External Evaluation and Review Report

Wai-Tech Limited

Date of report: 13 October 2021

About Wai-Tech Limited

Wai-Tech is a wholly owned subsidiary of Te Whānau o Waipareira, specialising in Whānau Ora work-based education and training to the national network of Whānau Ora provider organisations.

Type of organisation:	Private training establishment
Location:	Whānau House, Level 2, 6-8 Pioneer Street, Henderson, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 81 equivalent full-time students
	International: nil
Number of staff:	Seven full-time equivalents
TEO profile:	NZQA - Wai-Tech Limited
Last EER outcome:	Confident in educational performance and Confident in self-assessment capability
Scope of evaluation:	Diploma in Whānau Ora (Level 5)
MoE number:	7303
NZQA reference:	C45297
Dates of EER visit:	21 and 22 June 2021

Summary of Results

Wai-Tech has continued to meet the needs of its key stakeholders: students and their employers across the network of Whānau Ora providers nationally. The diploma is well designed and delivered by an experienced teaching team. Good self-assessment systems and processes support performance, with some suggested areas to strengthen.

Confident in educational performance

- Wai-Tech students have continued to achieve well since the last EER, despite changes to the structure and delivery of the diploma in 2020. Achievement data is up to date, monitored, collated and shared to inform key stakeholders of student progress.

- Engagement with employers is regular and ongoing as part of employers' commitment to learner success. Employer feedback is also used to inform current and future training needs.

Confident in capability in self-assessment

- The diploma is well designed to meet the needs of students and employers. The diploma is reviewed annually and changes are being made to further improve the programme review process. Internal moderation is being strengthened, although external moderation requirements have been consistently met.

- Students felt well supported by their employers and tutors to complete what they considered to be a demanding workload. The learning and the assessments are designed to be relevant to the workplace which is key to student involvement and engagement.

- The Wai-Tech directors are experienced governors who are supporting Wai-Tech through a managed growth strategy to meet the educational aspirations of the Whānau Ora provider national network, as well as the needs of whānau living in West Auckland.

- Compliance is well managed, with minor areas requiring attention.

- Self-assessment capability (systems, resources and staff) and practices are becoming well established

and informed by Wai-Tech's self-evaluation framework. Strengthening outcomes evidence, internal moderation and closing off actions raised during programme review are areas for improvement.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Wai-Tech students[2] consistently achieve well. Data from the past three years show course and qualification completion has exceeded 90 per cent. The majority of students and graduates are Māori; therefore, the overall achievement results reflect Māori learner success. However, the reporting of achievement by priority learners (Māori and Pasifika) could be included consistently in annual programme reviews.
	Students' and graduates' skills, knowledge and practice are affirmed throughout the programme; students have the opportunity to critically reflect on and improve their practice; they are also able to share and develop best practice with others, in and outside of their organisational context.
	Wai-Tech keeps detailed, up-to-date achievement data for every student which is used to inform monthly progress updates between tutors, students and employers. There is also ongoing monitoring of achievement data by tutors and management, with an emphasis on completions, withdrawals and attendance (at tutorials) to ensure students are progressing through the programme. The data is also analysed and used to inform annual programme reviews.
Conclusion:	Student achievement is consistently strong. Achievement data is monitored and reported at an individual and collective level to ensure student success.

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

[2] All students must be employed in an approved Whānau Ora provider in order to study the diploma with Wai-Tech.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Wai-Tech contributes to strengthening the capability of the workforce to apply whānau-centred approaches specific to their roles in Whānau Ora provider organisations. The diploma programme is well regarded by employers, as shown in the increasing number of providers who are committing their staff to complete the programme. Valued outcomes identified by employers as resulting from the qualification include: • Unregulated staff gaining a relevant qualification that supports their personal and professional development. The qualification has credibility in the sector, and can (and sometimes has) lead to career advancement within and across organisations. • Staff gain a broader and deeper understanding of the principles, policies and practices that guide their respective organisations. • A conscious awareness of the skills and knowledge they possess; the validation of practice underpinned by Māori ways of being and knowing (te ao Māori world view); and gaining and applying new skills and knowledge that contribute positively to whānau. • A strengthened whānau-centred workforce in their organisation. Wai-Tech's understanding of valued outcomes is based on regular discussions with employers and informal feedback from graduates and stakeholders who attend graduation. Destination data is maintained, including shifts in employment, and is reported in the annual programme review. A recent internal review (conducted externally) identified the outcomes valued by students and the extent to which they were met. A more systematic approach to documenting and analysing the valued outcomes for employers and graduates (and potentially whānau) would further strengthen the evidence informing Wai-Tech's self-evaluative approach.

Conclusion:	Graduates and employers achieve valued outcomes. More systematic processes for gathering, analysing and documenting evidence of valued outcomes (beyond destination data) is recommended.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	The diploma is highly relevant and well designed to meet the needs of the Whānau Ora workforce, as shown in student and employer feedback. Wai-Tech has continued to sustain its performance with the new diploma in 2020 despite being its first year of delivery[3], its first year of Tertiary Education Commission funding, and a shift to virtual engagement from March 2020 in response to Covid-19 restrictions.

Learning is based in the workplace. Student assessment is based on activities that help to cement student knowledge in Whānau Ora relevant to their context, while also providing an academic and theoretical underpinning to their practice. Tutors visit students at their place of work and students also attend tutorials online. This ongoing engagement and interaction provides tutors with an intimate understanding of student strengths and needs and how they can best support the students.

The programme is reviewed annually and includes a comprehensive account of the programme for the year inclusive of student, employer and tutor feedback. The annual programme review template is being redesigned to ensure information is gathered and reported consistently each year, including the layout. Consideration should also be given to including and consistently reporting against Wai-Tech's moderation plan (internal and external), including results and changes made to improve assessment tasks and practices; and reporting the |

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[3] The New Zealand diploma includes 17 unit standards (121 credits) and is completed over 12 months, rather than 18 unit standards (121 credits) completed over two years.

	close-off of recommendations or the impact of improvements made in prior years as part of self-review.
	All resources, including workbooks and assessments, are developed by Wai-Tech tutors. External moderation for NZQA and Careerforce-managed standards have been consistently met since the last EER. Internal moderation has been strengthened this year, with a new tutor and a non-teaching staff member pre- and post-moderating assessments. Previous years' internal post-assessment moderation has not been evidenced.
	Evidence that students can demonstrate tasks in the workplace is verified by employers (or their nominees) and during noho to provide assurance of the validity of student work. Tutors also call on employers if there are concerns.
Conclusion:	Programme design and quality teaching validate and strengthen the professional practice of students through academic inquiry. A commitment to quality and improvement is evident. Internal moderation is a gap being strengthened.

1.4 How effectively are students supported and involved in their learning?

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Students are well supported and involved in their learning, as evidenced through student and employer feedback gathered by Wai-Tech and affirmed through the EER.
	The programme of work, workbooks and assessment tasks is clear to students and employers; any issues of clarity around what is required are resolved quickly. Noho, weekly hui with tutors (either virtual or in person visits), and regular visits[4] to students are opportunities for students to stay involved in their learning and engage with their tutor (ask questions, seek feedback and engage critically in their academic journey).
	Employers allow space and time for students to participate in individual and group study including time to engage with the

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[4] While the intent is to confirm a schedule of visits in advance for the year, in reality this is not always possible due to work priorities changing daily for students. Tutors remain flexible.

	tutor on site and at noho, in work time.[5] Equally, employers expect students who accept the invitation to enrol on the programme to manage their work and whānau responsibilities in order to complete the programme successfully. Students noted that the workload was high but they were well supported and committed to managing their responsibilities.
	Students from the same organisation support each other as 'study buddies', and wider cross-organisational groups are encouraged as a professional learning network for students to share practices.
	A weekly pānui is distributed to students and staff by the tutors, and is considered as critical to ensuring the ongoing communication of key learning expectations to all stakeholders. More specific progress updates to students and employers supplement the weekly pānui. Both these processes keep the students supported and engaged in learning, and employers involved and invested in student success.
Conclusion:	Work-based learning is supplemented and supported by tutor visits and direct teaching and assessment at noho and tutorials. Student support is professional and collegial and underpinned by an intimate understanding of the value of whanaungatanga and manaakitanga to learner success.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Wai-Tech is undergoing change and growth after eight years of niche delivery to a network of Whānau Ora organisations. For example: • The Wai-Tech directors have recently increased the capacity of Wai-Tech which includes the appointment of a director of education, a Wai-Tech manager and an academic registrar

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[5] This is a commitment the employer makes to the student and Wai-Tech as part of the enrolment/acceptance process.

	who provide strategic leadership as well as operational support to the teaching team.[6]
	• Wai-Tech management is leading a growth strategy which includes expanding its Whānau Ora programmes into a cohesive career pathway[7], and widening its programme offering to meet the wider educational and employment objectives of the parent body and the community it serves.
	• Wai-Tech is solidifying its point of difference through its unique focus on empowering whānau prosperity (Whakamanahia te whānau kia taurikura) through education and through strengthening the Whānau Ora workforce.
	• Te Kauhau Ora o Te Whānau o Waipareira[8] are being socialised and embedded within Wai-Tech.
	• Academic policies and procedures are being reviewed and strengthened.
	Amidst the change, tutors have continued their attention to delivering a quality educational experience and enabling student success through continuous improvement. Teaching staff are supported by management to perform their roles well. Both tutors have a breadth and depth of complementary experience that allows them to work together and also support each other as critical friends.
	The Wai-Tech directors are engaged and kept well informed of Wai-Tech activities and performance through formal management reports received monthly.
Conclusion:	Governance and management are clear in their focus and responsibility for meeting the needs of key stakeholders including whānau. Wai-Tech capacity and capability has recently been strengthened to leverage off what Wai-Tech does well in order to inform growth and development. Self-assessment continues to evolve and improve.

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[6] The wider team includes an employment outcomes lead, employment and industry co-ordinator and a Reo Tikanga lead.

[7] Wai-Tech is considering the development of a degree to meet the needs of graduates and employers.

[8] A code of conduct for all Waipareira/Wai-Tech staff based on Māori principles.

Final report

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Wai-Tech has systems in place for managing its most important compliance issues, which is the responsibility of Wai-Tech management. Aspects of compliance management (e.g. financial administration, policy, health and safety, internal audit) are undertaken by senior staff in Waipareira Trust which is the parent body for the PTE. A programme of internal audit to support the PTE was planned at the last EER, but has not occurred. However, an internal evaluation and review of Wai-Tech was undertaken by Wai-Research[9] in 2020, inclusive of broad recommendations which are being considered by Wai-Tech. Areas to address include: • Clear statements in student documentation outlining the expected hours of study required to meet the outcomes of the diploma in accordance with the programme approval. • A specific student complaints policy and process which is clear and accessible in the student handbook.[10]
Conclusion:	Compliance is generally managed well. Systems are being reviewed and changed to ensure accountabilities continue to be met.

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[9] Wai-Research is a subsidiary of Waipareira Trust.

[10] There is currently a generic complaints process which is included in the student handbook. However, it was not easy to find, and its placement in the handbook suggested that the complaint process only related to assessment and was not inclusive of any complaints students may have.

Final report

Focus Areas

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

2.1 Focus area: New Zealand Diploma in Whānau Ora (Level 5)

Performance:	**Excellent**
Self-assessment:	**Good**

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 Wai-Tech Limited:

- Strengthen the systematic gathering, analysis and documentation of outcomes data from graduates and employers.

- Review the annual programme review template to ensure it reports against Wai-Tech's moderation plan (internal and external) and closes off actions identified and/or reports on the impact of improvements carried out in the previous year.

- Strengthen internal moderation processes.

- Address minor compliance issues identified during the EER.

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.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/. 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. 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[11]*

- *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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[11] NZQA and the Tertiary Education Commission (TEC) 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.

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Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*

- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/, while information about the conduct and methodology for external evaluation and review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

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