



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# Te Pūrongo Aromātai me te Arotake ā-Waho

Wai-Tech Limited

Date of report: 23 December 2025

# Kupu Whakataki | Introduction

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*WaiTech was founded in 1987 as the training and employment arm of Te Whānau o Waipareira. It is a niche provider of qualifications that support kaimahi working with whānau to use a whānau-centred approach to health and wellbeing.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 2, 6-8 Pioneer Street, Henderson, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 66 equivalent full-time students International: n/a
Number of staff:	Six full-time equivalents
TEO profile:	<a href="#">Wai-Tech Limited</a>
Last EER outcome:	<ul style="list-style-type: none"><li>• Confident in educational performance</li><li>• Confidence in capability in self-assessment</li></ul>
Scope of evaluation:	New Zealand Diploma in Whānau Ora (Level 5)
MoE number:	7303
NZQA reference:	C62669
Dates of EER visit:	29 and 30 October 2025

# Summary of results

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*Kaupapa are exemplified across the organisation, supported by highly effective self-reflective processes and practices. Gaps and weaknesses are not significant and are being managed.*

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## **He Pounamu Kahurangi in educational performance**

- WaiTech is a long-standing provider of education and training for the Waitākere community. Its kaupapa-driven and values-based leadership underpins the organisation's stability and longevity.
- The delivery model, programme content and teaching staff are well aligned with the needs of the students, who are employed full-time within the Whānau Ora sector.

## **He Pounamu Kahurangi in capability in self- assessment**

- Each year, over 80 per cent of students successfully complete their qualification, reflecting WaiTech's strong academic oversight, early intervention strategies and effective academic and pastoral support.
- Quality assurance processes, including moderation and self-reflective practices, ensure that assessments are valid, fair and robust.
- Graduates leave the programme equipped with new skills, terminology and a deeper understanding of theory which strengthens their practice.
- Overall, compliance is well managed, providing confidence in WaiTech's governance and operational systems.

# He pātai aromātai<sup>1</sup>

## 1.1 Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te whare ako:	<b>He Pounamu Kahurangi</b>
Ngā whakairinga kōrero:	<b>He Pounamu Kahurangi</b>
Ngā kitenga:	<p>WaiTech has supported education and training in the local community since 1987. As community training needs have evolved, so too have WaiTech's programme offerings and delivery methods. In recent years, WaiTech has focused on meeting the training needs of the Whānau Ora network of providers, both locally and nationally.</p> <p>Feedback from graduates and their employers continues to affirm the value of the diploma, not only for kaimahi but also for their whānau and wider communities. The delivery model enables kaimahi to remain in employment and continue supporting their whānau while studying to grow their professional practice. Through this approach, WaiTech gives full expression to its vision:</p> <p><i>'Whakamanahia te whānau kia taurikura – empowering whānau to prosperity'.</i></p> <p><b>Manaakitanga</b></p> <p>Expressions of manaakitanga at WaiTech include:</p> <p><i>Robust learner support systems:</i> WaiTech offers multiple pathways for ākonga to access learning and support, including wānanga with peers, one-on-one kaiako support, workplace tutorials and the recently developed e-learning platform.</p> <p><i>Safe and inclusive learning environments:</i> Ākonga feel safe, respected and connected through culturally grounded practices such as karakia, waiata, pōhiri, mihimihi, kaitahi and kaitiakitanga.</p>

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

	<p><i>Quality academic processes:</i> WaiTech has current policies and processes to support academic integrity; moderation is used to validate robust assessment and also improve assessment practice.</p> <p><i>Clear communication:</i> Regular communication with ākonga and their employers ensures that everyone is informed of progress and remains committed to ākonga success.</p> <p><i>Reflective and responsive practice:</i> Feedback loops and regular reviews enable early identification of issues, timely intervention, and continuous improvement.</p> <p>Some ākonga expressed concern regarding assessment workload. WaiTech is aware of these concerns and is planning to fully review the diploma – including design and assessments – in due course.</p> <p><b>Whanaungatanga</b></p> <p>Developing and maintaining strong relationships is a key strength of WaiTech. The organisation demonstrates this through meaningful connections with a wide range of partners and communities, including:</p> <p><i>Whānau Ora providers</i> – many organisations continue to send their staff to WaiTech for training and professional development, demonstrating trust and satisfaction with WaiTech’s delivery. This is affirmed through feedback from employers and graduates who noted the value of WaiTech’s programmes and their relevance to whānau needs.</p> <p><i>Whānau Ora training providers</i> – WaiTech works collaboratively with the other two providers of Whānau Ora qualifications, fostering professional collegiality, shared learning and collective growth. WaiTech is also extending its offering into trade training in partnership with Māori and Pasifika Trades Training (MPTT).</p> <p><i>Kaumātua and community groups</i> – WaiTech has a long history of working with and alongside marae in Waitākere, and more recently supporting kaumātua and pakeke to re-engage in learning.</p>
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	<p><b>Kaitiakitanga</b></p> <p>WaiTech is kaupapa-driven and values-based. This commitment is evident through:</p> <ul style="list-style-type: none"> <li>• Investing in robust systems, processes and staff capability to position the organisation for sustainable growth and expansion into higher-level programmes and new vocational areas.</li> <li>• A culture of continuous quality improvement informed by feedback from students, kaiako and employers.</li> <li>• Ongoing programme review and development to ensure WaiTech remains relevant and responsive to community needs.</li> <li>• Demonstrating accountability through transparent reporting and open communication with governance, stakeholders and ākonga.</li> <li>• Delivering teaching and learning in ways that are culturally authentic and grounded in Māori values.</li> </ul> <p><b>Rangatiratanga</b></p> <p>Leadership at WaiTech is visionary and community-focused, ensuring decisions are guided by service and collective benefit. Management capability is a strength, with the director demonstrating oversight across all facets of delivery, supported by an administration manager, external moderator and compliance lead.</p> <p>Strategic priorities are aligned with values, maintaining integrity between intent and action.</p> <p>Educational achievement is actively monitored and managed – high-risk students are identified early and tailored support plans are put in place to ensure their success.</p> <p>Compliance is well managed. Te Kauhau Ora (Code of Conduct) is a living document that staff hold themselves accountable to. All staff are required to complete adult teaching and learning qualifications.</p> <p>The learning experience at WaiTech is empowering for ākonga. Their professional practice is validated, strengthened and broadened.</p>
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	<p><b>Pūkengatanga</b></p> <p>WaiTech’s approach to pūkengatanga is evident through its emphasis on reciprocal learning, professional growth and validation of practice.</p> <p><i>Reciprocal learning:</i> Kaiako act as facilitators, bridging the gap between experience and theory. They help ākonga connect their everyday practice with relevant terminology, frameworks and professional standards.</p> <p><i>Collective learning through wānanga:</i> Ākonga learn from one another by sharing their experiences and insights, deliberately creating opportunities to strengthen collective practice and understanding.</p> <p><i>Graduate capability and self-awareness:</i> Graduates emerge with a deep awareness of their professional practice – recognising that what they once saw as ‘normal’ is in fact professional work that requires expertise, specialist skills, ethics and professional judgement.</p> <p><i>Validated knowledge base:</i> The programme expands graduates’ understanding of the theoretical and conceptual foundations that underpin their work. This validation of their knowledge strengthens confidence and professional identity.</p> <p><i>Enhancing practical skills:</i> This includes preparing and leading whānau hui in accordance with kawa and tikanga, professional report writing, and advocacy.</p> <p><i>Reflective and responsible practice:</i> Graduates demonstrate awareness of the wider impact of their decisions – both on whānau and on their organisations – and are better equipped to maintain integrity and accountability.</p> <p>On average, over 80 per cent of students achieve their qualification through WaiTech but, most importantly, the graduates model the value of lifelong learning and upskilling to their colleagues, their immediate whānau, and to the whānau they support in the community.</p>
Conclusion:	<p>WaiTech has strengthened its processes and capability to support strong educational performance since the last EER. Kaupapa are well expressed across the PTE and the focus area with very few gaps or weaknesses.</p>

# Ngā kaupapa ka arotahitia | Focus areas

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

## 2.1 New Zealand Diploma in Whānau Ora (Level 5)

Performance:	<b>Pounamu Kahurangi</b>
Self-assessment:	<b>Pounamu Kahurangi</b>
Findings and supporting evidence:	Findings for the focus area are reflected in the body of the report.



## Ngā Tūtohunga | 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 WaiTech Limited:

- Review the assessment workload within the diploma programme.

## Ngā Ture | 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.

# Tāpiritanga | 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<sup>2</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>2</sup> 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.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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)). 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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