improve other aspects of how

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resources are used to support learner achievement and overall sustainability.

Internationalisation of education, international student recruitment, and strong support and achievement of international students are particular strengths at Wintec.

Wintec demonstrates responsiveness to te Reo me ngā tikanga Māori. There is resourcing of management, professional development and staff initiatives to reflect iwi aspirations, Tiriti o Waitangi, Wintec values<sup>2</sup> as well as learner aspirations.

Wintec is also responsive to the needs and aspirations of Pasifika students and communities. Course completion by Pasifika students has trended upwards since 2014.

There is a dynamic and busy campus environment. Students have numerous helpful services as well as avenues to express their views and make their needs known. The investment in campus facilities, and the ongoing course redesign and modifications to programme delivery intentionally build upon existing services.

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<sup>2</sup> Working together – Mahi tahi; Challenge and Innovation – Whakaaro whānui; Customer Focus – Manaaki tangata; Valuing People – Whakamana i te tangata; Taking Ownership – Kia tika; Improvement and Opportunity – Kia tupu, kia hua.

## Key evaluation question findings<sup>3</sup>

<b>1.1 How well do students achieve?</b>	
Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>An accurate theme in Wintec’s self-assessment of achievement since the last EER in 2014 is ‘consistency’. Course completions reached a six-year high of 80 per cent in 2017, and a consistent 77 per cent year-on-year for students under 25, who comprise about half of enrolments. Participation by priority group students<sup>4</sup> is also consistent year-on-year. International student numbers have grown steadily, and these students achieve well across the range of programmes they enrol in (see also 2.1).</p> <p>Qualification completion rates are similarly consistent at Wintec. However, using the newer cohort-based qualification completion measure, a year-on-year decline in achievement is indicated (56 per cent in 2014 and 51 per cent in 2017). Rates for retention of first-year students compare well with the overall ITP sector, surpassing the median in 2017. Wintec exceeded the ITP sector median for progression of students from levels 1-4 into further study at a higher level.</p> <p>Wintec states: ‘our performance in [TEC-funded] course completions has improved slightly. We were 1 per cent below the sector ... in 2014 and 2015 but achieved the ITP sector [median] of 78 per cent in 2016 and 79 per cent in 2017. This is considered an indication of the short-term success of the long-term measures that have been proposed and piloted over recent years. As our completion rates for Māori, Pasifika and Youth have been on average 8 per cent lower than our overall average scores across the period, many of the targeted support activities developed for launch in 2019 will aim to explicitly minimise this gap’. This is an accurate and credible assessment.</p>

<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

<sup>4</sup> This links to the Tertiary Education Strategy 2014–2019 which sets out specific goals for participation, achievement and outcomes for Māori, Pasifika and students under 25.

	<p>A recommendation from the 2014 EER report was to ‘focus on the effectiveness of [the] 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 around 8 percent below that of all students’. In 2018, educational performance data indicates that an achievement gap remains. Although some programmes have improved markedly, the overall gap has increased. For those students not indicating Māori and/or Pasifika ethnicity upon enrolment, successful course completion was 9 percentage points higher than their peers in 2014, increasing to 12 percentage points in 2016 and 2017 (see Appendix 1, Table 3).</p> <p>Quite intentionally, Wintec does not allocate educational performance improvement targets for teaching staff. This was evident to the evaluators at the focus area programme level in particular. There has been improvement in data quality and representation for use in self-assessment, but it is not clear that it is being used powerfully to either monitor or drive targeted improvements. For example, programme review reports vary in quality when it comes to reviewing achievement, and teachers’ knowledge of targeted improvements was variable.</p> <p>The programme portfolio at Wintec has been renewed through the NZQA-led review of qualifications and by the addition of new degrees. Wintec was a strong contributor to the sector groups convened by NZQA for the qualification reviews. The skills, knowledge and overall programme content within the focus areas for this EER are well considered and relevant to the Waikato region and beyond. Engagement with industry occurs regularly and students are having more frequent workplace experiences during their programme.</p> <p>Strategically, Wintec has a clear focus on the sectors it needs to serve, and the success factors and programme pathways required by students. This includes valuable linkages with secondary schools through to postgraduate study.</p>
<p>Conclusion:</p>	<p>Achievement as measured through performance indicators is generally strong, but there are limitations. Relevance and currency of programme content is strong. Wintec’s self-assessment is accurate in understanding trends and patterns but needs to better address the priority group achievement gap.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Wintec offers qualifications and activities that contribute significantly to satisfying local and regional sector needs. This leads to employment, career progression and other valuable outcomes. Strong examples of this were seen in the nursing, trades, dairy and postgraduate focus areas. Wintec also has significant research and commercial activities which link directly to the third of six strategic priorities (see Appendix 1, Table 4). Numerous programmes, activities and externally recognised projects show highly valued outcomes.</p> <p>Graduate destination survey findings for 2014-2017 show that between 75 and 79 per cent of respondents reported that they were now 'employed'. Using a broader measure over that same period, on average, 90 per cent reported that they were either 'employed or in study'. Respondents' overall satisfaction with their programme of study at Wintec is high.</p> <p>Employer and industry satisfaction and employer engagement satisfaction surveys are conducted annually. This sample also includes some employers identified through the graduate destination survey. Employers commented favourably on graduates' work-readiness and relevant skills and knowledge. In 2017, of 479 surveys administered, 80 responses were received.</p> <p>Wintec acknowledges limitations in evidence about the value graduates and industry gain from the programmes – in particular, understanding how well graduates' skills and attributes match employer requirements once in employment. The International Students' Barometer Survey results are used as a proxy measure for international students. These showed 90 per cent satisfaction with Wintec programmes in 2017.</p> <p>Wintec is strengthening its processes for capturing graduate data by, for example, developing an outcome measurement framework. The evaluation and review committee workstreams in 2018 included enhancing external stakeholder engagement, better graduate tracking, and a means of assessing graduate learning outcomes. These are needed improvements which</p>

	should provide clearer evidence of value.
Conclusion:	Wintec graduates contribute significantly to local and regional social and economic needs. There is also a wider value-add through Wintec's research, commercialisation and community contribution. Wintec's knowledge of this value and graduate outcomes is based on reasonably sound but not exceptional self-assessment.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Wintec has effective programme design and delivery expertise, and this is reflected in a broad and regularly refreshed portfolio of programmes which match the needs of students and other stakeholders. The foundation of Wintec's philosophy for programme design and delivery are the strategies of Ako<sup>5</sup> and Te Ngāwhā Whakatupu – The Māori Capability Framework, 2014-2018. Key examples and sources of self-assessment include the monitoring of the strategies, the academic board, programme committees, and student survey methods.</p> <p>Additional self-assessment acumen and programme design expertise is provided by the quality and academic unit. Across the relevant tertiary education indicators, performance is strong and the focus areas for this evaluation were mostly rated Good or Excellent under the key evaluation question.<sup>6</sup> As seen under 1.1, the needs of students from priority groups in terms of educational achievement are inconsistently met. However, there is strong support for all student, including priority groups, in other valued needs such as work-readiness.</p> <p>The academic board and sub-committees function well. These</p>

<sup>5</sup> Ako: Teaching and Learning Directions, 2017-2020: 'The Directions provide an overview of the foundation of ako, outlining three core principles (learner centred, authentic, inquiry based) and five approaches (project-based learning, blended learning, work-integrated learning, inclusive practices, flipped classrooms) that underpin Wintec's teaching and learning approach' (source: Wintec Annual Report 2017).

<sup>6</sup> One outlier was rated Poor. These rating statements are derived using the EER rubrics.

	<p>also ensure that Wintec’s guiding philosophies are reflected in the programmes. The composition of these groups is appropriate and decisions are suitably recorded. The setting and monitoring of research strategy is robust and brings together a range of areas into a balanced and achievable programme.</p> <p>Programme committees are the formal mechanism for staff to engage with and influence decision-making at programme, centre and institutional levels. Recently, programme committees have been revitalised. As the key programme monitoring activity, for example receiving programme reviews and results, there appears to be a need for closer scrutiny of programme delivery. This need has been identified by Wintec’s own Programme Health Check pilot in 2018.</p> <p>Closer monitoring includes assessment and moderation. Wintec generally performs well in industry training organisation and NZQA moderation.<sup>7</sup> Recent monitoring of the business diploma programme by NZQA found weaknesses which have affected ratings in that focus area (see 2.7). More broadly, there was some variability in some focus areas in achieving internal moderation goals as planned and as per Wintec academic policy requirements.</p> <p>Literacy and numeracy embedding and related staff development is at a mature stage at Wintec. At the level of research, self-assessment is robust, but at the programme level, evidence of the use of the tools and processes and their impact was variable.</p> <p>Student evaluations indicate high and ongoing rates of overall satisfaction, albeit with variable response rates. Domestic and international graduates rate their overall experience highly.</p> <p>Wintec has numerous degree and postgraduate programmes, and the records of extensive and recent monitoring of these by NZQA shows a pattern of strong performance and responsiveness when any issue is identified. Wintec was recently approved to become New Zealand’s first new school of physiotherapy in 45 years.<sup>8</sup> The new Bachelor of Physiotherapy will be delivered from 2019.</p>
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<sup>7</sup> In 2017 NZQA moderated Wintec for 24 standards covering 11 systems. Overall, Wintec met moderation requirements. There were two non-compliant results out of the 24 moderation submissions – one in business and management and one in communication skills levels 4-6.

<sup>8</sup> Approved by the Physiotherapy Board of New Zealand. Wintec joins AUT and Otago University as New Zealand’s physiotherapy degree providers.

Conclusion:	Wintec has a strong record in programme design and delivery which matches the needs of students and other stakeholders. Academic quality is generally well managed, and strategies for change and development are well considered and were apparent in their effect in most focus areas. Where reviews have highlighted weaknesses, these are being addressed.
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#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students are well supported to achieve at Wintec. The progressive implementation of the Ako concepts into both teaching and programme design are deepening student involvement in their learning.</p> <p>Students from focus area programmes and student representatives positively described the ways students are supported and can express their views. One common theme emerging was that students would like to have more formal feedback on changes made as a result of online surveys. This is an area that Wintec is addressing.</p> <p>Student Voice 24/7, which was launched in 2018, is an effective online tool in Wintec’s approach to timely response to student feedback. Wintec reports that this is proving to be a successful solution – resulting in a 50 per cent drop in formal complaints between 2017 and 2018. Concerns are being addressed more promptly, leading to fewer complaints, according to monitoring data.</p> <p>Students indicated some survey fatigue with scheduled online surveys and the response rates are variable. Work is being undertaken to improve this.</p> <p>Student representatives provide a valuable component of the interaction between students, their programmes and management. Representatives spoke favourably of their role and the difference it makes. Representatives meet regularly but would like to have more training in their role and to see meetings minuted with actions or responses by management reported so that the students can see changes as a result of the surveys.</p>

	A report summarising proposed changes to student support at Wintec is a particularly rich example of self-assessment. It is well reasoned and shows both qualitative narrative and quantitative measures and targets. This strong example of rigorous self-assessment is linked to measurable, time-bound improvements. Other examples of ongoing, in-depth self-assessment include the more recently implemented 'Health Checks' and 'Temperature Checks' which are rigorous, fair in their critique, and include appropriate commendations.
Conclusion:	Student support is effective and subject to review and improvement. Wintec seeks to innovate and provide an enhanced learning and campus environment where rich interactions can occur and students can thrive. In this the ITP demonstrates elements of leading practice.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Governance and management at Wintec are focused on supporting educational achievement. This is reflected in the steady performance in delivering government-expected participation for all groups; maintenance of achievement as expressed by global educational performance indicators; and managing these factors within a constrained funding environment with decreasing student enrolments nationally.</p> <p>Wintec's programme portfolio has been significantly redeveloped in response to the review of qualifications, TEC funding policy changes and the ITP's self-identified eight sectors of strategic importance. Programme relevance is continuously maintained.</p> <p>The goal of 'tackling the disparity between Māori and non-Māori learner satisfaction, retention and achievement' (as Wintec have described it) is being pursued in a deliberate and non-reactive way. Embedded and sustainable change is being pursued. Drivers for this are Council and their expectations; another is TEC expectations as the funder. These goals are interwoven through the levels of documentation which reflect effective self-assessment at this level of the organisation.</p> <p>Wintec has managed its finances and assets well since the</p>

	<p>previous EER. Campus investments have been ongoing; for example, the Rotokauri Campus and Student Hub are fully operational. Investment in 'business solution' tools and processes is evident. The facilities and services are appreciated and used by the students. This was apparent throughout the EER process and is also captured in survey feedback.</p> <p>Internationalisation of education, and international student recruitment, support and achievement are particular strengths at Wintec. Programming in health, as reflected in the nursing focus area but also other related programmes, reflects high capability in managing complex, multi-level, multi-stakeholder projects and programmes. Fostering innovation and creativity is reflected in The Design Factory<sup>9</sup> and Greenhouse human-centred design processes, the Soda Inc. business incubator, and Mental Health First Aid courses. Staff and students are involved in the design and piloting of new ideas wherever possible.</p> <p>Three key initiatives relevant to this key evaluation question and connected to findings (in particular those under 1.1) bear mention:</p> <ul style="list-style-type: none"> <li>• The launch of MyPlan – Te Mahere-ā-tau annual staff performance management process. This is designed to ensure staff are explicitly aware of how their performance directly contributes to the achievement of institutional strategic goals and Wintec values. This process is becoming embedded in practice.</li> <li>• From 2017, staff teaching Māori students are required to complete a cultural capability module – Te Tauihu. The impact of this is being monitored. Numerous staff have engaged with and gained benefits from this professional development. Some have also completed the subsequent modules. Wide participation in useful professional development and institutional support to do so were apparent across the focus areas.</li> <li>• In 2018, a peer review panel was established to review work to date and comment on the fitness-for-purpose and impact of the initial phase of Te Ngāwhā Whakatupu – The Māori</li> </ul>
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<sup>9</sup> The Design Factory teaching model at Wintec is based on the growing global network of design factories that began at Aalto University, Helsinki, Finland. They provide a context where students work with industry partners in positive learning environments to solve complex, real-world problems (source: Wintec).

	Capability Framework, 2014-2018. This is timely and important self-assessment, showing that a critical and evidence-based logic is being applied to an important challenge.
Conclusion:	Wintec governance and management effectively support educational achievement and ongoing staff development. Self-assessment is comprehensive and effective, and resources (financial and human) are clearly being deployed to ensure Wintec remains viable while addressing gaps in performance.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Wintec has effective compliance management. This includes a strengthened focus on ensuring that policies and practices are legal and ethical. The audit and risk committee of Council is fulfilling its role. Examples include: close scrutiny of human resources practices and risk; Audit New Zealand was commissioned by the Wintec Council in early 2018 to conduct an extension of audit assurance work around expenditure and restructuring costs; effective management of off-shore education; and risk management oversight. Health and safety compliance management is described and noted in Council and management minutes, and overseen by the new people and culture committee of Council. This was also reflected, for example, specifically in relation to trades programmes, in meetings with teachers and management at Rotokauri.</p> <p>Relevant legislation, rules and regulations are complied with. Engagement with NZQA approval and change processes, degree monitoring, moderation, consistency reviews and the review of qualifications provide evidence that Wintec is a consistently positive performer.</p> <p>TEC funding and rules compliance are well managed and the TEC Audit in 2016 found no significant concerns. Wintec's own teaching hours audit was thorough and well documented. It found considerable curriculum drift, with some over and some under-teaching. The four recommendations – involving adjustments to the curriculum for programmes not already being phased out – were well reasoned. EER checks of focus area programmes</p>

	<p>noted this analysis, and agree that more attention is needed to the monitoring of non-contact learning hour usage by students. Nothing found suggested major variances.</p> <p>Code of Practice compliance is a component of Wintec's programme review process, but it was unclear to what extent staff managing that process are knowledgeable and/or have time to ensure that the assertions made are accurate. The overall Code review at Wintec is more convincing.</p> <p>The strategy and approach to managing international agents is well informed and credible. Visa renewal date bring-ups have reportedly led to a reduction in non-compliant visa holders. Verification of English language requirements is robust. Wintec uses a sound attendance monitoring process. Immigration New Zealand visa approval rates are sound.</p>
<p>Conclusion:</p>	<p>Wintec has well documented and effective processes for compliance monitoring and management.</p>

# Focus Areas

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

## 2.1 Focus area: International students: support and wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The organisational structure and responsibility for international education and the Code of Practice are clearly defined. Staff interviewed are experienced and knowledgeable in their respective roles. They have a clear understanding of the Code of Practice and the functions and services needed by and provided to students. Self-assessment and professional development involve all parts of the organisation. Online Code-related training is also available for all Wintec staff who have contact with international students. A range of shared tools and processes are used to record and share pastoral information, depending on the particular need or issue and any confidentiality requirements. These factors contribute to the very positive support and wellbeing, achievement and satisfaction of international students who enrol at Wintec.</p> <p>Study skills, employment assistance networks, health and library services are all used, reflecting the range of in-class and out-of-class support available. Students interviewed from the relevant focus areas spoke positively about their interactions with these services. There are increased numbers of students at induction. Efforts to improve the quality of induction reflect good use of self-assessment data. Students are regularly provided with opportunities to give feedback on all aspects of their experience. Reflecting effective self-assessment and consideration of student feedback, efforts are being made to continue to increase awareness of Wintec services and also increase social activities on campus.</p> <p>Wintec arranges homestay and some on-campus accommodation. Management of these is subject to ongoing monitoring and review and professional development for providers. Support processes for under-18 students are effective for the small number of students. Some improvements to or reasonable tightening up of processes were described to the</p>

	<p>evaluators. The 2016 homestay analysis was an extremely thorough review of current status and future needs and led to changes.</p> <p>Mental Health First Aid training for staff is one unique and innovative aspect of support developed at Wintec. Monitoring of health service usage led to a better and cheaper connection with a local health provider. Positive examples were also provided of supporting students who have known health conditions and are ready to graduate, to ensure their ongoing wellbeing.</p> <p>Achievement data shows that pass rates for international students are generally comparable with or higher than domestic students across programmes. Course completion rates of 88 per cent in 2014 and 87 per cent in 2017 reflect the general trend between EERs. Also notable is that these students are (aside from the English language programmes) most often studying alongside domestic students and gaining an appreciation of the local context. General benefits of internationalisation for Wintec staff and students include cross-cultural engagement and learning. The international student experience at Wintec is positive and this is also evident through the International Student Barometer ratings.<sup>10</sup></p>
Conclusion:	All students appear to be supported well in the transition to their New Zealand learning context and throughout their studies. Monitoring and review of international student support and wellbeing is suitably documented, strong and effective.

## 2.2 Focus area: Māori learner achievement

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	Overall, Wintec management's commitment and leadership under this focus area is positive, but there remains a persistent achievement gap for Māori students. Resources have been applied to raise Māori achievement, but these have not yet contributed to any significant shifts in performance. Wintec has recently reviewed its institutional strategy (Te Ngāwhā

<sup>10</sup> Data from International Student Barometer global survey 2017: 90 per cent 'Satisfied', just ahead of the overall New Zealand rating; 80 per cent would recommend Wintec, 4 percentage points above the overall New Zealand rating.

	<p>Whakatupu – The Māori Capability Framework, 2014-2018) and identified a number of areas that need strengthening over the coming years.</p> <p>A range of activities are in place to lift Māori achievement (as described under key evaluation questions 3, 4 and 5 where performance is generally good). However, achievement for key evaluation questions 1 and 2 is less convincing in terms of consistent performance supported by a strong body of evidence.<sup>11</sup> Moreover, there is variable analysis and self-assessment of Māori achievement at the programme level to determine innovative kaupapa Māori and Māori solutions. Where specific programme innovations are contributing to improvements, these have yet to be shared more widely across the organisation. Some processes appear disconnected from their intended outcomes.</p> <p>There needs to be a more targeted drive towards lifting Māori achievement – ensuring that programmes and staff that need support receive it, and that this is monitored – with good practice and examples of success shared widely.<sup>12</sup> Wintec is also committed to engaging with iwi and more effectively meeting their needs.</p>
<p>Conclusion:</p>	<p>Educational performance data indicates that an achievement gap for Māori students continues to challenge Wintec. Related self-assessment recognises this and has led to a range of strategies to improve it. Pass rates since the previous EER do not show much improvement, leading to the marginal ratings for this focus area.<sup>13</sup></p>

<sup>11</sup> This includes evidence about the changing nature of the Māori learner profile; the distance travelled for taura and/or rōpū; and other valued outcomes at programme level.

<sup>12</sup> There are scholarships which recognise high performers. A recent publication was also developed by Wintec on celebrating Māori learner success: *A gathering of stars, a gathering of stories / He huinga whetū, he huinga kōrero* (Wintec, 2016.)

<sup>13</sup> Wintec contends that their self-assessment and related strategies 'have had a demonstrable impact on individual staff, and students collectively, by improving the cultural environment of Wintec as a whole, for Māori and other cultures and neutralised cultural bias'. Further, that 'Māori learner success and closing the disparity in achievement between Māori and non-Māori learners is an acknowledged sector-wide challenge and solutions with maximum impact may lay outside of Wintec's control'.

## 2.3 Focus area: New Zealand Certificate in English Language (Academic) (Level 4)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Programme profile:	This English language programme is designed to prepare students with a level of English appropriate to enter degree-level study. There were 102 students enrolled in 2018. Some domestic students also enrol on the programme. Course completion rates have been variable (2015, 56 per cent; 2016, 38 per cent; and 2017, 55 per cent) but slightly higher for international students who make up the larger proportion of enrolments.
Findings and supporting evidence:	<p>The first offering of this competency-based qualification posed difficulties, and subsequent revisions were made to better match student needs. The Centre for Languages at Wintec has been constructively engaged with NZQA and the sector throughout this process. Implementation of the newer level 3 applied programme from 2017 has led to students being better equipped for the academically focused level 4 qualification.</p> <p>Achievement rates are not currently meeting the centre's targets. Teachers are aware of this and discussed some strategies they have implemented, albeit with mixed success to date. Despite these challenges, students are well supported and fully involved in their English language learning.</p> <p>Systems are in place to track students and graduates and their outcomes. Around 80 per cent of the students pathway to further English language study or to a diploma or degree.<sup>14</sup></p> <p>All teachers engage in planned and appropriate professional development. Some staff are also involved in research, which is supported by Wintec. Some have travelled to China to teach at Wintec's partner institution, benefitting their practice.</p> <p>The Centre for Languages demonstrates a strong commitment to the wider ESOL<sup>15</sup> sector in relation to this and other</p>

<sup>14</sup> Some non-completers are still able to achieve their targeted test score (for example, by taking an IELTS test) to pathway to their intended diploma or degree programme.

<sup>15</sup> English for Speakers of Other Languages

	<p>qualifications, professional networks and sharing of practice. The need to focus on refining competency-based assessment and moderation has been consuming and time-draining. There remains a tension between competency and language progress for assessment of student achievement.</p> <p>A high level of pastoral support is available to and is used by the students. This comes from within the teaching team, the wider centre and the International Centre. The Code of Practice and the integration of services at Wintec were strong performers in this focus area.</p>
Conclusion:	<p>Although achievement has been variable, this has been managed by offering additional non-programme specific English learning opportunities. The Centre for Languages' focus on refining assessment and programme delivery, and their work with other stakeholders (including NZQA) to ensure that the NZCEL qualifications are fit for purpose, is particularly notable.</p>

## 2.4 Focus area: Māori Pasifika Trade Training (MPTT)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Participation and achievement profile:	<p>In 2018, MPTT enrolled 400 students aged 16-40 years. Course completion rates against a 71 per cent target were: 2015, 78 per cent; 2016, 74 per cent; 2017, 76 per cent. These rates exceed the overall course completion rate for Māori students at Wintec. Employment outcomes have increased year-on-year: 2015, 45 per cent; 2016, 65 per cent; 2017, 98 per cent. These figures include an apprenticeship uptake of 15 per cent, course-related employment, and 'other employment'. In 2017 around 50 per cent of the students who enrolled achieved a qualification.<sup>16</sup></p>
Findings and supporting evidence:	<p>MPTT has been delivered at Wintec since 2015. It is an increasingly effective initiative aimed at assisting Māori and Pasifika people into apprenticeships and sustainable employment. In 2018 there are 17 eligible level 4 programmes (initially there were nine programmes enrolling 50 students). MPTT has one designated manager, three student support advisors and two work brokers. Self-assessment has led to</p>

<sup>16</sup> Data has been rounded and/or averaged by NZQA to illustrate overall patterns.

	<p>numerous refinements in all aspects of the delivery model.</p> <p>Student advisors use Wintec’s Te Kete Konāe: He raranga awhina model, incorporating whanaungatanga, manaakitanga and whakamana. This assists students towards greater independence. Tikanga and mātauranga Māori are incorporated, but this was less apparent across programmes.</p> <p>Programme oversight and links with industry are effective and are facilitated through a board of representatives.<sup>17</sup> MPTT also has a wider group of employers and representatives in a strategic partnership group. These are all fundamental to monitoring, self-assessment and employment pathways.</p> <p>The MPTT team could strengthen its understanding and self-assessment of graduate outcomes and analysis and understanding of those programmes where MPTT students do very well and not so well, as examples of effective practice for Māori learner achievement for the organisation.</p>
Conclusion:	MPTT meets student, stakeholder and funder needs. It is an important area of programming where Wintec is making significant gains in achievement and outcomes for priority group students. The ITP’s strategy and innovation are evident in MPTT.

## 2.5 Focus area: My Career Pathway – leading to the New Zealand Certificate in Foundation Skills (Level 2)

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Programme profile:	My Career Pathway is a Youth Guarantee-funded, single-semester programme offering a pathway into a variety of trades qualifications. The programme it replaced in 2017 was listed by Wintec as a ‘poor performing programme’ for 2015-2016. There were 152 students enrolled in 2018.
Findings and supporting evidence:	The programme was modified based on learnings from 2017, which was variable in terms of student achievement. Course completions of 62 per cent compared favourably with Wintec’s overall 65 per cent completion at level 2, but were below Wintec’s target of 70 per cent at this level. Students under 25

<sup>17</sup> Waikato-Tainui, Pasifika, industry, industry training organisations, employers.

	<p>achieved 67 per cent course completion. Māori course completions were 49 per cent, while none of the 11 Pasifika students who enrolled completed.</p> <p>Students' literacy and numeracy development is embedded within the programme and is well monitored. Improvements for most students are evident. In addition to the Certificate in Foundation Skills, 59 per cent of these students achieved their NCEA in 2017. Fifty-seven per cent of the students had achieved NCEA at the time of NZQA's visit in 2018.</p> <p>The student profile includes many with personal challenges such as health and housing issues. Many are experiencing their first educational success. Retaining students on the programme continues to be a challenge. Tutors are mentoring students on their work-readiness on a daily basis, and so some leave early to take up employment.</p> <p>Students gain introductory manual skills in a trades-related area. These are relevant, transferable and applicable to entry-level employment. There is also intentional soft-skills development. Students spoke favourably about the programme.</p> <p>Pastoral care practices are embedded in the programmes. Pastoral care is well resourced and has led to improvements, for example in retention of Pasifika students and in course completions overall. The teaching team is supported by a Kaiwhakamanawa who is the primary connector between the teachers, student support and/or resources, and whānau.</p> <p>Management has worked well with stakeholders (including teaching and support staff) to initially develop, then review and reshape the programme. Some measurable improvements were made following the first delivery. The curriculum is innovative, using enquiry/project-based practical work with integrated assessment. This works well for this student profile.</p> <p>The programme exceeded its target of 35 per cent moving on to a level 3 programme. More attention could be made to identifying and celebrating the various important and intended outcomes and achievements (such as NCEA achievement, which is a Youth Guarantee funding goal) and monitoring these along with gains in educational performance indicators.</p> <p>A central quality assurance check on the programme was robust, noting areas of weak and descriptive self-assessment. Programme review occurs, focused on making the programme work effectively rather than being outcome or achievement</p>
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	focused. Records sighted by the evaluators suggested that despite the intensive work in redesigning and testing assessment approaches, moderation frequency did not match Wintec policy requirements.
Conclusion:	My Career Pathway has improved on the programme it replaced; notably, Māori students' course completion improved by 8 per cent. The programme is important in addressing the learning needs of underserved students and providing skills, a qualification and a pathway to employment.

## 2.6 Focus area: Industrial Measurement and Control (Theory) (Level 4)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Programme profile:	Most students who enrol in this programme are employed and in training as instrument technicians. There were 73 students enrolled in 2017, of whom 14 were Māori. Course completions were 96 per cent for all students, 95 per cent for Māori students, and 95 per cent for under-25s.
Findings and supporting evidence:	<p>This niche programme is offered only by Wintec and is highly valued and well supported by industry. Students are motivated and well supported in their programme, leading to high pass rates. Outcomes for priority group students are positive. No Pasifika students were enrolled, which is something for industry and Wintec to consider together.</p> <p>The block course mode of teaching is working well. The Rotokauri Campus facilities are new and designed to suit trades training. Although some challenges have been highlighted by students around conditions for their practical tests and some equipment they consider to be 'out of date', learning environments, activities and resources appear to be engaging students well. Health and safety is embedded into the programme, for example through regular staff 'tool box meetings' and documented protocols which all workshop users are required to follow.</p> <p>Staff feel empowered to make decisions in the best interests of students and are trusted to do so, although they do not always feel particularly valued. Staff feel well supported by the centre director and team manager. Management arrangements on the campus have been significantly updated since the previous EER.</p>

	<p>Succession and transition planning are positive, with new staff participating in Wintec's formal induction processes.</p> <p>Self-assessment is generally strong. The main area of weakness that needs to be improved is internal moderation. Evidence of moderation occurring was available for 2017 and early 2018. No moderation evidence was available after January 2018. Informal assessment and moderation are taking place but need to be formalised to meet Wintec academic policy requirements.</p> <p>Growth in student numbers year-on-year is apparent, and this will require close monitoring to ensure the quality of delivery and strong outcomes are maintained. The plan to move from paper-based to blended and online learning resource delivery is possibly overdue. Programme changes need to happen in a more timely way to ensure the programme maintains currency with industry. Wintec should drive this rather than wait for the industry training organisation to make changes.</p>
Conclusion:	This is a strongly performing niche programme. It is well taught, delivered in modern facilities and meets stakeholder needs.

## 2.7 Focus area: New Zealand Diploma in Business (Level 5 and 6)

Performance:	<b>Poor</b>
Self-assessment:	<b>Marginal</b>
Programme profile:	The New Zealand Diploma in Business was selected by ITP chief executives for inclusion in all ITP EERs. This focus area provides an overview of the transition from the retiring national qualification to newer qualifications. In 2018, 112 students were enrolled in these programmes, including 28 internationals, 13 Māori and 10 Pasifika.
Findings and supporting evidence:	<p>Overall course completion rates were high in this focus area, generally exceeding 80 per cent. Highlights include Māori students achieving higher than other students at both levels 5 and 6, and Pasifika at level 5 achieving higher than other students. International students also have high pass rates. However, NZQA has concerns about assessment validity following external monitoring and moderation in 2018.</p> <p>Teachers are well connected with industry, and some tutors undertake industry placements to maintain currency. Industry and stakeholders interviewed were supportive of Wintec, the business programme, its staff and graduates. Degree staff feel that the diploma graduates are prepared well for the next level of study. There is</p>

	<p>tracking of graduates, but as outlined in 1.2, this can and is being strengthened at Wintec. Work is underway to complete the embedding of work-ready skills into the programme to support verification that the student has achieved the intended skills and knowledge.</p> <p>Processes for oversight and quality assurance include the programme committee (which was critical of some course outlines reviewed). Internal moderation has occurred as planned. There is evidence of external post-moderation occurring, with another ITP supporting the assessor decisions. Wintec's Ako-related and self-directed professional development and peer observations of teaching also occur.<sup>18</sup> Teachers are supported and supervised in their practice.</p> <p>Feedback provided to students on the quality of their work reportedly varies by teacher along with the time to return marked work. Some students noted that towards the end of the year numerous assessments fall due within a short time. Students have provided feedback about this, but have not seen a change. Students do not receive information from the surveys they complete. Students also raised a concern about variability of teaching style. When a student did complain, the response was inadequate as students from the next class experienced the same issues. Overall, the students felt that the programmes and teaching were meeting their expectations.</p> <p>Students are clear about what needs to be done to successfully achieve the programme, and support appears to be strong for all student groups. For example, learning contracts and English support in class support international student achievement. A range of appropriate mechanisms support Māori student success.</p> <p>The recorded analysis of educational performance within annual programme reviews is inconsistent. It reflects analysis on volume of students rather than educational performance and what is working and why. Material provided for the November 2018 consistency review indicates analysis is occurring with another ITP. Currently, however, data is not used to inform decisions or evaluate key initiatives in depth. The annual programme review process, although documented, has limited effectiveness because not all staff are involved in the review and development of the resulting action plan.</p>
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<sup>18</sup> Fifty per cent of teaching staff have completed the Te Tauihu module, and management expects 70 per cent will have completed by the end of 2018. Three staff are waiting to attend the next step, Te Taurapa module.

Conclusion:	There needs to be an immediate focus on assessment and moderation capability to ensure practice is fit for purpose, enabling students to meet the intended learning outcomes.
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## 2.8 New Zealand Diploma in Dairy Processing (Level 6)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Programme profile:	There are 71 students enrolled in 2018 (28 per cent Māori, with the number of Māori students more than doubling since 2015). Retention is 88 per cent and course completion rates are: 2015, 95 per cent; 2016, 94 per cent; 2017, 97 per cent; 2018, 100 per cent. Qualification completion rates vary somewhat, but have averaged 75 per cent since 2015.
Findings and supporting evidence:	<p>This is a relatively new programme at Wintec, first run in 2015. The links with industry need are apparent and contribute to high achievement and high value of the outcomes. All students are employed, and experienced to some extent, in dairy technology. Some have a previous qualification in a related STEM<sup>19</sup> area. Success at the NZQA consistency review in 2017 was built on a clear knowledge of the high value of the outcomes for graduates.</p> <p>Initially there were significant weaknesses in delivery, and stakeholders commented critically about this. Wintec appointed a programme leader and rectified many of the issues from 2016 onwards. There is parity of achievement for those enrolled, although there are fewer female students and Pasifika are conspicuously absent in the ethnicity data. Student selection is by companies and independent of Wintec. The teaching staff are primarily dairy industry specialists, with support from Wintec staff.</p> <p>The demands for pastoral support, although modest, complement the delivery model. This, along with course design, online components and assessment have all been modified and improved based on self-assessment. The student and stakeholder voice has led to improvements in programme delivery. Building confidence with all industry stakeholders will be imperative to the future success of this programme.</p>
Conclusion:	The programme is performing soundly. Key challenges include

<sup>19</sup> Science, technology, engineering, mathematics.

	ensuring all external teachers reflect Wintec's Ako teaching profile in their practice, understand and implement the academic quality components such as moderation, and participate in other components of self-assessment
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## 2.9 Bachelor of Nursing (Level 7)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Programme profile:	Wintec is the only central North Island provider of a nursing degree. Around 800 students enrol in the degree each year (779 in 2017, 57 of whom were international). Course (and qualification) completion rates: 2015, 89 per cent (72 per cent); 2016, 91 per cent (93 per cent); 2017, 89 per cent (85 per cent).
Findings and supporting evidence:	<p>There are consistent high course completion and comparable international student pass rates. Although neither Māori nor Pasifika students are achieving parity (and that gap has grown), their course completions have exceeded that for similar groups at ITPs for each of the last three years. Māori students have averaged 84 per cent course completion for the last three years and Pasifika students averaged 77 per cent for the same period. A number of initiatives and research projects have been implemented to reach parity of achievement, although these have not yet made their full impact.</p> <p>The programme is highly valued by graduates (skills and knowledge gained, qualification gained, personal development, impact on whanau, employment). Graduates replenish an ageing workforce and fill growing regional and national employment needs. The programme appropriately prepares graduates to succeed in the requisite state exam and become registered nurses. Graduates have achieved 100 per cent pass rates with successful re-sits numbering fewer than five.</p> <p>Programme teaching and management staff are very responsive to monitoring by the Nursing Council and NZQA. Wintec has a positive working relationship with the local district health board at different levels: input into programme delivery; making available practical work experience for students; employing graduates. While teaching and management staff explained to the evaluation team how they have responded to students' concerns (online delivery, changes to learning support services), it was less clear how successfully they have communicated</p>

	these actions to the students.
Conclusion:	The programme continues to perform well, as affirmed by consistently high achievement data and positive state exam results and employment outcomes. While priority group achievement continues to challenge, staff are actively engaged in research and teaching or support strategies to engage students and achieve equity of outcomes.

## 2.10 Bachelor of Design/Bachelor of Communication (Level 7)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Programme profile:	There are 64 students enrolled in 2018 (12 Māori, one Pasifika, two international students). Course completion rates of 85 per cent have been consistently achieved in the legacy programme (Bachelor of Media Arts), with Māori and Pasifika slightly lower. Qualification completion rates have improved significantly since 2014, reaching 85 per cent in 2017.
Findings and supporting evidence:	<p>The Bachelor of Media Arts has recently been replaced by a newly developed suite of degrees including the Bachelor of Design and the Bachelor of Communication. These are the first Wintec programmes to incorporate revised teaching roles, embed future work skills in the graduate profile, and focus on cross-disciplinary project experience for students. These features are included to make the respective outcomes more explicit for students, graduates and employers.</p> <p>The collaboration between the teaching team, and the cohesive programme content being offered in the short time the new programmes have been delivered, is impressive. Staff were enthusiastic about their work with the Wintec product team, particularly in the development of the new programmes and the ability to have their innovative ideas trialled.</p> <p>Students feel well supported in their learning. While the programmes are still in the first year of delivery, students see value in the practical, project-based aspect of the degrees. There are a variety of ways for students to provide feedback, and they were confident they were being heard and that changes occur in response to their feedback.</p> <p>Although staff were unable to discuss completions data confidently, they were knowledgeable about graduates' success</p>

	<p>in terms of employment and further study. There is good industry involvement internally with the programme, including through a strong employer partnership group. This group is informed and engaged with many aspects of the suite of qualifications, including the redevelopment phase.</p> <p>Resources are effectively allocated to support student learning and ongoing professional development by staff. There is a useful research framework which is guiding staff research. The School of Media Arts has systems in place that are consistent with the institute's overall quality assurance framework. For example, Wintec human resource management and Ako teacher development strategies and tools are in use, and management has annual business plans which are monitored and reviewed and link to the strategic plan.</p>
Conclusion:	<p>The new degrees are strong examples of effective programme design, subject expertise and teaching capability at Wintec. They provide students with flexibility through project work, allowing students to study areas of interest and relevance to them. Student achievement and outcomes are strong.</p>

### 2.11 Bachelor of Media Arts (Honours)/Master of Arts

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Programme profile:	<p>The Bachelor of Media Arts (Honours) has been offered since 2000, and the Master of Arts from 2005. In 2018, 31 students were enrolled. Qualification completions are around 80 per cent year-on-year across all learner groups.</p>
Findings and supporting evidence:	<p>The valued outcomes for students are enhancement and validation of their skills and talents in their particular creative field. A range of published material showcases graduate successes (e.g. musicals, exhibitions, books, etc). Some Master's graduates have gone on to complete a doctoral degree. Many notable industry practitioners have completed the qualification as part of their own professional development and creative journey.</p> <p>The School of Media Arts, and these particular programmes,</p>

	<p>have strong industry support and involvement. There has also been positive collaboration with another ITP.<sup>20</sup> Some concern was expressed by stakeholders regarding staff workloads and the potential pressure on them to innovate and take part in Wintec-wide initiatives.</p> <p>Staff at all levels of the team have developed good working relationships with the students. Students were positive about the programmes and the Wintec staff; they have developed meaningful relationships with teachers and find them supportive. The students place high value on this. Each student has a theory supervisor and a practical supervisor. Where Wintec does not have the subject expertise in-house, it will engage an industry expert to provide supervision. Learning activities are clearly defined, planned and structured for the benefit and needs of the students. The 'critiques', for example, are a valuable point of assessment. They provide an opportunity for students to maintain progress and to articulate their work to others, while bringing in outside influences and robust challenges to their work, as would be expected at this level.</p> <p>There is a strong research culture within the teaching team, and it is clear that this informs teaching practice. The School of Media Arts has 10 of the 83 recognised media arts researchers in New Zealand. There is recent capital investment in music facilities, which some students said was much needed. Overall, the facilities available to students are well outfitted and modern.</p> <p>The only minor concern identified by the evaluators relates to students' self-directed study hours, how they might be better evidenced or monitored.</p>
<p>Conclusion:</p>	<p>The programmes are run effectively. Students achieve their learning goals. There is good management and resourcing and self-assessment is used to further refine and improve delivery.</p>

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<sup>20</sup> Ara Institute of Canterbury has delivered the Master's under Wintec's accreditation.

# Recommendations

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

NZQA recommends that Waikato Institute of Technology:

- Continue strengthening the monitoring and evaluative capability of programme committees; strengthening of cyclical programme reviews; and ongoing capability-building of teaching and support staff in interpreting and using the data being provided by the Wintec Knowledge Unit.
- Implement a more targeted drive towards lifting Māori achievement, ensuring that programmes and staff that need support receive it, and that this is monitored, with good practice shared widely. This needs to be underpinned by better monitoring of students' retention, achievement and outcomes and how they are tracking in relation to Wintec's goals and funder requirements.
- Gather more robust, meaningful and timely information about graduate outcomes, programme alignment with industry expectations, and the value being added to the Wintec sectors of strategic importance.
- Ensure that programme committees and the academic board have robust, ongoing reporting regarding the internal and external moderation of every programme, to monitor that moderation is in line with Wintec's stated policies and procedures and meets external requirements.
- Explore with industry partners how to achieve Pasifika participation in the dairy diploma and industrial measurement and control programmes.<sup>21</sup>
- Strengthen assessment and marking practices in the business diploma to match NZQA external moderation expectations.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

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<sup>21</sup> This recommendation is informed by the NZQA Science, Technology, Engineering and Mathematics (STEM) Taupulega strategy.

# Appendix 1

**Table 1. Wintec educational performance indicator data, 2014-2017  
(SAC funded; all students unless otherwise indicated)**

Educational Performance Indicator by year	2014	2015	2016	2017	2017 Māori students	2017 Pasifika students	2017 Students under 25
Course completion	79% *(80%)	78% (79%)	78% (78%)	79% (80%)	70%	71%	77%
Qualification completion old method	68% *(72%)	69% (72%)	70% (72%)	71% (n/a)	54%	56%	66%
Qualification completion cohort-based	54% *(48%)	53% (52%)	53% (50%)	53% (53%)	48%	47%	51%
Retention of 1 <sup>st</sup> year students - old method	65%	67%	69%	70%	61%	63%	62%
ITP sector retention	69%	69%	68%	63%	n/a	n/a	n/a
Progression rates	60%	49%	44%	47%	44%	45%	57%
ITP sector progression	35%	34%	35%	34%	37%	37%	41%
Sources: Ngā Kete and Wintec. *(ITP Sector median comparator)							

**Table 2. Qualification completion rate by level of study 2014-2017  
(SAC funded; cohort-based measure; % proportion of enrolments shown in brackets; international students are excluded)**

	2014	2015	2016	2017
Level 1-2	57% (11%)	51% (11%)	54% (9%)	59% (9%)
Level 3-4	57% (44%)	54% (44%)	54% (42%)	56% (48%)
Level 5-6	47% (20%)	47% (19%)	46% (24%)	44% (19%)
Level 7-8	53% (24%)	55% (26%)	57% (25%)	52% (24%)
Level 9-10	92% (<1%)	73% (<1%)	88% (<1%)	68% (1%)

Sources: Tertiary Education Commission and Wintec

**Table 3. Trends in course completion rates – priority groups 2014-2017  
(SAC funded; % proportion of enrolments shown in brackets; international students are excluded)**

	2014	2015	2016	2017
Students under 25	77% (59%)	76% (57%)	77% (57%)	77% (54%)
Pasifika students	69% (6%)	69% (6%)	70% (7%)	71% (6%)
Māori students	73% (25%)	70% (25%)	70% (26%)	70% (25%)
*Other students	82% (71%)	81% (70%)	82% (69%)	82% (70%)

\*All other students = not indicating Māori and/or Pasifika ethnicity on enrolment. The proportion of EFTS in brackets represents the proportion of EFTS within each cohort. For example, 54% of SAC-funded EFTS were under 25 in 2017. The sum of these proportions for each year exceeds 100% as a student may be in multiple strategic groups (e.g. under 25 and Māori and Pasifika).

Sources: Tertiary Education Commission and Wintec

**Table 4**

**RESEARCH AND COMMERCIALISATION**

Indicator(s)	2017 Outcome	2017 Target	Audited 2016 Outcome
Number of research outputs	230	380	327
Output value indicator (OVI)	0.5	1.08	1.6
PBRF research revenue	\$658,331	\$665,000	\$585,000
Value of external (non-PBRF) research contracts gained	\$949,146	\$770,000	\$1,227,000
Value of external research income earned	\$917,000	\$500,000	\$398,000
The number of research degrees completed	21	30	36
Implement Te Whanaketanga strategy	This will now be picked up in 2018 as the strategy is under review.	Three new rangahau collaborations are identified, and implemented by year end 2017.	Achieved

Note: the indicators "number of research outputs" and "output value indicator" should be taken together.

Source: Wintec Annual Report 2017

# Appendix 2

## 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.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

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

- *Identify organisational fraud<sup>22</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>22</sup> NZQA and the Tertiary Education Commission comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted 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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