



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

**QUALIFY FOR THE FUTURE WORLD**  
**KIA NOHO TAKATŪ KI TŌ ĀMUA AO!**

# External Evaluation and Review Report

## Waiariki Institute of Technology

*The enclosed historical external evaluation and review report forms part of the quality assurance history of Toi Ohomai Institute of Technology.*

*Toi Ohomai was formed by the merger of Bay of Plenty Polytechnic and Waiariki Institute of Technology in 2016.*

# Report of External Evaluation and Review

Waiariki Institute of Technology

Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 April 2016

# Contents

Purpose of this Report.....	4
Introduction .....	4
1. TEO in context.....	4
2. Scope of external evaluation and review .....	8
3. Conduct of external evaluation and review.....	10
Summary of Results .....	12
Findings .....	15
Recommendations .....	39
Appendix .....	40

MoE Number: 6018  
NZQA Reference: C15841  
Date of EER visit: 8-12 September 2014

*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:	Waiariki Institute of Technology (Waiariki)
Type:	Institute of Technology and Polytechnic (ITP)
Location:	Mokoia Drive, Rotorua
Delivery sites:	<p>In addition to the main campus at Mokoia, Waiariki has regional campuses at Whakatāne, Taupo, Tokoroa (in partnership with Te Wānanga o Aotearoa), and at the Bay of Plenty Polytechnic's Windermere campus in Tauranga.</p> <p>Wood manufacturing and forestry courses are offered from Waiariki's sawmill and timber manufacturing plant at Waipa a few kilometres from the main campus. Waiariki also delivers forestry training at a number of delivery locations in the North and South Islands.</p> <p>The institute also has 13 satellite delivery sites spread across its rohe (region) bounded by Turangi, Murupara, Opotiki, Tauranga and Putaruru.</p> <p>In 2014, Waiariki entered into a partnership with Queens Academic Group to enable delivery to international students in central Auckland.</p>
First registered:	1978 as Waiariki Community College 1987 as Waiariki Polytechnic 2004 as Waiariki Institute of Technology
Courses currently delivered:	In 2013, Waiariki delivered 126 vocational programmes and qualifications and 22 short awards

covering levels 1-9 on the New Zealand Qualifications Framework (NZQF). See:

<http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=601861001&delSiteInd=0>

Waiariki has NZQA approval and accreditation for eight degrees: Bachelor of Applied Management; Bachelor of Māori Development; Bachelor of Computing, Communications and Technology; Bachelor of Teaching (Early Childhood Education); Bachelor of Teaching Early Childhood Education (Te Reo Māori); Bachelor of Nursing; Bachelor of Applied Social Science; and Bachelor of Tourism Management.

The Master of Management – Te Tohu Paerua Mahi Whakahaere (Level 9) has a postgraduate certificate and postgraduate diploma nested within it.

Graduate diploma programmes are offered in applied management; health studies, computing and technology; hotel management; infection prevention and control; mentoring and professional leadership; resource management, and tourism management.

Certificate and diploma programmes are offered across a wide spectrum of disciplines including business, tourism, Māori, hospitality, culinary arts, computing, communications, creative arts and design, forestry, primary industries, trades training, health, English language, education, humanities and foundation education.

Code of Practice signatory?:

Waiariki is a signatory to the Code of Practice for the Pastoral Care of International Students and is bound to comply with the requirements of the code.

Number of students:

Domestic: approximately 3,200 equivalent full-time students of which:

- 61 per cent are Māori
- 7 per cent are Pasifika
- 53 per cent are aged under 25 years

International: approximately 750 equivalent full-time students

Number of staff:

Approximately 400 full-time equivalents of which about 58 per cent are academic staff, the remainder support

and management staff.

Scope of active accreditation:

Waiariki has a wide scope of NZQF accreditation at levels 1-9 across a range of fields, sub-fields and domains. See: <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=601861001>

Distinctive characteristics:

According to Waiariki, the institute's distinctive characteristics include:

- A distinctly bicultural institution with strong links to iwi including an iwi governance committee established by mana whenua to provide advice and support to Council – Te Mana Mātauranga. Over 60 per cent of Waiariki's student population is Māori. Māori make up approximately 35 per cent of the population in Waiariki's rohe, with much higher population concentrations in some areas.
- A large international student cohort.<sup>1</sup> Waiariki's portfolio includes programmes/qualifications uniquely developed to provide opportunities for international students associated with the primary industries based in the region, the strong tourism destination of Rotorua, and Waiariki's national and indigenous focus.
- Regional delivery across the rohe, both from its own regional campuses and through working in partnership with iwi and other educational organisations.
- Partnership with the second to largest Trades Academy programme in New Zealand, for which the lead provider is a secondary school.
- The Waiariki National Centre of Excellence for the Forest and Wood Industry which includes the only commercial sawmilling operation incorporated into a training facility in the southern hemisphere.

Recent significant changes:

A new chief executive was appointed in 2012.  
In early 2013, Waiariki Council approved a new

---

<sup>1</sup> International students represent approximately 20 per cent of Waiariki's total student population.

strategic plan 2013-2017, with underpinning strategies to provide a clear direction for the institution for improving educational outcomes and regional responsiveness.

The approval of the strategic plan was followed by an institutional restructure in mid-2013, which consolidated the delivery arms of the institution into three faculties and realigned the key support areas.

Starting in 2013 and expanding into 2014, Waiariki has implemented a number of strategic and operational shifts intended to improve the student experience and lift outcomes. These initiatives include:

- Centralisation of enquiry, admission and enrolment services to provide a single point of contact for prospective and enrolled students to access information and resources.
- An ongoing shift of the student support focus from working with students in an 'on-demand' model, to supporting lecturers to be more effective teachers.
- A whole-of-organisation approach to embedding literacy and numeracy.
- Portfolio redevelopment, which has included regional delivery at lower-level qualifications, with the higher levels of diplomas and degrees being offered primarily from the main campus supported by free bus transport from Whakatāne, Taupo and Tokoroa campuses to Mokoia.
- Development of partnerships with other educational providers, both on-shore and off-shore, to provide enhanced delivery and academic pathways for learners.

Previous quality assurance history:

This is Waiariki's second scheduled external evaluation and review (EER). The first EER was conducted in 2010, at which time NZQA was Confident in Waiariki's educational performance and Confident in its capability in self-assessment.

Waiariki's assessments are externally quality assured by various bodies including: industry training organisations (ITOs), City & Guilds, and NZQA, where

results for 2013 have been consistently at the required standard. No anomalies have been found in Waiariki's reporting of results.

Waiariki has professional affiliations with:

- New Zealand Teachers Council for the Bachelor of Teaching (Early Childhood Education)
- Social Workers Registration Board for the Bachelor of Applied Social Science
- Nursing Council of New Zealand for the Bachelor of Nursing
- New Zealand Institute of Chartered Accountants for the Accounting major on the Bachelor of Applied Management

Degree monitoring reports by the respective professional bodies confirm effective delivery of degree programmes after they have been approved by NZQA. A Waiariki course designed to bridge overseas nurses to New Zealand registration, which sparked an investigation by the Nursing Council of New Zealand and NZQA in 2012, is no longer offered. A new Nursing in New Zealand course has replaced this with the support of the Nursing Council.

## 2. Scope of external evaluation and review

The focus areas were chosen, in consultation with Waiariki, to represent a reasonable cross-section of programmes and activities across the organisation and its campuses. They include different levels, certificates to degrees, course and qualification completions, recent and more longstanding programmes (at least one from each faculty), and various modes of delivery. The scope also included two areas that were included in the previous EER.

**Table 1. Focus areas selected**

	<b>Focus area</b>	<b>Reason for selection</b>
1.	Governance, management and strategy	Mandatory
2.	International students	Waiariki is the biggest ITP international provider outside of Auckland city.

3.	Foundation suite of programmes	<p>Focus on progression/bridging to further study such as nursing or early childhood education or to employment.</p> <p>Included a visit to Trades Academy Whakatāne – a partnership with schools and other providers.</p> <p>This focus area included the Certificate in Smart Study (Level 4) which was included in the previous EER and rated Adequate/Adequate.</p>
4.	Bachelor of Teaching (Early Childhood Education) (Level 7)	<p>The Bachelor of Teaching (Early Childhood Education) is a three-year programme with a level 5 diploma nested within. The diploma is also offered in regional centres. There is also a parallel Bachelor of Teaching Early Childhood Education (Te Reo Māori) – but no intake in 2014 due to insufficient demand. The Bachelor of Teaching (Early Childhood Education) had some challenges five years ago, but they were reported to have been addressed. Also includes an external professional affiliation with the New Zealand Teachers Council.</p>
5.	Certificate in Automotive Workshop and Repair (Level 4)	<p>This certificate has replaced Entry to Automotive Trades which is no longer offered as a standalone programme.</p> <p>This programme is delivered across a number of campuses, has high Māori and Pasifika success, and purports strong engagement with industry. Offered in multiple sites. The EER also included a visit to the Taupo campus.</p> <p>Entry to Automotive Trades was included in the 2010 EER and rated Excellent/Excellent, so provided an opportunity to look at if/how the team has sustained excellence.</p>
6.	Wood Manufacturing suite of programmes.	<p>Including:</p> <ul style="list-style-type: none"> <li>• Diploma in Applied Technology (Wood Manufacturing) (Level 6)</li> <li>• National Certificate in Solid Wood Manufacturing (Advanced) (Level 5)</li> <li>• National Certificate in Timber Machining (Level 4)</li> </ul>

		<ul style="list-style-type: none"> <li>• National Certificate in Solid Wood Manufacturing (Level 3)</li> <li>• Certificate in Solid Wood Manufacturing Foundation Skills (Level 2)</li> </ul> <p>Regionally significant; national provider; international provision; ITO provision.</p> <p>Provided an opportunity to look at the way in which students progress through the suite of qualifications.</p>
7.	Certificate/Diploma in Contemporary Music Performance (Levels 4 and 5)	This is a new programme area which provided an opportunity to explore how the programme was developed to meet identified needs.
8.	Learning support and quality team	Including diagnostic testing, 'Revive' <sup>2</sup> use, improvements in teaching effectiveness, contribution to improved outcomes for students.

### 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-eeer/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 was conducted by a team of four evaluators over five consecutive days at the Mokoia campus of Waiariki Institute of Technology. Evaluators also visited the Whakatāne, Waipa and Taupo campuses.

Prior to the EER visit, the lead evaluator visited the campus and met with the chief executive, the deputy chair of Waiariki Council and the director of learning, quality and the student experience. The lead evaluator and one other evaluator also attended a full Council meeting and a stakeholder engagement meeting in the weeks leading up to the EER visit.

---

<sup>2</sup> In 2013 Waiariki piloted the use of the data analytics tool, Revive, which draws data from a range of sources to identify those students at risk of failing so that they can be appropriately supported. In 2014 the use of Revive has been rolled out to all programmes

During the EER visit, discussions were held with the senior management team; representatives of the Waiariki Council; senior managers; members of the academic board and academic committees; and programme leaders, teaching staff, external stakeholders and students of relevant focus areas. An external observer was also present for parts of the EER visit, and an internal (Waiariki employee) observer was present for one focus area. Neither observer contributed to any conclusions drawn.

These conversations were complemented by Waiariki's self-assessment information submitted before the EER and a range of documentation presented before and during the EER.

# Summary of Results

## Statement of confidence on educational performance

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

In the past four years, Waiariki has undergone significant change in response to feedback from its stakeholders and community to ensure that it is supporting successful outcomes for learners, industry, iwi, the community and funders. The rationale for NZQA's confidence in Waiariki's performance is reflected in the following:

- The Tertiary Education Commission (TEC) educational performance indicators for Student Achievement Component-funded EFTS (equivalent full-time students) show consistent improvement in relation to course and qualification completions. Progress to date is commendable. The need for ongoing improvement to increase the TEC educational performance indicators is recognised by Waiariki, as outlined in the institutional targets in the Investment Plan 2014 and in the Tribal Benchmarking data showing comparisons with similar ITPs (refer Findings 1.1 for detailed achievement data).
- Waiariki has shown success in increasing the proportion of Māori students in the total student body, and at 61 per cent of the domestic student body is higher than the proportion of Māori within the Rotorua district (37.5 per cent in the 2013 census). Waiariki has the highest percentage of Māori enrolment of any ITP in New Zealand. Consistent with national trends, the achievement rates of Māori students at Waiariki fall below those in the overall student population. Waiariki has set an institutional goal of reducing this gap from 14 per cent in 2012 to 8 per cent by 2017. Given the success to date (in 2013 the gap was reduced to 10 per cent), Waiariki is confident about attaining this goal.
- Findings of the 2013 graduate destination survey showed that 65 per cent of graduates were employed within six months of graduating and 20 per cent were engaged in further study. Ninety-three per cent of employers surveyed see Waiariki training as relevant, and 87 per cent were satisfied with the work-readiness of graduates.
- The institute's efforts to meet the region's needs in a planned and sustainable manner are a stand-out feature, and feedback from external stakeholders indicates that their needs are largely being met. Equally commendable is the partnership approach that Waiariki has taken in this regional provision. Successful partnerships were evident with schools, iwi, industry, other providers and the community.

- The EER team found consistent evidence of excellent teaching throughout the organisation. Waiariki has student support structures that are appropriate to the needs of the students and minimise barriers to achieving their goals. Students are well supported both pastorally and academically.

The evaluation team found good evidence that underlying processes at Waiariki are contributing positively to educational performance. For instance, the research team, learning and quality staff, library services teams, the careers and employability centre, international student support, and the information centre are all keenly focused on organisational goals and student success. The institute is well governed and managed, engages well with its communities and industries, and is valued for the positive contribution it makes to those industries and communities.

## Statement of confidence on capability in self-assessment

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

Clearly, there has been a significant shift in focus at Waiariki since the last EER which has resulted in considerable improvement in its processes and procedures including those related to self-assessment. However, although the improvements are beginning to pay dividends, it is still too early to determine the full impact of these improvements on learner outcomes.

- Students and their educational performance are 'front of mind' for governance, management and staff across the organisation. Conversations at Waiariki have shifted from enrolment growth towards a focus on student achievement.
- Waiariki has invested in well-considered and soundly executed surveys and evaluative investigation to inform strategy and programme development and to seek improvements. Staff across the organisation are well informed about learner achievement relevant to their roles, and are generally using this information effectively to inform strategy and improvements to processes. Programme performance 'dashboards' are systematically provided to staff on a monthly basis to keep them up to date with programme performance.
- Waiariki has a good framework in place that supports a developing culture of continuous improvement focused on learner-centric teaching. There are a range of activities, processes and systems, such as organisational communities of practice that, while in the early stages of implementation, are being actively fostered.
- All staff are involved in reviewing the purpose and direction of the organisation and how well it is meeting stakeholders' needs. Staff members are well supported by management and are reflective on their roles, which leads to benefits for students through improved teaching techniques and

student support. Student achievement in every course is scrutinised and Waiariki has a strong focus on individual student achievement. For instance, the Revive tool helps to identify the characteristics of students who are at risk of withdrawing, while also identifying ways to bring about success for these types of students in the future.

Although the evaluators noted a range of areas where self-assessment could be strengthened in relation to important areas linking to students' achievements, in general they observed the emergence of a comprehensive, authentic, transparent and robust self-assessment regime. As the new and improved self-assessment processes continue to be implemented at Waiariki, NZQA expects that significant and meaningful ongoing improvements will result.

# Findings<sup>3</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 **Excellent**.

Improving course success has been a major focus of the institute, with increased investment in resources to support student learning, a major review of the programme portfolio, and improvements to enrolment and student support processes. Student achievement at Waiariki is consistently improving, demonstrated in the following TEC educational performance indicator data.

**Table 2. Course and qualification completion rates, 2010-2013**

	2010	2011	2012	2013
Course completion (all learners)	65%	73%	77%	79%
Course completion (Māori)	56%	67%	72%	75%
Course completion (Pasifika)	59%	67%	73%	72%
Course completion (International)	89%	93%	96%	95%
Qualification completion	44%	55%	68%	75%

The improved results being achieved by students at Waiariki have come about through effective teaching, outstanding support and, most importantly, the will of the organisation to understand the factors that contribute to achievement and ensure that students benefit and achieve. Both the organisation and its staff have a strong focus on learner achievement and set targets and benchmarks for student success. They expect that every learner who attends a Waiariki course can succeed, and staff keep all students focused on completion.

The achievement rates of Māori students at Waiariki lag behind those of non-Māori students. Although this is consistent with national trends, Waiariki has set an institutional goal of reducing this gap from 14 per cent in 2012 to 8 per cent by 2017. Given that in 2013 the gap was reduced to 10 per cent, Waiariki is confident about attaining this goal.

Staff at Waiariki demonstrated a sound understanding of the factors that lead to student achievement (for instance, pastoral support), and regularly analyse and discuss ideas for improving achievement. Every member of Waiariki staff, whether teaching, management or ancillary, has a role in supporting students to achieve. Discussion with a wide range of staff confirmed the high levels of support for

---

<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.

student learning. In most cases, Waiariki academic staff members were able to account for students who had not completed and offered explanations as to why they thought the students did not complete and the lessons learnt by the organisation as a result. However, some gaps were evident, for instance course and qualification completion rates in the Certificate/Diploma in Music Performance (refer Focus Area 2.7) were well below expectations. The underachievement indicates that although Waiariki has genuine intent to improve the outcomes of students, in some areas this is still a 'work in progress'.

Waiariki has a reliable student management system which provides student performance data that is readily accessible and used continuously and systematically to inform improvements to teaching practice and course delivery (refer Focus Area 2.8 for further details). This has led to tangible improvements in outcomes for students.

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

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

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

This evaluation found that Waiariki is adding good value in relation to its capacity and aspirations, and the institution's knowledge of that value is also good. Waiariki supports the social and economic development of the region by producing competent, work-ready graduates in collaboration with key partners from education, business, industry and iwi. The results of the recent employer surveys indicate that 93 per cent of employers surveyed see Waiariki training as relevant and 87 per cent were satisfied with the work-readiness of graduates. Waiariki is also a key participant in Capable Rotorua – a cross-sector group working to create successful career outcomes for the people of Rotorua. Waiariki is also in the process of aligning its portfolio with the educational aspirations of iwi, many of whom are in post-Treaty of Waitangi settlement phase and are able to focus more strongly on their economic, educational and social development aspirations.

Waiariki aims to produce graduates who will have the skills and attributes to drive growth and prosperity in the region and be able to benefit from the opportunities of an increasingly international world and economy. Findings of the 2013 graduate destination survey showed 65 per cent of graduates were employed within six months of graduating and 20 per cent were engaged in further study. An employer survey also conducted in 2013 found 93 per cent of employers surveyed see Waiariki training as relevant and 87 per cent were satisfied with work-readiness. Although the return rate of formal graduate surveys is only around 13 per cent, Waiariki supplements this feedback with local advisory committee feedback; employer satisfaction data; graduate exit interviews; participation in the trial Ministry of Education/TEC/Inland Revenue inter-agency collaborative project on

*Final Report*

graduate destinations (linking Inland Revenue numbers to the National Student Index); plus anecdotal information from staff on student destinations. The findings are consistent with the graduate survey.

Early childhood education employers in Rotorua employ graduates and readily take students on practicum placements. Eleven students graduated in 2013 and all went on to employment in the early childhood education sector. Early childhood education staff have a valued and supportive relationship with their stakeholders, who in turn regard their relationship with Waiariki as 'whanaungatanga', and included as a 'part of the community'.

Wood manufacturing programmes are valued by students, whānau and stakeholders (refer Focus Area 2.6 for details). Student success in these programmes is valued and celebrated in a way that is mana enhancing and involves whānau. The ITO-funded programme provides block course training for those employed in the industry, and the outcomes relate to a key national resource, a regional economic development component, an export industry, and a skills shortage area.

International students with existing tertiary qualifications are trained in New Zealand wood manufacturing processes, which can and does lead to employment in the industry. Evidence was provided that this training is valued, with some graduates returning for further training as apprentices once they are New Zealand residents.

The distinctively bicultural focus of Waiariki is based on the recognition of Māori as tāngata whenua, and a basis on which to celebrate Māori culture, as well as European and all other cultures. This philosophy is highly valued by tāngata whenua and embedded in Waiariki's ancestral meeting house Īhenga, at Tāngatarua Marae.

Waiariki is also working to build its links with its graduates, strengthening the sense of belonging to Waiariki. A database of employment outcomes based on lecturers' anecdotal information has been developed and will be further enhanced over the coming year. As a result, Waiariki is developing an increasing awareness of the value of its programmes and using this information to inform improvements to its portfolio.

### 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 **Excellent**.

Waiariki's regular and ongoing interaction with its stakeholders is a stand-out feature of the organisation. Mechanisms employed include ongoing contact with employers and students, student satisfaction surveys, industry surveys, and more recently a series of stakeholder workshops hosted by the chief executive in Rotorua and at three regional centres. Presentations have also been made to nine iwi organisations. Staff at Waiariki have engaged with the Targeted Review of Qualifications and actively participate in industry fora.

Waiariki's strong regional commitment is typified by the way it serves a wide and diverse region, with many students sited far from the main Mokoia campus in Rotorua. In responding to these realities, Waiariki has established a network of regional campuses and delivery sites. Waiariki has reviewed its portfolio so that regional delivery is focused on lower-level qualifications, with the higher levels of diplomas and degrees being offered primarily from the Mokoia campus. To assist students to take up opportunities to progress, Waiariki provides a free bus service from the Whakatāne, Taupo and Tokoroa campuses to Mokoia.

Waiariki recognises that iwi are key stakeholders in the region and has developed a Māori engagement strategy to guide development of these relationships. It also works closely with Te Mana Mātauranga to understand and respond to the needs and aspirations of mana whenua. At its reflective deliberation in 2014, Te Mana Mātauranga identified that it was keen to work as a conduit for Waiariki to understand and respond to the strategic education needs of iwi. This work is planned for 2014-2015.

Ensuring industry relevance of programme delivery and employability of students and graduates has been a key shift over the past four years. Many programmes use simulated work environments to embed learning in a work context and embed employability skills in teaching delivery. Students are expected to be punctual, wear the appropriate clothing and safety gear and have the appropriate equipment, and to display teamwork, customer service and interpersonal relationship skills while in a learning environment.

Many programmes also include work placements and/or work projects that integrate learning with realistic work experiences. Work placement coordinators and supervisors are used to assist students to integrate seamlessly into workplaces. The automotive workshops, hospitality-related facilities and new investments in infrastructure for the wood manufacturing and nursing and healthcare programmes all offer evidence of a commitment by Waiariki to ensure programme delivery relates closely to workplace conditions.

Waiariki has improved its mechanisms to hear and respond to the 'student voice'. Senior managers worked with the Waiariki Institute of Technology Students Association to develop a more robust programme representative structure. Ultimately, the formation of a student council has resulted in effective student representation on key academic committees and provides a mechanism for the student body to liaise directly with both senior management and Council.

During 2013 and into 2014, Waiariki has worked to improve its feedback mechanisms, building on existing student satisfaction and first impression surveys, to enable the student voice to be heard on key teaching and learning, support and overall satisfaction with Waiariki. It has implemented:

- A range of student feedback mechanisms including feedback on teaching and learning through focus groups, direct tutor feedback, 'start, stop and continue' feedback, short questionnaires on eCampus (an online learning portal) and tutor surveys
- Focus group sessions prior to implementing new initiatives such the redevelopment of the Waiariki website and eCampus site
- An institute-wide first impressions survey conducted in the first month of the semester
- An institute-wide student satisfaction survey at the end of the year to gather feedback on students' overall impressions of studying with Waiariki.

Feedback is analysed and used by staff as part of self-assessment deliberations. It is also used to assist senior management in making decisions on resourcing, for example expansion of the bus service for students.

There is a three-year programme development plan in place in addition to targeted analysis and review of the programme portfolio. This has resulted in new and changed programmes. Waiariki is in the early stages of redesigning programmes to meet qualifications recently listed and arising from the NZQA Targeted Review of Qualifications. The learning support and quality team is working through the challenges of ensuring programme design can satisfy NZQF rules and also enable the incorporation of distinctive bicultural elements so important to their role. The formal process for the embedding of indigenisation into the curriculum, for teaching and learning support around te reo and tikanga, and for reflecting biculturalism across activities, is designed to reflect the aspirations and needs of Waiariki's stakeholders.

## 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**.

The EER team found consistent evidence of excellent teaching taking place throughout the organisation. Staff members are enthusiastic and passionate about their curriculum and teaching and they are well supported by management. Every staff member at Waiariki has a role in student learning and they take a collegial, whole-of-organisation approach to ensuring that all students achieve. Lecturers and students relate well to each other and students speak highly of Waiariki's teaching staff. Students interviewed commented that they enjoy the open, friendly style and have good access to the teaching staff outside of class hours. Students noted that staff members are responsive to the concerns or issues they raised. This strong rapport between students and staff is confirmed from discussions and student survey results.

Waiariki teaching staff are well qualified in their respective disciplines and hold an appropriate teaching qualification or, in the case of new staff, are working towards one in a planned and managed process. It is notable that several staff members have gained, or are studying towards, teaching qualifications well above the requirements specified in Waiariki policy or in NZQA's consent and moderation requirements, and are encouraged and supported by management to do so.

Teacher development is linked to student success through effective course design, development and delivery, and is a genuine focus and strength of the learning support and quality team. The team uses an enquiry-based approach to their own work and several are involved in sector research collaborations to improve teaching and learning, including Ako Aotearoa-funded projects. There has been enhanced attention placed on academic staff induction and professional development that has resulted in more staff being qualified in the Certificate in Tertiary Teaching.

There was evidence of the whole organisation purposefully engaging in meaningful discussion about teaching practice and student progress through 'communities of practice' (see also Focus Area 2.8). Teaching staff spoke about how they share ideas, experiences and knowledge through their daily interactions, staff meetings, peer observations and professional development activities. Students gave numerous strong and clear examples of how programmes and teaching were meeting their needs.

Waiariki has a peer observation procedure in which all the teaching staff participate. In fact, many staff members informally engage in peer observation on an ongoing basis. Teaching staff commented on the value of the peer observation process and several of the teaching staff interviewed were able to cite examples of how they had improved teaching delivery as a result.

All staff members are performance reviewed formally on an annual basis, but this does not preclude regular and ongoing feedback of a formative nature. Waiariki management encourages staff to engage in professional development activities and supports them to do so.

Moderation is seen not simply as a necessary compliance but also as a tool to enhance quality delivery and assessment. The organisation has sound assessment tools and a robust moderation process used to confirm that assessment outcomes are valid. Waiariki's assessments are externally quality assured by various ITOs, City & Guilds and NZQA, where most results for 2013 have been consistently at the required standard. Students reported receiving clear information about assessment tasks and receiving detailed, timely feedback about their learning progress. Students have appropriate opportunities for reassessment if required.

### 1.5 How well are learners guided and supported?

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

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

Waiariki staff and management are highly student centred and committed to the success and well-being of their students. The support systems at Waiariki are student centred, adequately resourced, and developed and maintained from the analysis of evidential data. The Revive tool enables monitoring of progress and achievement in order to profile students to anticipate which students will need support, what support they will need, and when they will likely need it. This enables staff to identify potentially at-risk students and to proactively plan and provide support on an individual basis and ensure that it directly contributes to student achievement.

Waiariki has adopted the strategy of embedding literacy and numeracy support into the lower-level qualifications and has supported staff to gain qualifications in adult numeracy and literacy education. Use of the national assessment tool for literacy and numeracy has enabled staff to direct support where it is most needed, and staff from the learning support and quality team provide useful support and professional development to lecturers and students in interpreting the results of the national assessment tool.

The centralisation of enrolment processes and the development of the 'enrolment with integrity' strategy puts a strong emphasis on ensuring that while there is a place at Waiariki for everyone, students are guided into programmes for which they are suited and which afford them a reasonable chance of success. Although staff attest to the success of this strategy based on anecdotal examples, it is yet to be formally evidenced by way of measuring a reduction in early attrition. As self-assessment processes mature, this will be a useful measure.

The organisational strategy to provide all courses with an online presence has progressed well and is being regularly monitored. Progress to date shows that the eCampus has potential, particularly in relation to Waiariki's regional commitment. The recent eCampus upgrade used extensive staff and student feedback for ideas to improve functionality. Analysis of student access to online technologies has resulted in a careful approach being taken rather than unilateral imposition of online activity in courses. Much of this is linked to the limited access to the internet by Waiariki learners when not on campus. Staff continue to work with courses where there are active pockets of online innovation such as in hospitality programme development.

Waiariki is a signatory to the Code of Practice for the Pastoral Care of International Students (Code of Practice) for students over the age of 18 years. The international student strategy has been subject to review and modification based on past experience and future needs, ensuring a measured and carefully managed approach to international education. Waiariki has regularly and effectively reviewed its practices to ensure that it meets the requirements of the Code of Practice and has met compliance requirements with the Code Administrator (NZQA) (refer Focus Area 2.2 for further information).

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

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

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

Waiariki is an educational organisation with a clear purpose and sound leadership. The organisation has effective systems for monitoring student achievement and supporting staff to improve educational outcomes.

The aspirations of the organisation are commendable, but at this point many of the improvement initiatives are works in progress. For instance, the goal of 'whole-of-institution internal evaluation over a four-year cycle' was stated during the evaluation. However, management also recognises that the sustainability of the current high-volume and intensive evaluation activities will be challenging. Numerous areas of development and innovation are still a work in progress. Some activities and initiatives are still being embedded, and the results of many have yet to prove their value and impact.

Areas of the organisation have been subject to significant evaluative review and subsequent development and improvement (for example, programme portfolio, location of information and 'first contact' services, industry liaison, eCampus). Changes and new programme delivery flowing from these initiatives have been positive in most areas, for example Smart Study, although many are still a work in progress in terms of their impact on improved outcomes for learners and other

stakeholders. For example, one of the programmes reviewed was struggling with high attrition, yet allowed to double the size of the enrolment without first ensuring that the attrition problem had been adequately addressed. This is evidence that the aspirations that Waiariki has are not yet fully embedded in all areas across the organisation.

The development of increased opportunities for the student voice to be captured in management decisions is commendable. While decisions taken by managers may not always follow student expectations, there was evidence of the student voice being valued by the institute.

Staff across the whole organisation spoke of a 'culture change' occurring at Waiariki, and a much more open climate to raise and debate issues. The fact that the organisation has, over time, employed, developed and retained a very competent, well-qualified and dedicated group of staff is evidence of good human resource management practices. Staff said they enjoyed the environment and that they worked hard and felt valued. Management was open in appreciation of the efforts, loyalty and dedication of staff. Waiariki has recently conducted a staff climate survey, but the results of this were not available to the EER team at the time of the visit.

Effective resourcing is planned and provided for all courses, and repairs and maintenance of resources are budgeted for. Staff said that all the required resources needed to do their jobs effectively are being supplied, and opportunities for useful professional development are well supported. Substantial investment in facilities that directly support teaching and administration of programmes was evident. The challenge of resourcing the many regional delivery sites is a significant one which Waiariki has accepted as part of its commitment to regional delivery.

Monitoring of performance at all levels of the organisation is regular, transparent and open. It is evident that the monitoring of performance, while often challenging, is focused on providing the best possible outcomes for students.

The organisation enthusiastically encourages opportunities for reflection on its role and how to better meet stakeholder needs, for instance through the series of stakeholder meetings it has held throughout the rohe. This has led to a highly reflective environment and culture throughout. Evidence indicates that staff across the organisation actively seek feedback from many sources and systematically use the information gained to inform improvements.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

Waiariki governance and management are highly effective in carrying out the institute's core functions, evidenced by the following:

- Subsequent to substantial changes in the make-up and direction of the Waiariki Council in 2010, the Council appointed a new chief executive in 2012. At their 2013 self-assessment, the Council reflected that this appointment was highly strategic and had signalled their priority of raising educational performance and outcomes for learners and other stakeholders.
- In 2013, Waiariki Council approved a new strategic plan for 2013-2017 and underpinning strategies, which provides a clear direction for the institution for improving educational outcomes and regional responsiveness. The approval of the strategic plan was followed by an institutional restructure. The organisational structure is shaped and resourced with the intent to achieve the planned outcomes and key performance indicators set out in the strategic plan. As previously discussed, and as can be evidenced in preliminary performance data, the strategies are working, albeit requiring more time to fully realise the improvements in performance that the Council demands.
- Waiariki Council is fully supportive of the executive and senior management and is well informed by the chief executive (and other managers as appropriate) on all areas within the Council's function. Council members interviewed by the evaluators were all positive about the focus and future prospects of Waiariki. The Council has a good balance of appropriate experience and expertise within its ranks.
- The TEC reports that Waiariki is consistently meeting key performance targets in its investment plan.
- As an institute of technology with a distinctive bicultural focus, Waiariki supports the social and economic development of the region by producing competent, work-ready graduates, as evidenced in graduate and employer surveys, in collaboration with key partners from education, business, industry and iwi. The distinctively bicultural focus is based on the recognition of Māori as tāngata whenua, and a basis on which to celebrate Māori culture, as well as European and all other cultures.

*Final Report*

- The Council's stated intention is that Waiariki graduates will have the skills and attributes to drive growth and prosperity in the region, and to be able to benefit from the opportunities of an increasingly international world and economy. As previously discussed, graduate and employer surveys indicate that this goal is being met.

## 2.2 Focus area: International students

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

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

International student achievement is high (95 per cent course success rate in 2013) and is monitored closely across Waiariki using mechanisms such as the qualification evaluation data dashboards, programme evaluations, deliberation (self-assessment) meetings, and self-review reports. These students seek and gain skills and knowledge, an experience of living in New Zealand, recognised qualifications and a potential pathway to employment and, potentially, permanent residence, as was the declared intention of most of the wood manufacturing students, for example.

After review and consultation, international student induction has been strengthened to help prepare students for the challenges of the New Zealand learning environment and now runs for one full week prior to programme commencement, which may also include further programme-related orientation. The number of intakes each year of students has also been reduced to better manage induction and orientation. Monitoring of attendance has been strengthened and there is close examination of patterns by international student office staff. Poor attendance is closely monitored and direct follow-up is initiated as appropriate; evidence of this was provided to the evaluators. These processes link favourably to Immigration New Zealand requirements and the Code of Practice.

International students interviewed by the evaluators at various sites described the range of pastoral care services and interventions, and how they have been supported to succeed. These conversations confirmed international student office staff statements about how they conduct their work. International students at Waiariki are well supported by tutors, learning advisers, library staff and the international student office staff.

The annual review of the Code of Practice was conducted independently of the international office, but involved their staff as applicable. The review enquired in sufficient depth around all aspects of Code of Practice requirements. The few recommendations and actions are being followed up appropriately. International office staff interviewed are clear about their role at Waiariki within the scope of the Code of Practice and their job description; appropriate professional development is provided to meet these requirements.

The evaluators consider the international office staff to be a professional and enthusiastic team, well led, multilingual and multicultural. They are valued by students and respected by staff spoken to across the programmes reviewed. The international centre manager is leading an effective self-assessment process which evaluates the centre's activities and actively connects with other institutional self-assessment activities. Benchmarking is occurring against other ITP and international graduate surveys.

These staff have a very clear understanding of their complementary roles and work as a team to achieve the outcomes sought. Documentation around all business processes, and self-assessment activities pertaining to their work, are high quality and useful. Reflection and learning regarding historical issues of concern to NZQA and other stakeholders, particularly a substantial issue with a bridging programme for international nurses, has led to strengthening of specific academic processes to ensure that such issues do not re-occur.

An unusual but particularly strong example was provided of effective support to the family and colleagues of an international student who died in an accident while in New Zealand. This included aspects of tikanga appropriate to the bicultural nature of Waiariki, as well as being respectful of the religious beliefs of the family. Management and staff responses were thorough and timely in a crisis situation.

International staff also contribute and add value to new tutor induction and around cultural awareness training for all staff. In particular, targeted surveys are used to gain regular, authentic and critical feedback from international students. Key findings included that the initial level of satisfaction with their programme was 86 per cent, around 7 per cent lower than the rating by 'all students' (Waiariki First Impressions Survey, 2014). The survey analysis also stated that 'international students were least likely to recommend their programme to others or rate it as good value for money'. The student survey rating for 'recommend [the programme] to others' was also markedly less than for other respondent groups (end 2013 Waiariki Student Survey). On the other hand, high ratings (90 per cent plus affirmative) were returned for survey questions: '[the programme] was at a level I could manage', and '[the programme] helped me work well and communicate with others' and 'improved [my] confidence'. Although substantial data has been collected, it has not always been used effectively to bring about improvements.

International and other Waiariki staff are actively using student feedback to understand the needs and aspirations of the large international student body (as indicated above), and to improve performance. Action plans which follow up issues arising (such as, 'numerous agents not providing required material to students pre-arrival') are monitored until improvement is noted. Consideration is given to where responsibility lies for improving performance. Often this sits with the relevant faculty.

## 2.3 Focus area: Foundation suite of programmes

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

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

Learners in foundation programmes complete courses, gain qualifications and generally progress to higher learning programmes or, in some cases, into employment. For many learners, their success in a Waiariki foundation course (Smart Study or Trades Academy) is their first time succeeding in study and gives them confidence to enrol in further study. Teachers observe that graduates of foundation programmes are often better prepared for further study than those who enter directly into a programme.

Waiariki has managed well the sustained growth in enrolments in the foundation programmes, the Certificate in Smart Study (Level 4) (47 EFTS in 2010 to 55 EFTS in 2013) and Vocational Skills (79 EFTS in 2013). Enrolment in the Trades Academy is valued by the learners who regard it as a 'privilege', and by the schools releasing the students to the academy. The Trades Academy is an example of a solid collaboration between secondary schools and a tertiary education provider, and was extended to Rotorua schools in 2013 and Tokoroa and Taupo in 2014. It is a unique model of a vocational education pathway that has a tertiary education qualification as an additional outcome for learners. Where challenges arise within the relationship, they are managed and solutions found.

The needs of foundation study learners in regional areas are being met and, in some cases, specifically catered for. Foundation learners are supported by skilled teachers who use innovative and targeted approaches to keep learners engaged. For example, the introduction of a science weekend noho was seen as a success by learners and staff, and any issues were identified and managed.

There is evidence of good reflective teaching practice and targeted support for new staff. Staff make positive interventions to help learners participate and achieve. Attrition and non-attendance are monitored and interventions put in place early to reduce them.

There is a heightened awareness among staff of 'enrolment with integrity', an organisational strategy to ensure that learners enrol in the most appropriate course for their needs and abilities. There was evidence of staff recommending Smart Study as a pre-entry for students who were not able to meet degree entry criteria, for example for early childhood education.

Internal evaluation has noted the need to systemically track the success and retention of students who graduate from Smart Study and progress into nursing, social work and early childhood education programmes.

Staff use social media and other non-formal systems to capture data on graduates, and benchmarking with other similar institutes has been initiated as a means to inform improvements.

## 2.4 Focus area: Bachelor of Teaching (Early Childhood Education) (Level 7)

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 Bachelor of Teaching (Early Childhood Education) programme has been recently revitalised and, according to industry representatives interviewed, has a growing reputation as a quality programme in the Rotorua rohe. This is a significant shift from five years ago, when the future of the early childhood education programme at Waiariki was at risk. Enrolments have tracked steady growth in the last few years – 55 students in 2012 (27 EFTS), and 89 students (69 EFTS) in 2013. Course completion rates were 82 per cent and 79 per cent respectively, which exceeds institutional targets. Early childhood education employers in Rotorua employ graduates and readily take students on practicum placements. Eleven students graduated in 2013, and all went on to employment in the early childhood education sector.

Staff are working on strategies of biculturalism and support by Te Kura Māori to improve Māori student completion, which for this programme is 5 to 9 per cent lower than total student success. Participation of Māori students is 33.9 per cent. Participation by Pasifika students in the programme – at 2.1 per cent – reflects community demographics.

Early childhood education staff have a valued and supportive relationship with their stakeholders, who in turn regard their relationship with Waiariki as being 'whanaungatanga', and being included as a 'part of the community'. Stakeholder feedback has resulted in improvements in the programme, such as improvements in assessment practice and practicum structure.

Programme entry is managed in a manner that ensures the learning experience fits Waiariki's bicultural focus and does not saturate the rohe with graduates. All students are interviewed as part of the enrolment process and those who are not ready to commit to the degree are counselled towards other study to pick up any skills gaps, or to the diploma pathway. The limitations for employment prospects for diploma graduates as 'unqualified' staff in early childhood education centres, or in Te Tari Puna Ora o Aotearoa, are explained so that students are fully informed before committing to the programme. Some learners expressed surprise that their initial interview for selection into the programme, which they assumed to be an individual interview, was in fact a group interview. Clearer information on the interview and selection process for the programme would be desirable, as some students said they thought that an individual interview may have provided a better indication of their potential to succeed.

Students are provided with meaningful activities and appropriately 'challenged' in their learning, and develop useful skills. Students are well supported by various

advisory and teaching staff as they juggle the demands of other aspects of their lives to ensure they are able to attend. Students receive regular feedback on their progress, including from whānau/associate teachers. Students described their learning experience as being: 'whanaungatanga, an adventure, quality, supportive, and educational' (for someone coming from a te reo immersion school into an English-speaking ITP).

Many examples were provided where Waiariki actively listens to the student voice and incorporates student feedback constructively and at times promptly. Examples include the provision of printed course outlines rather than reliance on online versions; taking a more planned and whole-of-programme approach to the timing of assessment due dates for each course; more efficient bus timetabling; and redeveloped practicum courses. The provision of transport is a conscious investment priority of Waiariki and one appreciated by early childhood education students and stakeholders.

Teaching and learning resources are good, and while eCampus engagement activities are in early development, staff are building their capability to better use technology in the learning experience. There is a developing culture of research and there is support for staff to engage in applied research projects nationally. An annual locally held research forum enables researchers to explore their ideas with industry members, students and colleagues.

The early childhood education degree builds in the Waiariki principles of biculturalism and models aroha, and manaakitanga in activities. The noho marae was a stand-out activity for the programme, where students learned from each other as well as their teachers. Programme staff have reviewed this activity and provided ways to further enhance this experience.

Staff levels have been stable for the last few years, after a period of high turnover as the programme transitioned to a degree requiring staff with higher qualifications. Teaching staff have capability in te reo and learners submit assessment in te reo where this is their preference. Comments on te reo Māori engagement with Te Kura Māori were identified by some students as needing attention. Specialist curriculum design and development staff were employed to boost capability for the early childhood education degree course development, and this enabled a consistent approach to the redeveloped course outlines and assisted the development of staff capability in critical reflection.

## 2.5 Focus area: Certificate in Automotive and Workshop Repair (Level 4)

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

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

Over the last three years, course completion rates have averaged 85 per cent, with current results tracking similarly. This exceeds a local target of '80 per cent

*Final Report*

completion rates'. Waiariki has a strong focus on this specific measure, including making comparisons with other ITPs (for instance, the sector average for level 3 and 4 course completion was 78 per cent in 2013). For Māori students – who generally comprise at least one-third of the cohort – course completion rates fall about 4 per cent lower than all other students, but are also consistent and appear to be trending upwards for 2014. There are very small Pasifika student numbers, and their course completion rates average 70 per cent. Qualification completion averaged 75 per cent over the last three years, and has improved markedly from 61 to 90 per cent between 2011 and 2013. In this focus area it is significant to note that the programme offers a real challenge, and most students are achieving level 4 credits; this content has been carefully selected and integrated in response to industry and other stakeholder feedback, and is perhaps higher than would be anticipated for an entry-level programme. ITO moderation confirms the quality of assessment occurring. Ample evidence was provided indicating that female students can and do thrive on the programme. All necessary data and analysis for tracking learner educational achievement is being captured and shared, and both tutors and managers spoke knowledgeably about how student achievement is trending and why.

Employment outcomes, as recorded by the automotive department for this focus area, are relatively modest (30-50 per cent), but reportedly were much stronger in Taupo in 2013. Evaluators saw some evidence that automotive apprenticeships and other related industry outcomes are being achieved, but the department could gather much more robust and convincing information to support claims of close industry connectedness. There is an opportunity here for more analysis of outcomes, for example making comparisons by site or comparing target groups and capturing other valued outcomes. For those who do not obtain automotive-related employment, students (and Waiariki) pointed to valuable and transferable automotive maintenance skills which they described as already being used, and which are likely to have significant financial benefits for themselves as well as their family/whānau. Employer satisfaction survey results (2013) showed that respondents deemed Waiariki a preferred provider of automotive training. The programme provides qualifications, leads directly to employment for some, and assists others to gain confidence and valuable skills relevant to a range of local employers (forestry and farming for example).

Teaching staff are well prepared, reflective and appropriately qualified. They meet regularly to monitor the programme delivery, their teaching, pastoral care strategies and learner achievement, as well as for general collegiality. The evaluators found strong evidence of processes for ensuring consistency across sites; the informal but intentional 'Friday avo' meetings being one of these processes. Another key mechanism – observation of teaching – is regular and systematic, and is done by teachers teaching at other sites, and by staff involved with tutor training and development. However, a sample observation record provided was too descriptive to fully realise the development opportunity being sought. Internal moderation of assessment is sound, as is engagement with other related academic quality

processes both within the faculty and externally. Overall, the evaluators encountered a professional team with a strong attention to doing things right and producing work-ready graduates. Confirming student survey findings, students interviewed spoke very highly of the teaching and gave numerous examples of how the programme and teaching were meeting their needs and expectations.

Teaching strategies are well reasoned, subject to modification as needed and workshop/workplace oriented – some excellent, nuanced understandings on how to teach to different types of learner, and how to set clear expectations on work-ready performance were provided to the evaluators. Links with workplaces and ongoing exposure to current industry practice are clearly documented in consultation logs and professional development records; these would likely yield more useful information if interaction was more intentional and follow-up analysis took place. The local advisory committee, it was agreed, is not as valuable a mechanism as industry visits for improving programme design and delivery. The evaluators noted examples of positive impacts on programme delivery from these liaison activities – for instance, ensuring graduates are able to independently and efficiently carry out a generic vehicle service, as would be expected at entry level or by an apprentice.

Processes for learner enrolment, induction and needs assessment are appropriate, although there is still some embedding of new institutional systems occurring. Staff were celebrating some very good student results derived from the reinvigorated use of the national assessment tool, and also good attention to embedding strategies. At least one new staff member has planned professional development in adult literacy and numeracy, and other staff already hold these qualifications. Clear expectations are being set for learners, good materials and physical resources are provided, and a range of services are available to support them to succeed. Learners have logical pathways available within the programme suite, although the Taupo-Mokoia bus timetable was reportedly affecting progression for a few Taupo learners.<sup>4</sup>

Automotive programme areas are reported as financially sustainable; some examples of investment in teaching resources and machinery were noted, but Waiariki self-assessment also notes that the facilities need upgrading in the mid-term. Regardless, there is no evidence that the current situation is unsafe or having an impact on achievement or learner satisfaction. Management is respected by staff, and is credible and knowledgeable about programme performance; business planning is thorough and comprehensive. Staff succession planning is occurring, with good examples of highly motivated younger staff engaging in appropriate professional development. Relative to the high proportion of taura Māori on the programmes, there were apparently relatively few Māori staff, and this is something Waiariki may need to consider as per the institutional bicultural strategy.

---

<sup>4</sup> In this case the bus from Taupo was timetabled to arrive at Mokoia campus 30 minutes after classes had begun.

## 2.6 Focus area: Wood Manufacturing suite of programmes

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 Wood Manufacturing suite of programmes are consistently showing over 90 per cent course completion. These are excellent results, consistently exceeding the Waiariki achievement targets. The three key stated goals of the programmes (to service industry; to maintain or raise international student market success; to work with secondary schools) are all clearly being met.

**Table 3. Wood Manufacturing course completion rates, 2011-2013**

	2011	2012	2013
All learners – Wood Manufacturing	85%	89%	94%
Māori – Wood Manufacturing	86%	90%	94%
Pasifika – Wood Manufacturing	89%	100%	85%
Under-25s – Wood Manufacturing	83%	89%	79%
International	90%	91%	98%
Waiariki total	73%	77%	79%

The programmes are valued by students, whānau and stakeholders. Student success is valued and celebrated in a way that is mana enhancing and involves whānau. The ITO-based programme provides block course training for those employed in the industry, and the outcomes relate to several factors: a key national resource, a regional economic development component, an export industry, and a skills shortage area.

International students with existing tertiary qualifications are trained in New Zealand wood manufacturing processes which can lead to employment in the industry. Evidence was provided that that this is valued, with some international student graduates returning for further training as apprentices once they are residents. Graduates take up employment in regions of New Zealand that the industry finds more difficult to staff, which the industry and employers appreciate. There is some knowledge of graduate outcomes through strong connections with employers (visits to all employers each year), but the department could be more systematic in the way it gathers employment destination information.

The secondary school-based students, who are largely Māori, achieve very well on their programme, and although there were good examples of Māori graduates gaining skills and qualifications which can and do lead to sustainable employment, Waiariki also considers it a very good outcome when students return to their schools to continue their learning.

The programmes provide the only off-job training of associated wood manufacturing technologies in Aotearoa. There is a direct link to industry need with

*Final Report*

the intent to 'replicate industry conditions', particularly so in regard to work-readiness competencies. Opportunities are provided for industry-based apprentices to be exposed to correct practice and different types of technology, and also to meet with and share practice with industry peers. Industry stakeholders and students both positively commented on this. These strategies provided very good examples that the most important needs of the students, the ITO (Competenz) and the wood manufacturing industry were being met.

The programme uses highly effective and very deliberate teaching strategies. The tutors are acknowledged for their teaching expertise, with one having achieved the Waiariki teaching excellence award and another invited to submit his portfolio for consideration for the Ako Aotearoa Tertiary Teaching Excellence Awards. There was evidence of useful examples of collaboration with learning advisers, use of the national literacy and numeracy assessment tool, and intentional teaching to support language, literacy and numeracy development.

Contextualised learning covers the full range of manufacturing. Work experience, generally on campus for occupational safety and health reasons, closely reflects industry conditions and work processes. There was good evidence of transfer of learning back into workplaces. The ongoing provision of digital resources (USB device and/or eCampus) is valued by students, and supports all key programme goals.

The tutors value and use learner-centred strategies. Clearly articulated pedagogy is practised, with ongoing conversations around sharing practice to improve learning and achievement. Performance appraisal, teacher observation, staff development and industry exposure together provide a powerful synergy which is leading to highly effective teaching and sustained outcomes. In-depth analysis of assessments and student results and alignment with course content at moderation lead to changes to assessments and improved results in those areas. These collective strategies result in the high achievement by students.

The programmes are student-centric, with strong support processes in place. International students are well supported by tutors, learning advisers, library staff and international student office staff. All students access well-prepared learning resources, with industry trainees receiving specially prepared learning resources which are very high quality and useful. These have value after training and in industry. The level 2 students benefit from an underpinning strategy that every student has a plan, and is encouragement to pursue that plan.

Waiariki has placed substantial investment in facilities that directly support the teaching and administration of programmes. It uses the 'Centre of Excellence' concept at the main campus, although there was a strong and clear message from industry stakeholders that ongoing investment in technology to emphasise 'production' is linked to the maintenance of the value of that concept. Student facilities on the Waipa campus are aligned with industry conditions.

## 2.7 Focus area: Certificate/Diploma in Contemporary Music Performance (Levels 4 and 5)

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

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

In 2013, Waiariki offered the Music and Audio Institute of New Zealand (MAINZ) certificate programme under a one-year contract to Tai Poutini Polytechnic. There was a high student attrition rate and Waiariki decided that it could develop and better manage a programme more specific to its students' needs. In 2014 it offered the Waiariki certificate and diploma music programme. However, approval was granted only at term start time, and staff have been teaching while developing teaching and support resources. Unfortunately, the programmes are still suffering high attrition rates as confirmed by staff and student interviews, staff reports and Council minutes. Of the 10 certificate graduates from 2013 who subsequently enrolled in the 2014 diploma programme, six remain, and 24 remain from this year's 36 certificate enrolments.

The first-term semester course completions are tracking at 56 per cent for the certificate and 60 per cent for the diploma – well down on the Waiariki target of 80 per cent for course completions. In addition to the skills learnt on the programmes, students acknowledge well-being indicators of self-esteem, confidence and their professional attitude to performance. Students are positive about the need for the programmes and the commitment of teaching staff. For instance, they commented, 'what we are learning is ace', although they noted some infrastructure problems, including the availability of course outlines, teaching rooms and teaching staff; changes at short notice; and difficulties with eCampus. These problems had a negative impact on their learning and programme success.

The programme is endorsed by a range of stakeholder supporters (business, music and television industry practitioners and community) keen for the programme to succeed. The stakeholders have held their first advisory group meeting, and during the interview with the evaluation team identified the need for additional resources to seed the development of the programme.

Staff are keen to make the new programme a success. Staff have varied and complementary sets of skills and are working collaboratively to deliver the programme. This is noted as a strength of the programme. However, only two staff are full-time while two are casual, with the possible risk that the programme may lose the casual staff. Stakeholders also voiced this concern. Staff are taking advantage of the support and professional development opportunities available from the learning advisor, and an action plan is in place to address issues noted to date.

Staff provide strong pastoral care supplemented by student peer support. Bicultural practices, including te reo, tikanga, manaakitanga and whanaungatanga, are clearly exemplified by students, staff and stakeholders intent on collectively promoting student and programme success. The major reason identified for

*Final Report*

withdrawal is financial difficulty, although these students had not requested support from Waiariki.

Although programme staff were aware of the Revive tool, they had chosen not to use it. A programme-wide, systematic analysis of the pastoral needs of students and how to meet them could support the staff to stem attrition.

The intent of the programmes was to attract students to Waiariki, with further study within Waiariki as an outcome, because employment in the music industry and wider affiliations is not assured. The concerns around attrition and educational achievement are acknowledged by the Waiariki Council. The challenge for the organisation is how to support and resource the programmes to ensure they are provided the best opportunity to succeed to meet the expectations of the stakeholders and the students currently enrolled.

## 2.8 Focus area: Learning support and quality team

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 work of the various teams involved with learning support and quality is clearly guided by the strategic plan (2013-2017) and the outcomes and supporting objectives it contains. This evaluation found that staff across these teams are well prepared professionally. They have a well-informed knowledge of the desired organisational outcomes and a focus on learner achievement relevant to their roles. This informs their strategy and day-to-day work. In turn, the significance of their various workstreams is clearly understood, and frames many conversations and activities across the institution. There is anecdotal evidence that their collective work has links to the improved educational performance at Waiariki.

Learners and internal stakeholders (lecturers primarily) value the support available to them from the team. The team adds rigour and value to assessment practices, and monitors moderation activities centrally. The overarching and intentional linkage of staff professional development, programme development and course design with learner satisfaction and achievement goals is well considered and strategic. Review of all aspects of this is occurring as planned.

Across the teams there is also a sound understanding of self-assessment. Some excellent review tools, surveys and processes to gather useful data and information relating to learner achievement and outcomes have been developed. These in turn feed into ongoing activities: course and qualification design; professional development for lecturers; innovations to enhance success (Revive for example); and programme portfolio development and redevelopment. In particular, more rigour and value has been added at the time of formal course results approval, which now regularly includes evaluative enquiry around assessments, completion rates, and identification of any issues. Clearly described, reliable tabulations of

participation and student achievement for each programme are being produced centrally to support self-assessment conversations at all levels of the ITP.

The evaluators noted good investment in carefully designed and well-executed surveys, such as the surveys of graduates and employers. These quality activities have been yielding useful information, even more so where supplemented by qualitative 'day-to-day' input by teaching staff. These processes are informing redevelopment of the programme portfolio and the activities of the careers and employability centre, to give two examples.

Learners and teaching staff clearly value the support available to them from faculty-based learning advisers. The goal of fostering 'communities of practice' as a key site for educational discussion – as well as a focus on measuring performance – is clearly occurring. Both the quantity and quality of institution-wide conversations on pedagogy and learner achievement have, according to staff teaching the programmes, been improved. This indicates that the strategy is becoming operational and embedded. Staff interviewed across sites indicated that meetings were 'less dominated by administrative issues, and more time was being spent on educational matters'. The use of 'deliberation meetings', bringing together staff from various teams to self-review, is also widely welcomed. The evaluators noted that some clarity was lacking on what would be useful measures to adopt and monitor in order to evaluate the impact of the learning advisers on achievement. Some staff indicated that this was a concern, especially as it related to the effective monitoring of adviser resources – particularly in relation to understanding equity and sustainability of support for international as compared to domestic students.

The Waiariki strategy to have all courses with an online presence (which Waiariki is measuring using a specific continuum) is progressing well. Monitoring and data collection relating to the 're-launched' eCampus has only just been enabled, limiting evaluation on uptake or patterns of use. eCampus shows a lot of potential, particularly in relation to 'planned student growth [in the regions]'. There may be a potential mismatch between eCampus and the fact that some prospective students do not have access to the internet (as was noted by student council members), and a lack of reliable data on just how big this perceived gap is, and how it can best be addressed. Nevertheless, some examples of genuine innovation were provided as were some examples of new investment in wi-fi and portable information technology resources.

The establishment of a student council to broaden the channels of communication beyond student survey feedback relates to senior management's aspiration to hear the student voice. Student representatives provided reasoned and forthright views in describing how Waiariki is changing, and how responsive it is to the students. One significant concern expressed to the evaluators related to a decision by Waiariki to vary the 2014 academic year timetable (causing misalignment with the school year) which had a negative impact on many students with children. Another factor affecting students is the aforementioned development of online resources and associated printing costs, although perspectives varied on the extent of the

impact. More generally, the student councillors believed that the model of class representatives, coupled with the establishment and resourcing of a student council, was a positive move and that the institution took their feedback seriously, which was noted by them as an improvement.

Until relatively recently, the TEC requirements around use of the national assessment tool were apparently not being met<sup>5</sup>, and the assessment results were not used consistently to support effective teaching and learning. Ensuring much higher uptake of the tool (reportedly more than 80 per cent of students in courses at levels 1-3) has been a significant improvement, as has learning advisers providing useful development and support to lecturers and students in interpreting and using the results. These activities were noted as occurring, and are adding value.

Staff within this area play a central role in developing teaching effectiveness, and they are pursuing this goal with vigour. Some links to their own and other research and sectoral collaborations were noted here – Ako Aotearoa outputs included. There is enhanced attention to ensuring uptake of academic induction, and ongoing teacher professional development has resulted in more staff being qualified in the Certificate in Tertiary Teaching. A clear conception of Waiariki goals informs the team, and a comprehensive teaching and learning strategy provides a very useful self-assessment tool. Closely related to this is the establishment of a research and enterprise strategy, with much enhanced processes and reinvigorated leadership which links research with the Waiariki goals around applied research and informing teaching, in degree programmes particularly. The overarching intentional linkage of staff professional development, research, enhanced programme development and course design – along with learner satisfaction and achievement goals – is well considered and strategic. Review of all aspects of this integrated model is occurring as planned.

Support for effectively embedding the ‘indigenisation of curriculum’, the teaching and learning strategies around te reo/tikanga use and access, and reflecting biculturalism across all activities – although occurring – would benefit from more resource given the high number of Māori students, high Māori population, local iwi stakeholders and wider educational priorities. This evaluation found some gaps in building shared understanding around this. Monitoring data discussed with staff from this focus area indicated that relatively few enrolled students access the related online resources. Data provided by Waiariki shows that approximately 10 per cent of staff are voluntarily engaging with the offered te reo programmes, and a larger proportion are actively engaging in other relevant cultural development activities. Waiariki’s ancestral meeting house Īhenga, at Tangatarua Marae, provides an excellent venue and cultural focus for this capability building.

---

<sup>5</sup> Only 41 per cent of students requiring assessment had been assessed at December 2013. The TEC requirement is that all learners at level 3 and below are tested and that 80 per cent show improvement of at least one step within six months (source: TEC Workspace reporting).

However, more clarity around leadership, monitoring and resourcing regarding the aspirations of this strategy may be required.

# Recommendations

NZQA recommends that Waiariki Institute of Technology:

- Continue to provide institutional support for the many strategies being implemented to support and engage learners, for example the enrolment with integrity strategy, noho marae.
- In conjunction with industry stakeholders and the TEC, consider how to maximise labour market outcomes for priority learners in wood manufacturing.
- Consider ways in which the success with level 2 Wood Manufacturing could be replicated at higher levels of delivery.
- Develop clearer mechanisms for monitoring learning advisor workloads and effectiveness, and equitable use of their resources by different learner groups within the organisation.
- Evaluate the adequacy of resourcing and uptake by staff of aspects of the teaching and learning strategy pertaining to developing educator bicultural competencies, including te reo.
- Consider ways in which the useful information about employment trends and prospects collected by the careers and employability centre team can be used more effectively to inform programme improvements.
- Institute a programme-wide, systematic analysis of the pastoral needs of students and how to meet them to support the staff to stem attrition.

# 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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

*Final Report*