



Report of External Evaluation and Review

Koru Institute Training Education

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 5 July 2011

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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, learners, prospective learners, 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

Location:	5 Sutherland Terrace, Blenheim
Type:	Private training establishment
First registered:	2001
Number of learners:	Domestic: 168 equivalent full-time students (EFTS) International: nil
Number of staff:	Nine full-time staff
Scope of active accreditation:	Full-time Tertiary Education Commission EFTS-funded programmes contracted by Te Wānanga o Aotearoa (TWOA): <ul style="list-style-type: none">• National Certificate in Computing (Level 2)• National Certificate in Computing (Level 3)• National Certificate in Computing (Level 4)• National Certificate in Computing and Business Administration (Level 2)• Te Tiwhikete Nga Poutoko Whakarara Oranga: Certificate in Social Services (Level 4). This TWOA local certificate has been accredited and approved by NZQA. Adult Community Education (ACE) programmes funded by the Tertiary Education Commission (TEC): <ul style="list-style-type: none">• Tikanga Marae – Marae Protocol• Te Reo Māori

- Māori Traditional Arts
- Computerised Accounting Packages
- Treaty of Waitangi – A local perspective
- Employment Skills – Job searching and marketing
- Introduction to Computing
- Running your own business

Sites:	No additional sites
Distinctive characteristics:	<p>Koru Institute of Training and Education Limited (KITE) is the only Māori private training establishment in the Marlborough region. It operates on behalf of Te Rau O Te Aroha Limited which is a wholly Māori-owned limited liability company with Inland Revenue Department (IRD) charitable status.</p> <p>All learners are enrolled by KITE. However, the computing and social services learners are enrolled as TWoA learners, and KITE is responsible for implementing TWoA's relevant policies and procedures. KITE has its own computing accreditation but delivers according to its contract with TWoA. While KITE also has its own social services accreditation, it delivers the social services course on behalf of TWoA based on TWoA's local course approval.</p> <p>KITE aims to promote greater community-based networking and referral programmes with other tertiary educationalists and social services and community groups.</p>
Recent significant changes:	At the time of the EER visit, KITE was seeking to replace three staff, including a highly valued tutor (kaiako).
Previous quality assurance history:	KITE met all the criteria for ongoing registration at its most recent NZQA quality assurance visit, an audit conducted in 2008, where it met all requirements.
Other:	KITE is a self-identified Māori organisation and the key members of its governance, management, and teaching personnel are Māori. It is not a marae-based organisation but has affiliations with local iwi and marae. It provides for learners from a wide range of ethnicities. In 2011 these were mainly Pakeha (48 per cent), Māori (37 per cent), a smaller proportion of Pasifika (5 per cent), and others (10 per cent).

2. Scope of external evaluation and review

The scope of the external evaluation and review of KITE included the following focus areas:

- Computing (levels 2 and 4 in particular)

This focus area was chosen because these are KITE's most popular courses. Students (taura) who complete the unit standards based course at each level successfully achieve a national certificate at that level. Taura most typically start at level 2 and proceed course by course through to level 4.

- Certificate in Social Services (Level 4)

This course has only been delivered by KITE twice since 2008. The current course began in August 2010 and was ending at the time of the EER visit. Taura are typically already employed in the social services area and, if they complete all assessments successfully, they achieve the level 4 certificate.

- TEC ACE-funded programmes

ACE programmes target taura whose initial learning may not have been successful, in order to raise foundation skills, strengthen social cohesion, and contribute to improving their literacy, numeracy, and language. The programmes aim to encourage taura to grow through education that is relevant, flexible, and needed within the community.

The following mandatory focus area was also included:

- Governance, management and strategy.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

An NZQA lead evaluator and external lead evaluator conducted the external evaluation. The team spent one and three quarter days at KITE's sole site in Blenheim. The evaluators met with one of KITE's directors (who is also head tutor), the chief executive, current and graduate taura, tutors (kaiako), external stakeholders – including Te Puni Kokiri, Te Ara Mahi, TWoA, and Nelson Marlborough Institute of Technology (NMIT) – and two guest speakers.

Documents sighted included a range of self-assessment, financial, and planning documents, and a variety of student data.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Koru Institute Training Education (KITE)**. Key reasons are:

- KITE meets or exceeds the performance achieved by the sector in computing and social services. It also meets or exceeds the TEC targets for computing and social services which are also the basis of TWoA's key performance indicators (KPIs).
- Most taura complete their computing courses and achieve unit standards and national certificates based on successfully completing the relevant assessments at each of NZQF levels 2, 3, and 4. In 2010 KITE computing taura achieved considerably higher than the national average for retentions (86 per cent), unit standard completions (84 per cent), and qualification completion graduations (74 per cent). KITE is fully aware that such data compared against all other TEOs reflects encouragingly high performance. These results are all the more creditable given the challenging needs of many of KITE's taura.
- Virtually all social services taura complete their course and achieve their certificate by completing the related assessments at level 4. The 2010-2011 social services certificate programme at level 4 was expected to well exceed a 90 per cent qualification success rate.
- KITE meets the criteria to receive TEC funding for its ACE programmes. In 2009, 96 per cent of enrolled taura completed one or more of the eight courses of nine to 30 hours in which they are enrolled. In all programmes and courses, KITE's own information and that obtained by the evaluation team during the visit reflected the high satisfaction of taura with their achievement.
- Taura achievement enables them to go on to higher levels in their education or employment. In the case of computing taura, this usually means that they start at level 2 and proceed successfully from level to level. Some manage to find employment directly related to their qualifications. On the other hand, social services graduates are in the main already working in their sector, but their qualifications have the potential to enable them to achieve promotion or to move into other areas of social services.
- Student achievement is based on establishing the needs of the whole person and matching those needs to appropriate programmes and activities. The learning is student-centred, engaging, and effective. Taura gain knowledge, understanding, and skills which they apply to further study or employment and also to their personal lives. Taura spoke about how they had gained in confidence, overcome barriers to their learning and achievement and progress, and improved their sense of well-being.

- Kaiako (tutors) are chosen as much for their interpersonal skills as for their academic or teaching qualifications and experience. However, all are sufficiently qualified and experienced to teach the programmes they are responsible for. Taira are taught in a highly supportive learning environment in which they also learn about Māori and other cultures such as Pasifika, and about tolerance, harmony, and contributing to others and their communities. Taira commented that they were treated with respect by their kaiako and were able to learn at their own pace, although they were also self-motivated to keep up with their peers.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Koru Institute Training Education**. Key reasons for this are:

- KITE has undertaken very thorough, comprehensive, and energetic self-assessment of all its programmes and activities over the past 18-24 months. This has been a very transparent process which is reflective, dynamic and values-driven. It is based on NZQA's six key evaluation questions and tertiary indicators and has led to KITE obtaining some worthwhile information and knowledge, as well as undertaking considerable reflection and some analysis. Some useful improvements have been made as KITE transitions from compliance audit to a more evaluative approach.
- KITE has very detailed data which clearly shows course completions, unit standards, assessment and qualifications achievements, graduations, retentions, withdrawals, and graduate employment outcomes. The data clearly shows results that meet or exceed funding requirements and which are reported internally to taira, the chief executive and staff, as well as externally to TWoA and the TEC.
- Formal and/or informal feedback is obtained from taira, external stakeholders, and kaiako self-reflection, which is encouraged and supported by KITE. Such information, periodic and regular programme reviews, and daily kaiako meetings which take into account student results and progress, are used to support ongoing improvement in delivery, learning, and achievement.
- KITE analyses and discusses achievement and other information in order to make worthwhile improvements. All such changes are intended to further improve taira achievement and contribute to better outcomes. Changes include student support plans, improving resources and assessments, changing the sequence of programmes, and reducing the amount of reading for the Certificate in Social Services. Other improvements include upgrading computer hardware and software and the resource-rich library, which social services taira in particular use. However, KITE did not appear to have realised that both its finishing and new cohort of social services taira were not fully aware of the extent of the demands of the certificate.
- KITE's development of its self-assessment is a work in progress, but it has already learned a good deal about self-assessment and such matters as the quality and sufficiency of its evidence and how it obtains its information. KITE captures and

records useful anecdotal information on a regular basis, which many organisations do not, as well as its community engagements.

- Part of KITE’s self-assessment has aimed to clarify its core values and what makes it distinctive and successful. This includes using its knowledge and understanding of changing community and cultural needs and responding to them effectively. However, self-assessment to date continues to challenge KITE in regard to connecting its performance to its core values.
- KITE has plenty of positive informal and anecdotal student and community feedback which is used to address individual student needs as well as collective issues where they arise. KITE and its taura and kaiako are very aware of the organisation’s kaupapa and the value of regular reflection as an organisation-wide team. A recent example was where a guest speaker “talked down” to taura and did not match their needs. The situation was addressed by discussing the taura feedback with the speaker and continuing to ensure that guest speakers are fully briefed and aware of their audience and expectations.
- Self-assessment to date has led to some worthwhile improvements, as above, but how these will be assessed is still under consideration. A more focused process of evidence-gathering of information in terms of its importance and relevance will help further develop the value of its self-assessment. This process will include further stakeholder feedback, with particular regard to how well KITE is matching the needs of its taura.

TEO response

Koru Institute Training Education has confirmed the accuracy of this report.

Findings¹

1.1 How well do learners achieve?

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**.

Most taura complete their computing courses and achieve unit standards and certificates based on successfully completing the relevant unit standard assessments. KITE meets or exceeds the targets for computing which are the basis of TWoA's key performance indicators (KPIs). This also means that KITE meets or exceeds the TEC targets on which TWoA's KPIs are based. KITE's performance within these areas also exceeds the sector as a whole.

For example, TWoA's total computing unit standard completions for the second semester for 2010 were 80 per cent compared with TWoA's TEC-based 70 per cent for all TEOs delivering these unit standards. Qualification completion graduations were 70 per cent compared with 65 per cent for the whole sector, and retentions were 84 per cent compared with 80 per cent. In 2010 KITE taura achieved higher than the national average for retentions (86 per cent), unit standard completions (84 per cent), and qualification completion graduations (74 per cent). KITE is fully aware that such data compared against all other TEOs reflects encouragingly high performance. These results are all the more creditable given the challenging needs of many of KITE's taura.

The social services programme for the certificate at level 4 has an even better record and was expected to well exceed its achievement targets; a success rate of at least 90 per cent was expected for the latest intake.

KITE meets the criteria to receive TEC funding for its ACE programmes which in 2007-2010 consistently provided education for about 250 individual taura. In 2009, 96 per cent of enrolled taura completed the one or more of the eight ACE courses of nine to 30 hours which they enrolled in. In all programmes and courses, KITE's own information and that obtained by the evaluation team during the visit reflected high and very considerable satisfaction of taura with their achievement.

Taura achievement enables them to go on to higher levels in their education or employment. In the case of computing taura, this usually means that they start at level 2 and proceed successfully from level to level. This applies in computing at each of NZQF levels 2, 3, and 4. For example, 57 per cent of the 2010 first semester taura and an additional seven taura returned for further study in the second semester, and in social services at level 4. In 2010, a number of KITE's taura withdrew primarily for employment-related purposes such as finding employment (27 per cent) or ongoing employment commitments which prevented ongoing study and qualification completions (46 per cent). However, 46 per cent

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

of KITE's taura who enrolled in 2010 returned to KITE for further study at higher levels in 2011. The variations of such data reflect to a considerable extent the impact of seasonal work on KITE's particular taura.

Some computing taura manage to find employment related to their qualifications as above but not always in positions where they can use their computing knowledge and skills as much as they would like. On the other hand, social services graduates are in the main already working in their sector, but their qualifications have the potential to enable them to achieve promotions or to move into other areas of the social services.

As mentioned, KITE has very detailed data which clearly shows course completions, unit standards, assessment and qualifications achievements, retentions, withdrawals, completions, graduations, and graduate employment outcomes. The data clearly shows results that meet or exceed funding requirements and which are reported internally to taura, the chief executive and staff, as well as externally to TWoA and, for ACE, directly to the TEC. Formal and/or informal feedback is obtained from taura, external stakeholders, and kaiako self-reflection, which is encouraged and supported by KITE. Such information, as well as periodic and regular programme reviews and daily kaiako meetings which take into account student results and progress, are used to support ongoing improvement in delivery, learning, and achievement.

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

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

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

KITE taura acquire transferable knowledge and skills. In addition to the skills that taura gain from their computer and social services courses, ACE programmes target taura whose initial learning may not have been successful, in order to raise foundation skills, strengthen social cohesion, and contribute to improving literacy, numeracy, and language skills.

KITE taura gain knowledge, understanding, and skills which they apply to further study or employment and also to their personal lives, whether as a single parent improving communication and socialisation skills or in their administrative and financial role such as at a local bowling club. Taura spoke about how they had gained in confidence, had overcome barriers to their own learning and achievement and progress, and had improved their sense of well-being.

KITE taura learn in a highly supportive environment in which they also learn about Māori and other cultures such as Pasifika, and about tolerance, harmony, and contributing to others and their communities. Taura are very aware of the value of being treated with respect and giving others respect. As they feel that their lives are enriched by what they learn, they are very willing to enrich the lives of fellow taura and others.

KITE has undertaken very thorough, comprehensive, and energetic self-assessment of all its programmes and activities over the past 18-24 months. This has been a very transparent process which is highly reflective and self-reflective, living and dynamic, and values-driven.

It is based on NZQA's six key evaluation questions and the tertiary indicators. This has led to KITE obtaining some worthwhile information and knowledge, including about the value of its education and training. It has also led to considerable reflection and analysis and some very useful improvements as KITE transitions from compliance audit to a more evaluative approach.

KITE has plenty of formal and informal student and community feedback which is positive and used to address individual student needs as well as collective issues where they arise. KITE and its taura and kaiako are very aware of the organisation's kaupapa and regularly reflect on it as an organisation-wide team. A recent example was where a guest speaker "talked down" to taura and therefore did not match their needs. The situation was addressed by discussing the learners' feedback with the speaker and continuing to ensure that guest speakers are fully briefed and aware of their audience and expectations.

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

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

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

KITE has identified the education and learning needs of the up to potentially 5,000 taura who come to Marlborough attracted by employment in the vineyards and wineries and who find themselves in situations where they need to re-educate and retrain for other employment.

Taura spoke highly of how taura were able to learn at their own speed, particularly in computing, but also in social services or ACE programmes, and that they were not assessed until they were ready. However, all taura also observed the supportive nature of the total learning environment provided by kaiako and the encouragement of other taura. In this positive environment taura tended to work hard and learn and achieve at similar rates of progress.

KITE taura and kaiako visit the marae of eight local or regional iwi (nine including Ngāi Tahu), rather than having an ongoing connection to any one in particular. Activities include attending tangi and providing other support which provides a breadth of knowledge and understanding of the region and its history. These connections also underpin KITE's capacity to match the needs of different and diverse communities, including Māori and Pasifika.

KITE provides a wide range of guest speakers who are very willing to help support KITE and its taura by sharing their own experience and expertise. This may relate directly to the programmes that taura are taking or provide a wider perspective and include areas as diverse as finance and funeral services. KITE provides additional training or referrals to another organisation where the taura are given help in preparing their curriculum vitae and practise how to successfully participate in an interview and gain employment.

Taura enjoy the KITE learning environment so much that they encourage KITE to offer programmes at higher than level 4 rather than enrol with other providers. However, KITE

is very aware of what it delivers best and is not prepared to compromise by extending or expanding beyond what it believes it can manage. The organisation is mindful of the importance of its taura moving from dependence or co-dependence to independence in their learning and lives, and counsels taura to continue their studies at a higher level at other, more appropriate providers.

Student achievement is based on establishing the needs of the whole person and matching those needs through appropriate programmes and activities. For example, although it accepts taura referred by Work and Income New Zealand (WINZ), KITE explores carefully the extent of their motivation and on occasions refers them back to WINZ or to other, more suitable tertiary providers.

KITE's informal and anecdotal student and community feedback is very positive and is used to address individual student needs as well as collective issues where they arise. Taura and kaiako are very aware of KITE's kaupapa and regularly reflect on it as an organisation-wide team. Repeat business, destination follow-ups, and developing self-assessment include valuable information about not only the value of KITE's outcomes to taura but also how well the programmes and activities match the needs of taura.

The evaluation team was able to confirm KITE's own self-assessment information in interviews with several external stakeholders, all of whom confirmed how well KITE matched the needs of taura and other interested parties. However, further self-assessment in regard to current taura and stakeholders in particular would enable KITE to even better match the needs of its taura and others who have an interest in the high quality of its training and success. In particular, TWoA has a range of formal evaluative processes which KITE participates in. Improved questionnaires and periodic and more formal feedback from external stakeholders would provide KITE and TWoA with even better information on the quality of education it is offering.

1.4 How effective is the teaching?

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**.

Teaching is based on addressing the needs of the whole person. The learning in the social services and ACE-funded programmes is student-centred, very engaging, and highly effective in terms of the results achieved and wider outcomes. Computing taura mainly learn on site and online at their own pace using the provided resources with the support of their kaiako and the head tutor. KITE's effective teaching contributes significantly to taura achievements and the wider outcomes referred to earlier in this report.

Kaiako work together as a team and use a variety of learning and teaching approaches suited to individual taura needs; strong teacher-learner relationships are formed. The formal and informal feedback that KITE has gained from taura and stakeholders shows taura and stakeholders alike are very satisfied with the teaching taura receive and how well they learn and achieve. Taura commented to the evaluation team that they were treated with respect by their kaiako and are able to learn at their own pace, although they

were also self-motivated to keep up with their peers. This understanding was reflected in KITE's self-assessment and confirmed by the evaluation team when they spoke to taura.

Kaiako are chosen as much for their interpersonal skills as for their academic or teaching qualifications and experience. This enables them to empower their taura so that they achieve both the immediate unit standard and certificate results as well as the wider outcomes referred to above. While all kaiako are sufficiently qualified and experienced to teach the programmes they are responsible for, it was evident that some of the kaiako are regarded by taura as more effective than others, based on the relative experience and specialist knowledge of the individual kaiako. However, this is not really an issue as all kaiako are readily available most of the time.

Systems are in place to maintain the quality of assessment. Through shared responsibility for marking, checking, and recording of marks, KITE supports internal and external professional development for all its kaiako, such as the further development of self-assessment practice.

KITE has three highly able and experienced social services kaiako. The organisation provides exemplary preparatory and follow-up support for the head tutor.

ACE kaiako are suitably qualified and experienced to deliver the programmes they teach to taura aged from 16 to well over 60. This enables kaiako to re-engage taura whose initial learning has been unsuccessful and to ensure that they complete their courses. A significant proportion of these re-engaged taura have gone on to other, higher-level formal education programmes. The literacy, numeracy, and language and communication skills of ACE taura improve, as do their technical skills which helps them upskill for employment.

KITE analyses and discusses achievement and other information and uses it to make important improvements. These include initiating and updating individual student support plans, simplifying and improving resources and assessments (including those provided by TWoA in computing and in social services and at annual planning hui), changing the sequence of course components, and reducing the amount of reading for research for the Certificate in Social Services. Other improvements include upgrading computer hardware and software and the resource-rich library which social services taura in particular use. However, KITE did not appear to have realised that both its finishing cohort and new cohort of social services taura were not aware of the extent of commitment and time needed for the certificate, notwithstanding the improvements referred to above. Nevertheless, most of the learners who were completing the course at the time of this EER were very satisfied with their success and were looking forward to the imminent completion of their course and the achievement of their qualification.

KITE intends that all changes, such as those referred to above, will further improve taura achievement and contribute to its excellent outcomes. How the success of these changes was to be evaluated was under consideration at the time of the visit.

1.5 How well are learners guided and supported?

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

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

KITE focuses on the whole person. Accordingly, guidance and support is provided at all points of any learner's time at KITE.

Each learner's needs are identified by korero before the student starts the course. Every effort is made to ensure that the learner is embarking on the most appropriate programme for them. This may involve referring a potential learner, including WINZ-referred students who are not personally motivated or learning-ready, to another PTE.

Tauira are facilitated along individual pathways tailored to the needs of the individual learner. This includes individual support plans customised to address particular learning needs, including mental and physical well-being. Individual support is provided inside and outside the classroom, and care that is culturally appropriate is provided by appropriate personnel. Additional support, such as with CVs or employment interviews, is also provided.

Most tauira reported to the evaluation team that KITE fully informed them of what to expect in their programmes and that their expectations had been met and very often exceeded. The only exception was the greater-than-expected commitment for social services tauira.

KITE's self-assessment shows that tauira greatly appreciate that KITE provides exemplary whānau-based support which extends well beyond their formal education and training and permeates all KITE's activities, including its high reciprocal community engagement. KITE supports its tauira fully, to the extent of helping current and former tauira set up and maintain their businesses. KITE supports a wide range of communities, including local iwi, which support KITE very strongly in return. Tauira enjoy a fully inclusive, supportive, and highly respectful learning environment.

Throughout the EER visit, the evaluation team observed the high quality of the holistic guidance and support for KITE's tauira. These observations and interviews with a range of parties and individuals with a keen interest in KITE's success verified KITE's own self-assessment.

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

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

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

KITE is the only Māori private training establishment in the Marlborough region, which makes its provision unique. The organisation works closely with TWoA in computing and

social services training and education. The eight ACE-funded programmes connect well with KITE's learning environment and provide pathways to its training. KITE is carefully considering how it can expand and share its provision and whānau-based learning environment beyond the current site in Blenheim.

KITE has strong leadership and its purpose is clear. Its vision is shared by everyone at KITE, including taura. Its development of its business and strategic plan is inclusive and involves iwi, the company, directors, the chief executive, kaiako, other stakeholders, and taura. KITE is confident of its resilience and ability to survive ongoing funding challenges. It has also embarked on succession planning to help ensure continuity and survival.

KITE has two directors, one of whom is also the head tutor. Any potential for confusion that could arise from this situation is well managed. KITE is aware of the different functions of governance and management and the importance of the role of the chief executive on site in Blenheim.

The two directors hold regular off-site meetings at least monthly with the chief executive, and communications between these meetings are on an as-needs basis. Once its self-assessment and staffing appointments matters are further developed and completed, the directors are keen for the chief executive – who has a key management role in KITE and also teaches social services – to take on a more active liaison and marketing role with clients and potential clients.

KITE's day-to-day operations are based on a recently reviewed, revised, and robust quality assurance system (QAS) connected to its transition from a quality audit compliance approach to an evaluative one. While the transition is still a work in progress, the organisation's self-assessment and QAS are thorough, transparent, living, and dynamic, leading to valuable and worthwhile improvements while addressing KITE's internal and external accountabilities.

KITE's main joint venture partner is TWoA, and it is also developing a sound and responsive relationship with Nelson Marlborough Institute of Technology (NMIT). All KITE's taura are enrolled with TWoA, and KITE is responsible for implementing the relevant policies of TWoA. This is not difficult given that the policies and procedures of both organisations are very similar.

KITE uses TWoA's computer and social services learning resources and assessment materials but supplements these with its own and makes ongoing changes in conjunction with TWoA. In addition to these changes, KITE and TWoA make further changes arising from their annual joint hui.

KITE is determined to remain faithful to its kaupapa wherever it operates. KITE is the only such Māori provider in Marlborough. It is keen to expand but only if this is viable and complements rather than competes with other providers such as NMIT, particularly with regard to social services. KITE is confident it can expand into Nelson now that it has the opportunity to provide its social services programme from a suitable site with appropriate kaiako based on demand and with the agreement of NMIT.

KITE's teaching effectiveness is based on the whole person as a priority. While this has potential risks when it comes to tutor selection and appointments, these risks are managed

effectively. Taura interviewed by the evaluation team spoke very highly of their experience at KITE compared with their experience of secondary school, other PTEs, and institutes of technology and polytechnics. Clearly all the kaiako and taura at KITE are valued and this is an impressive and key strength of this PTE.

KITE's transition from audit to evaluation has been led by its governors and chief executive but has also involved all staff and has been energetic and dynamic. KITE has identified for itself that in some areas it is a little light on data for self-assessment and is addressing this by developing both the type of information it obtains and how it obtains it. KITE agrees with the evaluation team that closed questions do not always provide the most useful information and that evaluative conversations can sometimes obtain better qualitative data than written surveys. Once KITE has gathered more focused evidence and prioritised it, it will be able to make more meaningful and wide-ranging improvements and evaluations of these improvements. This process will be all the stronger with KITE continuing to connect with and develop its core values.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Computing (including levels 2 and 4 in particular).

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

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

2.3 Focus area: Certificate in Social Services (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**.

2.4 Focus area: TEC ACE-funded 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**.

Recommendations

There are no recommendations other than those embedded in the body of this report.

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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