



Report of External Evaluation and Review

Waikato Institute for Leisure and Sport Studies

Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 2 December 2011

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MoE Number: 8247
NZQA Reference: C04871
Date of EER visit: 9 and 10 June 2011

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. Waikato Institute for Leisure and Sport Studies in context

Location:	21 Ruakura Road, RS 3 Building, Hamilton
Type:	Private Training Establishment
First registered:	1999
Number of students:	Domestic: around 4,100 participants 83 equivalent full-time students International: nil
Number of staff:	Six full-time; 56 contract (part-time)
Scope of active accreditation:	<ul style="list-style-type: none">• National Certificate in Sport Coaching (level 4)• National Certificate in Sport Administration (level 3)• National Certificate in Business – First Line Management (level 4)
Sites:	Sites hired throughout the North Island
Distinctive characteristics:	Waikato Institute for Leisure and Sport Studies (WILSS) was created in 1989 as a charitable trust comprising a collective of Sport Waikato, the Waikato District Health Board, University of Waikato, Hamilton Teachers College, Waikato Institute of Technology, Tainui Trust Board, and the Secondary Principals' Association. WILSS focuses on four areas of delivery: schools, sport, community, and volunteer sector and workplaces, with over 21 courses in leadership and volunteer activities and workplace assessment. Many

of these are short one or two-day courses.

Recent significant changes:	Nil
Previous quality assurance history:	At its most recent quality assurance visit by NZQA, an audit in July 2008, WILSS met all requirements for ongoing registration.

2. Scope of external evaluation and review

The focus areas selected for this EER were:

- Governance, management, and strategy
- The schools programmes
- The sports programmes.

Governance, management, and strategy are mandatory. The school programmes and the sport programmes are major activities for WILSS. They attract a large number of participants ranging in age with senior full-time staff coordinating these areas.

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/>

The EER team comprised two NZQA lead evaluators. The team visited the Hamilton site over two days and met with the general manager, three members of the board of trustees, two programme coordinators, three facilitators, and four participants.

Summary of Results

Statement of confidence on educational performance

NZQA is Confident in the educational performance of Waikato Institute for Leisure and Sport Studies.

Participants at WILSS complete courses and gain qualifications. On the Tertiary Education Commission's 2010 measures, 81 per cent successfully completed courses, 87 per cent completed qualifications, and 60 per cent retention at WILSS. There is good evidence that these courses are meeting the most important needs of a wide range of learners across the spectrum within their communities. The evaluation team heard many examples of participants returning to study, achieving success, growing in self-esteem, and using their knowledge and skills for the benefit of their communities and workplaces.

WILSS collects quality data on results and evaluations and analyses this data to improve performance and ensure it is meeting the needs of its stakeholders.

Community development is the most important outcome for WILSS and its stakeholders. Examples of WILSS developing communities are:

- assisting school students to develop and put into practice their leadership and volunteering skills
- developing the paid workforce and volunteers by delivering courses in coaching, administration, first line management and organisational development.
- equipping parents with the knowledge and confidence to support children to grow physically and cognitively through play and physical activity.
- equipping inmates of the Auckland Region Women's Corrections Facility at Wiri with pre-employment and life skills needed to function productively in the community when they are released
- supporting those with limited financial resources to "Thrive on a Shoestring" during the current recession.

There is good evidence of WILSS attracting people into further education and training and of participants moving on through WILSS courses to employment or further study. There is also evidence of increasing numbers of participants in WILSS's programmes and WILSS contributing strongly to the social development of its communities. WILSS has highly qualified and effective staff and this contributes towards their educational performance outcomes. WILSS demonstrates significant community consultation and this is evidenced in high levels of reflective practice in their teaching. These are good outcomes.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Waikato Institute for Leisure and Sport Studies**.

WILSS has developed self-assessment extensively over the last two years. A two-day off-site planning session was held in December 2009. Since then, WILSS has consulted with another PTE; all staff attended an NZQA workshop, a further off-site planning session in 2010 for all staff, and held a one day workshop for stakeholders involved in education delivery in December 2010. Self-assessment meetings are held fortnightly within the Programme meetings and monthly within the full staff meetings as well as being an agenda item within the Trust Board meetings. Results have been wide-ranging and include:

- Greater understanding of current community needs that instigated the development of new courses such as Teaching Games for Understanding, Parents Supporting Play and Learning for Sustainability
- Improving access for learners by developing flexible programme delivery including WILSS Facebook and a Moodle portal on the University of Waikato website
- Improving teaching materials based on staff and student evaluations
- Adapting to the shrinking economy by adopting new technologies and communication systems to produce operating efficiencies
- Ongoing self-assessment for all staff through individual action sheets.

WILSS has made a clear transition from just collecting data to making self-assessment the primary means of improving student achievement and the functioning of the organisation.

TEO response

Waikato Institute for Leisure and Sport Studies has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Findings¹

1.1 How well do learners achieve?

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

Participants at WILSS complete courses and gain qualifications. WILSS structure their course delivery around the requirements of their stakeholders who are usually employed and these courses provide transferable up-skilling within their volunteer activities. Some participants continue their study and completing assessments across different calendar years as they may be studying part-time with family and work commitments which can affect progress. Many of these will carry on and complete qualifications, as evidenced by the Tertiary Education Commission measure of 81 per cent successfully completing courses in 2010. These figures include those who completed in 2010, having enrolled on earlier courses. There is good evidence that these courses are meeting the most important needs of adult learners. The evaluation team heard many examples of participants returning to study, achieving success, growing in self-esteem, and using their knowledge and skills for the benefit of their communities. These are good achievements.

Graduates engage with further study, improve their employment, and contribute to their local and wider communities. Evidence collected for WILSS three months after graduation indicated that 30 per cent of participants go on to other study; 76 per cent of the graduates indicated that they assumed increased responsibility within their current role, and 40 per cent changed or gained different positions of employment. WILSS makes a strong connection with, and maintains a focus on, the longer-term outcomes of study.

WILSS's participants improve their well-being and enhance their abilities and attributes. Facilitators and participants confirmed the personal development that took place on WILSS's courses. Participants in both school leadership and adult volunteer and workplace programmes grew in self-confidence. There was evidence from letters from school principals confirming the value of WILSS training for individuals and the insights gained from WILSS's assistance in leader selection processes in their schools. WILSS's holistic approach to participants encourages progress in the social, physical, and emotional dimensions of their lives.

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

WILSS gathers comprehensive data on participant progress in its national certificate courses and uses this both to monitor larger issues such as the effectiveness of the teaching and also to monitor individual progress. This clear understanding of completion and qualification data enables WILSS to present convincing evidence of achievement to its multiple funders which minimises the cost of training to participants.

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

Self-assessment of the Waikato Young Leaders Day event suggested that the lasting outcome of the initial day of activities might be enhanced by inviting teachers and head students to support participants' in the day so that they could mentor the younger participants when they returned to their schools. WILSS has introduced this initiative, and anecdotal evidence so far is encouraging, but WILSS will need to consider how to collect valid information to establish whether this is a cost-effective improvement.

WILSS has improved its self-assessment processes by devising online evaluation surveys for employers and sponsors. Other improvements arising from self-assessment include a focus on course outcomes by stating these on planning sheets, lesson plans, course modules and participant and facilitator evaluation forms. Participant evaluation forms now include explicit questions around stated course outcomes. WILSS is also benchmarking participants against other providers within the sport sector for the National Certificate in Sport.

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.

WILSS supports community development by delivering courses in leadership and volunteer activities in schools, sport organisations, community and volunteer organisations, and in workplaces. There is good evidence of WILSS attracting people into education and of participants moving on through WILSS courses to employment. For example, WILSS delivered a pilot course in 2010 of Parents Supporting Play, a programme that equips parents with the knowledge and confidence to support children to grow physically and cognitively through play. Another WILSS programme of particular value in this area is Thriving on a Shoestring. The course builds skills in doing more with less, gardening, car and household maintenance, and budgeting. There is good evidence that it is well received and greatly valued by participants. There is also evidence of increasing numbers of participants in WILSS's programmes. WILSS contributes strongly to the social development of its communities.

Graduates gain employment, engage with further study, and contribute positively to their local communities. There was good evidence of participants using the knowledge and skills they had acquired at WILSS both to work as volunteers and in appropriate circumstances to turn that into paid employment. Responses to a WILSS survey of employers or sponsors of National Certificate in Sport participants found that:

- 100 per cent had observed an improvement in the participants' performance (60 per cent said "a lot" or "hugely")
- 93 per cent agreed that these improvements had added value to their organisation (40 per cent "a lot")
- 67 per cent of the sponsors thought their participant would have an advantage if a paid position came up in the participant's area in their organisation.

WILSS also contributes towards Government priorities of getting New Zealanders back into employment with pre-employment programmes such as Striding Forward and Onwards & Upwards which have been delivered at the Auckland Region Women's Corrections Facility at Wiri, to long-term unemployed clients of the Ministry of Social Development, and to unemployed people with disabilities. WILSS has anecdotal data confirming that at least some of the participants in these programmes are moving into employment and/or future study. The Privacy Act militates against WILSS collecting comprehensive data in this area.

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

The evaluators heard convincing examples of how WILSS's coaching, mentoring, and its first line management certificate programme support community development. Evidence included testimonials volunteered by participants, and WILSS has good general information from sources such as the Department of Labour, Statistics New Zealand, and non-profit sector studies substantiating the value of the training offered for the New Zealand community in general. At the time of the evaluation, the analysis of local community impacts and trends was more informal but sufficient to maintain the support of funders. WILSS is currently collaborating with the University of Waikato as a research partner for an evaluation project using digital storytelling methodology to assess changes in behaviour over time.

WILSS has carried out a proactive initiative in using an online survey to gauge the value of the training to the employers and sponsors of participants on WILSS's national certificate courses. Data from the survey is used to evaluate the courses, and the future needs of employers. WILSS is also improving its systems for tracking participant employment and further training outcomes to ensure that the training continues to deliver value to its communities. Examples of improvements are setting follow-up timetables for contacting stakeholders connected with participants to monitor ongoing performance, creating a Facebook page linked to the WILSS website, and a commitment to launching an alumni society in July 2011.

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.

WILSS's programme planning and delivery maintains relevance to stakeholders and communities. There was good evidence that WILSS is a responsive organisation and is driven by needs assessment. A wide range of leadership courses are used by schools from Years 5 through to Year 13. Schools request these courses and add-ons such as leader selection and leadership training processes. Repeat business obtained and correspondence viewed by the evaluation team going back to 2002 provided clear evidence that the students' needs are being met. WILSS is providing school students with skills and abilities of continuing relevance.

WILSS offers a wide range of community courses to match the needs of learners. These include:

- Holiday programme training for staff and leaders
- Volunteer and Club development
- Community well-being (Thriving on a Shoestring)
- Smart Coach Waikato Academy for Young Achievers'
- LiveLarge Holiday Programme (11-13 year olds)
- Parents Supporting Play.

These are in addition to the programmes delivered at the women's prison at Wiri and the national certificate programmes. For all these programmes WILSS carries out a pre-assessment of the participants to ensure their needs are understood and they are matched to the correct programme. Evaluation and feedback from participants and facilitators are used to improve this matching and to improve the programme and its future delivery. There is evidence from repeat business, participant evaluations, and emails to programme coordinators that participants' needs have been met, and in many cases their expectations were exceeded.

In meeting these needs, WILSS seeks every opportunity to align programmes so that participants can achieve unit standards and gain qualifications. For example, volunteers on the Smart Coach programme can achieve communication and coaching unit standards and senior secondary school students can achieve unit standards through coaching intermediate school groups. This latter programme meets the needs of the senior students for coaching experience, the junior students acquire skills, and community bonds are developed between schools. This programme matches many needs for learners and community.

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

WILSS's programme planning is informed by ongoing needs analysis. There was good evidence that WILSS used information from facilitator meetings, advisory groups and course reviews, which included participant, employer and facilitator evaluations, to inform its needs analysis and planning for future courses. Self-assessment has made WILSS more systematic in its engagements with stakeholders and has led the organisation to reconsider the structures and membership of its advisory groups. WILSS timetables its certificate programmes in the evenings and weekends to meet the needs of participants who cannot study full-time. The evaluation team also saw evidence of staff changing venues and times of delivery and providing catch-up classes to meet the needs of participants. WILSS's self-assessment informs operational practice.

The online survey undertaken to track graduate outcomes included an open-ended question on potential training needs. Answers to this indicated a need for events management expertise and WILSS will look at meeting this need. Other needs identified and programmes developed through self-assessment include:

- Learning for Sustainability
- Developing “student voice” so that students are empowered to participate in the self-assessment of their schools
- Waikato Academy for Young Achievers founded in 1995
- Parents Supporting Play
- Identifying the wider needs of WILSS’s communities.

1.4 How effective is the teaching?

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

The recruitment and development of staff is effective. WILSS’s well-qualified and experienced staff are complemented by contracted subject experts who facilitate parts of the programmes. To ensure consistent delivery, all unit standards have comprehensive course folders and contract presenters maintain session plans. WILSS has developed a facilitator handbook and has an induction programme and buddy system for new facilitators and a programme of peer observation and mentoring. Facilitators interviewed by the evaluation team were enthusiastic about their work and the resources provided and felt well supported. The full-time staff are engaged in professional development courses which enhance an atmosphere of learning together.

Facilitators and participants at WILSS relate effectively to one another. There was clear evidence of this from very positive participant evaluations and peer review comments. These positive relationships between participants and facilitators and among the participants lead to strong engagement with learning.

Assessment at WILSS is valid, sufficient, and fair. WILSS evaluates learning using assessment practices that are fair and robust and provide rich information to facilitators and participants. Participants interviewed felt that the assessments helped them develop the habit of self-assessment in learning. Pre- and post-moderation policies are in place and WILSS has engaged constructively with NZQA’s external moderation. The few issues that have been raised by NZQA’s Tertiary Assessment and Moderation unit have been resolved. WILSS’s industry training organisation, Skills Active, is very confident in WILSS’s moderation and has exempted the organisation from moderation. WILSS has been contracted by the New Zealand Rugby Union to assist with its national youth referee training programme and has trained the Education Rugby Officers in assessment procedures. This confidence from outside organisations recognises WILSS’s assessment capabilities. This model of engagement with industry stakeholders is also established with Netball New Zealand and their national umpiring programmes.

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

Self-assessment drives improvements in the effectiveness of teaching at WILSS. Analysis of information has led to better induction and support for facilitators and the development of documentation to enhance the consistency of the programmes offered. WILSS has introduced a simple but effective self-assessment and action spreadsheet for each staff member to ensure that issues identified are considered, action taken and follow-up evaluation happens. An assessment and moderation problem was identified and successfully addressed using this system. Another example of process improvement is the continuous improvement of student evaluation forms led by two of the staff.

1.5 How well are learners guided and supported?

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

WILSS provides participants with comprehensive and timely study information and advice. Most national certificate students join courses as a result of personal discussions with staff. WILSS has an attractive prospectus and the website is informative and engaging. An initial induction night is delivered for all the national certificate courses where they are informed about assessment standards, pastoral care support, style of study and expectations are discussed and clarified. The participants' handbook is comprehensive and covers all required information. Participants interviewed by the evaluation team affirmed that they had been well guided in choosing what to study and well supported during their studies. All staff and contracted facilitators were willing to help and are readily contactable, and the formal support system was clear and concise. This timely and accurate advice and support has enabled many participants to complete their studies.

WILSS provides continued support to help participants pursue their chosen pathways. WILSS staff provide tutorial nights in addition to the programmed delivery times and are available for one-to-one catch-up tutorials. Staff have good networks so they can assist participants to establish mentors and contact experts who can give participants information and ideas to support their study and projects. WILSS prides itself on providing a safe learning environment and having a "can-do" attitude so that staff can be flexible in meeting participants' needs. WILSS has developed systems with sponsors for fees support. This continuous support makes it more likely that the participants will achieve.

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

Self-assessment evidence is obtained through student evaluations, staff feedback, facilitator feedback, meeting minutes, and exit interviews. There is always a tension between encouraging potential participants to develop themselves through WILSS's programmes and enabling them to realistically assess their motivation. WILSS has responded by raising staff awareness of the barriers that potential participants may face and having learning outcomes clearly stated throughout all course materials to maintain focus. Professional development of staff and facilitators' also contributes to raising awareness of possible participant barriers. The website has been upgraded and a Facebook page established so that

participants have better information and support. Discussion of individual cases and exit interviews also enlarge staff experience.

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 purpose and direction of WILSS is clear and supported throughout the organisation. Its mission is, “To deliver quality education to provide opportunities in leadership and volunteer activities that meet the changing needs of our communities”. The trust board continues to reflect the Waikato community and bring a wide range of experience to their function. Board members have good networks, and the board and the general manager have prepared WILSS for changes that others have perceived as unpredictable.

The trust board meets quarterly, and maintains comprehensive reports, proposals, and minutes. Trustees meet with staff regularly in relation to their programmes and are able to bring relevant and current contributions from the stakeholder group that they represent on the Board. Board members interviewed by the evaluation team were clear about their governance function and were very supportive of the charity as a whole and often attended events such as Waikato Young Leaders Day to show support, share their knowledge, keep in touch with the organisation’s events and triangulate evidence from programme reporting and meetings. WILSS clear purpose and direction focus decision-making and improve effectiveness.

Leadership in WILSS is effective. There was good evidence of leadership being shared throughout the organisation, with staff involved in self-assessment and decision-making and a strong focus on improving outcomes for the community and participants. Staff consult and collaborate well. This good communication and cooperation is evidence of effective leadership.

Resources are allocated to support learning and teaching. WILSS has a wide range of funders and has good working relationships with sponsors and is very aware of the need to spend the money wisely. Facilities are adequate, functional, and well maintained. Computer and communication systems have been chosen with care to be effective and good value for money. WILSS practises what is taught with respect to leadership, using resources and sustainability. This good use of resources grows from a focus on outcomes and good planning.

Recruitment and development of staff is effective. Staff are carefully chosen, suitably qualified and experienced, and understand their roles and responsibilities. Staff induction procedures are effective and WILSS invests in staff development. For example, the Board supported the general manager to study at the University of Bath in the UK to complete a Master’s degree of responsibility in business practice. This has resulted in improvements to the functioning of the organisation and, for participants, a whole new programme, Learning for Sustainability. All programme coordinators are also studying for qualifications. This

staff development makes WILSS offerings up to date, and staff are valued and more effective in their roles.

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

Self-assessment at WILSS is ongoing, comprehensive, authentic, and robust and leads to worthwhile improvement. The trust board chairman talked to the evaluation team of information and observation of present activities “feeding forward”, not only into improvements when programmes were repeated, but into insights into what new programmes might be offered.

Self-assessment drove WILSS staff to look for ways to record discussions more efficiently. The organisation has adopted the auditory “smart pen” which records conversations and uploads the notes written in word form. Staff affirmed that this was a great aid to the efficient collection of information and data for analysis and consideration.

WILSS has a living quality system operating with a clearly understood and concise quality management system held electronically. Self-assessment has led to more engagement between the trust board members, staff, participants and employers through meetings and discussions, invitations to programmes, and social events.

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: Schools programme

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

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

2.3 Focus area: Sport programme

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

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

Recommendations

NZQA recommends, in addition to those recommendations implied or expressed within the report, that WILSS focus on those self-assessment activities that:

- directly affect learner achievement
- measure the value of longer-term outcomes.

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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