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# External Evaluation and Review Report

Waikato Institute for Leisure and  
Sport Studies

Date of report: 23 August 2019

# About Waikato Institute for Leisure and Sport Studies

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*Waikato Institute for Leisure and Sports Studies (WILSS) is a charitable trust delivering a range of programmes to enhance personal development and help build better leaders in the community, the voluntary sector and the workplace.*

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Type of organisation:	Private training establishment (PTE)
Location:	Ruakura Road, Hamilton East and temporary sites throughout Waikato and beyond as student and school needs dictate.
Code of Practice signatory:	Not a signatory
Number of students:	Domestic: 60 students on full-time programmes; approximately 7,000 school students on part-time programmes and activities; Māori 26 per cent (2018); Pasifika 14 per cent (2018)  International: nil
Number of staff:	Five full-time and two part-time
TEO profile:	See: <a href="#">NZQA Waikato Institute for Leisure and Sports Studies</a>
Last EER outcome:	WILSS' previous EER outcome in 2015 was Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	The EER looked at two focus areas: <ul style="list-style-type: none"><li>• Schools programmes – core area with most enrolments. Includes the New Zealand Certificate in Sport Coaching (Level 3). Also includes a number of bespoke offerings to schools, leadership courses, individual unit standards, etc.</li><li>• New Zealand Certificate in Business (First line Management) (Level 4) – WILSS delivers to cohorts in Hamilton, Wellington and Auckland.</li></ul>

MoE number: 8247  
NZQA reference: C34926  
Dates of EER visit: 19 and 20 June 2019

# Summary of Results

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*WILSS provides good support for its students and equips graduates with valuable skills for their futures. The good performance in some areas of the organisation is diminished by variability in self-assessment practice and some important compliance accountabilities not being met.*

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## **Confident in educational performance**

- Students are highly engaged in their learning and are well supported to succeed in gaining confidence, leadership and interpersonal skills and achieving formal assessment where appropriate. School students are being retained in education and are achieving credits towards NCEA.
- WILSS is using its industry and community connections and relationships effectively to develop and deliver programmes that meet individual and stakeholder needs.

## **Not Yet Confident in capability in self-assessment**

- Stakeholders confirm that WILSS' students and graduates are making positive changes in their lives and careers as a result of the education and learning they gain.
- Programmes are taught by experienced, qualified staff who use their experience and expertise to ensure the education delivery is relevant and engaging.
- The organisation is sustainably managed. Activities are well resourced.
- WILSS has limited understanding of some of its compliance accountabilities which has resulted in some important obligations not being met.
- Although WILSS has a culture of reflection and continuous improvement, this is largely informal, intuitive and individual. The organisation is not relying on data to inform improvements. A more systematic approach is required for NZQA to have confidence in WILSS' self-assessment capability.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>There is evidence of consistent high achievement in schools' programmes where assessment is taking place.<sup>2</sup> For instance, all but one of the students studying the Certificate in Sport Coaching successfully completed in 2018. For those programmes and activities that are not assessed, schools report that students have gained useful skills and knowledge. The strong emphasis that has been put on soft skills such as communication, problem-solving, leadership and teamwork is evident and valued.</p> <p>Completions for Tertiary Education Commission (TEC) funded programmes averaged 74 per cent over the past three years.<sup>3</sup> This rate is slightly below the national average. The completion rate has been static over the past few years, but the PTE's efforts to understand and bring about improvements to its educational performance have not been effective.</p> <p>Self-assessment practices around student achievement are informal and intuitive rather than systematic. There are no formal systems or processes to monitor student progress. Staff regularly explore areas for improvement, but a lack of simple achievement data for analysis limits the effectiveness of this self-assessment. WILSS may benefit from review and analysis of student achievement data at a wider institutional level.</p>
Conclusion:	WILSS' educational performance is variable. The PTE would benefit from using achievement data to identify areas of strength and weakness to make improvements.

<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.

<sup>2</sup> For example, the New Zealand Certificate in Sport Coaching (Level 3); and WILSS@School Event Management Course.

<sup>3</sup> Refer Table 1, Appendix 1.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Feedback from schools indicates that school students are receiving excellent value from their study and/or other activities at WILSS. Students completing formal assessments are gaining qualifications and credits towards NCEA. School staff report that students on both formal and non-formal programmes and activities benefit from their experience and grow in confidence as a result. There are many anecdotes of students whose behaviour and attitude at school has changed positively as a result of their engagement at WILSS. Students are able to apply their skills in sports, employment, life and family.</p> <p>Repeat business and client trust are good indicators of meeting needs and giving value. WILSS has strong relationships with schools and teachers who provide useful information about outcomes.</p> <p>Programmes and activities for the voluntary sports and community sectors are highly regarded.</p> <p>Graduates appear to be getting good value from the New Zealand Certificate in Business, although formal measurement of this is a recent occurrence. WILSS' process of surveying graduates six months post-graduation provides useful intelligence on the value of the programme and confirmation of the alignment with the graduate profile outcomes. The process is new and has only been tested on one rotation of graduates. Results to date confirm that graduates have gained foundational knowledge and have improved their practice at work.</p>
Conclusion:	<p>Students at WILSS are gaining good value from their study by achieving or exceeding their academic and personal goals.</p> <p>Long-term relationships with stakeholders also signify that they value the outcomes for students.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>WILSS' programme design and delivery are meeting the needs of students and stakeholders by providing programmes that are relevant to the students, schools and the communities they serve. The organisation is well attuned to the needs of students through years of experience in the same market and through constantly seeking feedback from students, schools and other stakeholders.</p> <p>Teachers and facilitators identify the aspirations and interests of their students and, where possible, structure their teaching to align with those aspirations. This ensures that student learning needs are being well met.</p> <p>There was evidence of the teaching staff regularly engaging in meaningful discussion about teaching practice and sharing ideas, experiences and knowledge through their daily interactions and staff meetings. This is driven by the passion of the teachers and is individual and personalised rather than a whole-of-organisation approach.</p> <p>Academic standards are not always clear, understood and maintained. For instance, WILSS' strong commitment to internal moderation has only recently become systematic. Moderation of assessment for the Wellington cohort of the New Zealand Certificate in Business until recently has not been undertaken for many years – a risk given the outreach nature of delivery to this cohort.</p>
Conclusion:	WILSS uses a combination of informal and formal feedback to monitor and evaluate how well it is meeting student and stakeholder needs. These processes indicate that WILSS is identifying and meeting needs effectively.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>There was clear evidence of good teaching practice at WILSS and a robust structure which will ensure good teaching continues. All staff are enthusiastic and passionate about their teaching and are well supported by management. The strong rapport between students and staff was evident from discussions and evaluation survey outcomes. Student feedback about the organisation and teaching was all positive.</p> <p>Students are highly engaged. Student learning goals are well understood and they have opportunities to apply skills in a range of contexts relevant to their needs.</p> <p>Student evaluations are conducted at the completion of every course and record students' feedback on their experiences of different aspects of their courses, including content and delivery, facilities and staff effectiveness.</p> <p>The 'conclusion sessions' at the end of some courses, whereby an independent staff member conducts a structured discussion with students regarding their experience and satisfaction with their course, are a useful and positive process. The information is then used informally to bring about useful improvements to teaching and programme design. A more structured approach may bring benefits.</p>
Conclusion:	There is a high standard of support and student engagement imparted by the programmes and activities provided by WILSS. Students have a positive experience and most of them complete the programmes successfully.



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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>WILSS is a not-for-profit charitable trust, governed by a board of trustees. Board membership is both representative and skills based, resulting in strong educational, financial, legal and industry expertise on the board.</p> <p>The organisation is responsibly managed and has a transparent philosophy, purpose and values. Recent strategic planning has involved staff and stakeholders and should result in a more cohesive approach to some of the previously disjointed activities of the organisation.</p> <p>As a charitable organisation that is largely non-government funded, WILSS relies heavily on fundraising and volunteer support. In doing so, it uses what resources it has very effectively within a sustainable business model. Staff are valued for their expertise and provided with the right support and opportunities for professional development to support them in their roles.</p> <p>Academic leadership has been strengthened by the recent appointment of a programme manager. The effectiveness of this new appointment is already evident in the strengthening of systems and processes to maintain academic quality. Some areas of the operation, such as the Wellington cohort of the New Zealand Certificate in Business, need to be more closely monitored.</p> <p>WILSS encourages reflection on its role and how to continue to make ongoing and continuous improvements in meeting the needs of students and other stakeholders. However, much of the self-assessment is informal, individual and intuitive rather than systematic and informed by data.</p>
Conclusion:	WILSS has a clear vision and understanding of its enterprise, and a leadership committed to providing effective support for educational achievement. Monitoring of performance within WILSS is irregular and does not show evidence of being used to inform improvements in organisational performance.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Compliance is overseen by the general manager and tends towards being reactive and irregular rather than proactive and systematic. Although WILSS meets most of its compliance requirements – for instance, in financial reporting, health and safety – this informal approach has led to some important compliance accountabilities being overlooked. For instance:</p> <ul style="list-style-type: none"> <li>• WILSS delivers its programmes at several temporary sites across the Waikato region and beyond. However, the general manager has been unaware of the requirement to advise NZQA of new delivery sites.</li> <li>• Formal programmes of study at WILSS have been approved by NZQA. The newly appointed programme manager has recently ensured that delivery to the Hamilton-based cohorts is consistent with the approvals. However, monitoring of delivery to the Wellington and Auckland cohorts is still patchy and there was no evidence that WILSS' head office staff were familiar with the details of the delivery process in Wellington.</li> <li>• The delivery of the New Zealand Certificate in Business is subcontracted to other organisations. Although written agreements are in place, they have not been approved by NZQA and the processes described in the agreements are not necessarily being adhered to. At least one of the arrangements is based on historical relationships with personnel who are no longer with the organisation.</li> </ul> <p>These gaps and weaknesses may not have had a significant impact on students to date, but they do constitute an unacceptable risk to the organisation and its students.</p>
Conclusion:	WILSS must take a more coherent approach to understanding and managing its compliance accountabilities, including the need to keep up to date with NZQA rules, as these can often change.

# Focus Areas

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

## 2.1 Focus area: Schools programme

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>There is evidence of consistent high achievement in schools programmes. School stakeholders report that students have gained useful skills and knowledge. The emphasis that has been put on soft skills such as communication, problem-solving, decision-making, leadership and teamwork is evident and valued.</p> <p>Feedback from schools indicates that school students are receiving excellent value from their study and/or other activities at WILSS. Students completing formal assessments are gaining qualifications and credits towards NCEA.</p> <p>Self-assessment practices around student achievement are informal and intuitive rather than systematic.</p>

## 2.2 Focus area: New Zealand Certificate in Business (First line Management) (Level 4)

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Achievement on this programme is slightly below national averages, but there was no evidence of reflection on why and how to raise performance. Anecdotally, there are high-value outcomes for some graduates, although this is not verified.</p> <p>Stakeholder engagement is variable – in Hamilton it is excellent, in Wellington it is poor.</p> <p>Monitoring of delivery contracts, including moderation of assessment, is variable – strong in Hamilton but not in Wellington.</p>

## 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 Waikato Institute for Leisure and Sport Studies:

- Continue developing the collection of data for self-assessment.
- Build capability in analysing this data.
- Develop and maintain a comprehensive, whole-of-organisation self-assessment regime that leads to knowledge and actions around improving student achievement and outcomes.

## Requirements

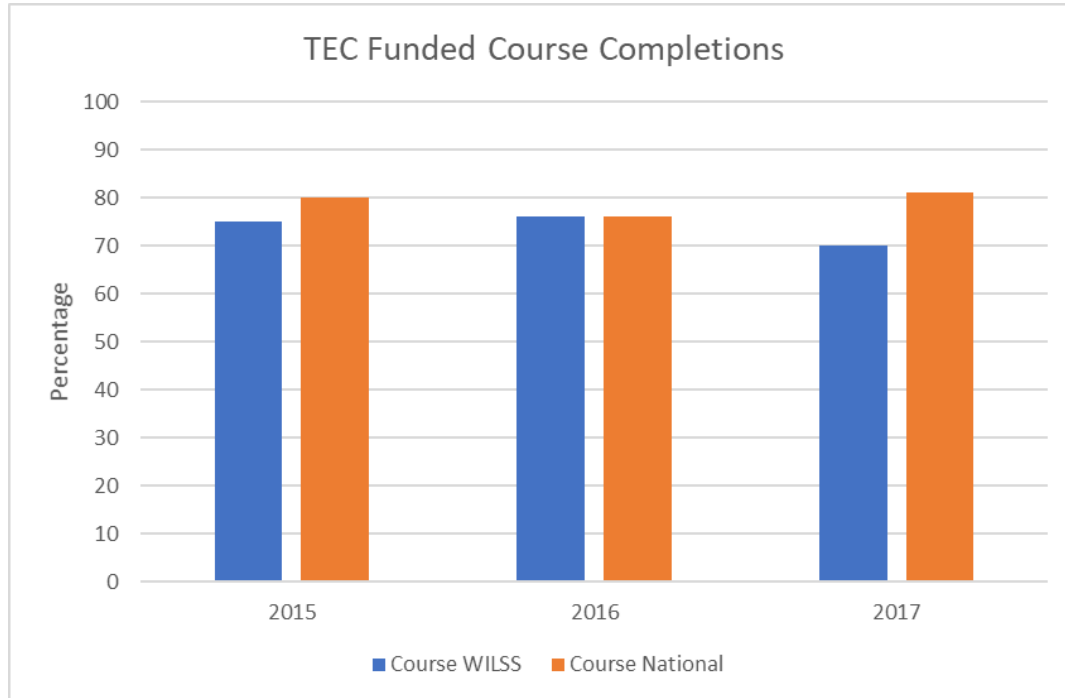
*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

NZQA requires Waikato Institute for Leisure and Sport Studies to:

- Ensure that requirements under [NZQA Private Training Establishment Registration Rules \(2018\) 5.1.1d](#) regarding temporary and permanent site approval, are met.
- Review all subcontracting arrangements and ensure that practice is consistent with written agreements and that NZQA and the TEC are consulted to ensure that arrangements are compliant.
- Put systems in place to ensure that all programmes are being delivered consistent with NZQA approvals and accreditation and TEC funding arrangements.

# Appendix 1

**Table 1. Course completions TEC funded 2015-2017**



# Appendix 2

## 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>4</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>4</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 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](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/>.*

NZQA

Ph 0800 697 296

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

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