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External Evaluation and Review Report

Waikato Institute for Leisure and
Sport Studies Trust Board

Date of report: 4 October 2021

About Waikato Institute for Leisure and Sport Studies Trust Board

The trust seeks to build and empower communities through quality education in leadership and volunteering, offered to youth and adult learners. The trust works closely with sport organisations, schools and community groups.

Type of organisation:	Private training establishment
Location:	Buildings TTH 2 and TTH 3, University of Waikato, Ruakura Road, Hamilton
Code of Practice signatory:	No
Number of students:	Domestic: 5,646 (45 equivalent full-time students in 2020); 94 per cent under 18 years of age Total enrolments in approved programmes in 2020: 79 – Māori 24 (30 per cent), Pasifika 28 (35 per cent)
Number of staff:	Six full-time equivalents
TEO profile:	Waikato Institute for Leisure and Sport Studies Trust Board
Last EER outcome:	NZQA was Confident in the educational performance and Not Yet Confident in the capability in self-assessment of the Waikato Institute for Leisure and Sports Studies Trust Board (WILSS) in June 2019.
Scope of evaluation:	New Zealand Certificate in Business (First Line Management) (Level 4) (ID: 117978) delivered in Hamilton and Wellington
MoE number:	8247
NZQA reference:	C45329
Dates of EER visit:	1-3 June 2021

Summary of results

WILSS is meeting some important needs of students and stakeholders. However, inconsistent processes have undermined overall educational performance. Only some priority areas have been identified, addressed and improved. The quality of self-assessment practice and information is variable.

Not Yet Confident in educational performance

- Student completion rates are generally strong; however, significant quality assurance concerns undermine the validity of some key results. WILSS' programmes enhance the capabilities of many students, which they apply in workplace, sports and volunteering contexts.
- The business management programme has been adapted to diverse workplace and cultural contexts. Facilitation of learning and student support is generally strong and effective. Programme reviews lead to improvements in assessment design and modes of delivery. However, limited feedback has been collected, achievement analysis is rudimentary, and the reviews do not identify and address significant quality concerns regarding the Wellington subcontractor's performance.¹

Not Yet Confident in capability in self- assessment

- Internal moderation practice is generally strong, but again does not sufficiently cover the subcontractor. These, and some other important compliance requirements, are not effectively managed. More generally, the quality and coverage of self-assessment is variable, and its use in decision-making is inconsistent.
- The board and management provide effective leadership in some areas. However, there was insufficient oversight of the implementation of the EER improvement plan (from the previous EER), including closer monitoring of the subcontractor agreement.

¹ The subcontracted delivery made up 20 per cent of total equivalent full-time students in 2020. However, it accounted for 80 per cent of delivery for the focus area programme: New Zealand Certificate in Business (First Line Management) (Level 4). See Focus Area 2.1 for further details.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The focus area programme, the New Zealand Certificate in Business (First Line Management) (Level 4) is delivered to students predominately in work. Most of those who enrolled in 2019 and 2020 gained the qualification. Māori students gained the qualification at a somewhat lower rate (60 per cent) while the significant Pasifika enrolments achieved a much higher rate (over 80 per cent).³ However, the validity of the Wellington cohort results were undermined by assessment and moderation practice and the inadequate retention of tertiary records.⁴ For the approved sport programme, around half gained the qualification in 2019, but this fell in 2020 because more students were leaving school after the COVID-19 lockdown. The average completion rate of unit standard modules was generally strong at over 80 per cent in 2020.</p> <p>The self-assessment of achievement has shown some improvement since the last EER. Annual programme reports reviewed achievement; however, the analysis of completions is rudimentary. The reports did not review and address completion rates for priority groups or benchmark overall results. The staff meeting minutes did not demonstrate that self-review of achievement and educational performance was taking place. There was little evidence of reporting to the board and actions being taken.</p>
Conclusion:	Overall student achievement is variable and was significantly impacted by quality assurance concerns in one location. The self-assessment undertaken was of mixed quality.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ See Appendix 1, Table 1.

⁴ See key evaluation questions 3 and 6.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>WILSS seeks to build and empower its communities through quality education in leadership and volunteering. There was some evidence of students applying their acquired knowledge in a workplace or volunteering context. Graduates of the New Zealand Certificate in Business (First Line Management) (Level 4) [Ref: 2456] convincingly demonstrated their capability through the consistency review process in 2018.⁵ Graduates interviewed during the EER explained how they used their improved knowledge and skills in their workplace. One community stakeholder (who had referred close to 50 students) attested to the added value for these graduates (many Pasifika) and their respective employer/voluntary work organisation. WILSS had plans in place to gather more comprehensive graduate and employer feedback, but recent feedback is limited and mostly more anecdotal.</p> <p>The evidence of the beneficial impact of the schools-based delivery⁶ for students, the schools and community is more comprehensive and persuasive. Students gain confidence and leadership and interpersonal skills. They often remain in education and achieve credits towards NCEA. However, the feedback from students is still limited.</p>
Conclusion:	WILSS' programmes enhance graduate capabilities, which they apply in the workplace, sports and volunteering contexts. Gaps in self-assessment practice require some attention.

⁵ NZQA rated the WILSS submission on its graduates as 'Sufficient'.

⁶ The New Zealand Certificate in Sport Coaching (Level 3), and individual unit standard modules.

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>There is sound evidence of the business management programme being adapted to the needs of diverse workplace and cultural contexts. Following annual reviews, the assessment approach focused on a portfolio summative report more aligned to the graduate profile outcomes and offering more formative assessments in 2021. Online platforms implemented during the COVID-19 lockdown have proved effective and have been retained.</p> <p>Formal student feedback is positive but limited, response rates have not been clearly reported, and none were collected from the large Wellington 2020 business management cohort. Mentors seem to enhance the learning taking place, but formal engagement is limited, and structured feedback is not collected. Similarly, the feedback from school students enrolled on sports-related courses is limited.</p> <p>Assessment and moderation practice is robust in the sports programme. WILSS met the national external moderation requirements in the Business and Management system in 2019 and 2020. WILSS's policy is to moderate all assessment samples.⁷ However, only three (10 per cent) of 29 assessment samples from the Wellington subcontractor were moderated.⁸ The EER team therefore commissioned external moderation of two random samples. This found that assessment materials provided learners with the opportunity to achieve the learning outcomes, although there were some issues with the (Wellington) assessor decisions. These external moderation results and inadequate internal moderation coverage undermined the validity of the Wellington results, which made up 80 per cent of the 2020 business management enrolments.</p>
Conclusion:	Programme design and delivery is sound, with some improvements being made over time. However, there is

⁷ The New Zealand Certificate in Sport Coaching (Level 3) – the 2021 NZQA monitoring report on internal moderation met the quality criteria.

⁸ See key evaluation question 6.

	variability in the assessment and moderation practices and the collection and analysis of feedback is limited.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Students viewed the facilitation of business management programmes as being effective and engaging. The three facilitators had appropriate facilitation and business experience and were passionate about their students and their support role.</p> <p>Student and stakeholder interviews attested that strong support is provided to some students. However, formal feedback is limited, and absent in the case of the Wellington delivery. It was not clear how student needs are identified. Mentoring of students plays an important role for some students; however, the role is informal and not well articulated.</p> <p>Most business management students are enabled to stay engaged and complete their studies while also being in full employment. Similarly, many school students complete their unit standard modules. Schools and WILSS identify at-risk students early, often because of lack of attendance and having left school, particularly in 2020. Some important and unprecedented factors were beyond the control of the PTE; e.g. the impact of the COVID-19 lockdowns contributing to many enrolled student leaving one school.</p>
Conclusion:	Most students are supported to stayed engaged and complete their studies. Self-assessment data had some significant gaps, particularly for the business management programme.

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>WILSS has a clear organisational focus reflected in its recently developed strategic plan. However, there is limited evidence of the board reviewing educational practice and academic achievement. It is not clear that educational capability exists on the board. The board also provided insufficient oversight of management implementing the post-EER improvement plan, including concerns pertaining to its subcontractor.</p> <p>Academic leadership of the Waikato and school-based delivery is generally convincing. However, some standards were not maintained in the subcontracting delivery.</p> <p>There have been some improvements in self-assessment practice since the last EER. Increased and more robust internal moderation, the strengthening of consistency review processes, and the introduction of annual programme review leading to programme changes are illustrations of this improvement. However, the quality of the self-review was variable and not uniform across the organisation. These concerns have been identified in other parts of this report, including limited feedback being collected, not identifying and addressing the subcontractor performance, and staff meetings not demonstrating self-review practice.</p>
Conclusion:	The leadership has been only partly effective in supporting sound educational performance. Self-assessment practice remains variable across the organisation.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>WILSS effectively managed some key compliance requirements such as:</p> <ul style="list-style-type: none"> • Attestations and declarations were completed on time and the temporary site approvals were current. • The PTE met the NZQA external moderation requirements in the Business and Management system for the second consecutive year in 2020. • A 2021 NZQA programme monitoring report on internal moderation for the New Zealand Certificate in Sport Coaching (Level 3) met the required NZQA criteria. • The 2021 Tertiary Education Commission audit found WILSS had delivered its approved hours for both approved programmes. <p>Some compliance was mixed:</p> <ul style="list-style-type: none"> • The review of the interim domestic Code⁹ covered all relevant outcomes and identified some actions. However, the desk-top review was rudimentary, with little staff input and limited student feedback hampering the review. • WILSS met the consistency review requirement for the focus area business management programme, but not for the two discontinued Diploma in Sport programmes. The PTE has subsequently strengthened its review processes. <p>There was insufficient management of the Wellington subcontractor¹⁰ including:</p> <ul style="list-style-type: none"> • Assessment samples had not been provided to WILSS at the time of the EER, five months after reporting results (December 2020). Additionally, the subcontractor agreement had expired in November 2020. WILSS has therefore not

⁹ [The Education \(Pastoral Care of Domestic Tertiary Students\) Interim Code of Practice 2019](#)

¹⁰ These compliance gaps affected 20 per cent of the equivalent full-time students in 2020.

	<p>complied with PTE Enrolment and Academic Records Rules 2021 Part 2 Section 7.2.</p> <ul style="list-style-type: none"> • The internal moderation sampling of the above assessments was low, and below standard practice. External moderation found ‘some issues with the assessor’s judgment’.¹¹ • The subcontractor assessor did not meet the minimum consent and moderation requirement by November 2020, which the subcontractor agreement stated would be met by November 2020. • The 2021 Tertiary Education Commission audit found there were not adequate records to verify that some 2020 students (mostly in Wellington) had engaged in learning to warrant receiving funding. <p>Finally, the EER improvement plan was clear, detailed and specific. However, the monitoring of the plan and implementation of improvements was patchy.</p> <p>The PTE said there were no other significant ethical or legal matters it had faced since the last EER, and none emerged through this enquiry.</p>
<p>Conclusion:</p>	<p>The management of important compliance accountabilities is variable and has had a significant impact on 20 per cent of the students. Similarly, the review of the PTE’s compliance practice was mixed, with improvements only in some areas.</p>

¹¹ See key evaluation question 3 for details.

Focus areas

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

2.1 Focus area: New Zealand Certificate in Business – First Line Management (Level 4)

Performance:	Poor
Self-assessment:	Poor
Findings and supporting evidence:	<p>There were generally strong completion rates in 2019 and 2020, and Pasifika student qualification completion rates were even higher.¹² However, the combination of the poor retention of tertiary records, the minimal internal moderation undertaken, and the external moderation result for the Wellington assessment sample, all undermined the validity of the results.¹³ There was insufficient management of the subcontracting agreement and key compliance requirements.</p> <p>The programme has been adapted for different work and cultural contexts. The facilitation of learning is generally strong. There was some evidence of students applying their acquired knowledge and skills. Some improvements were made to assessment practice and a shift to blended delivery. However, little feedback was collected from students, mentors or employers. Self-assessment practice did not identify and address the serious gaps noted above.</p>
Conclusion:	Some key contributing processes did not meet minimum standards. These weaknesses affected most students. Self-review practice was not effective in identifying and rectifying these serious gaps.

¹² See Appendix 1, Table 2 for details.

¹³ The Wellington cohort made up over 80 per cent of the 2020 business management enrolments.

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 Trust Board:

- Analyse achievement results more fully and broadly (including for priority groups) across the organisation and regularly report these to the board. Reflect on what is contributing to these results and evaluate the impact of any changes made.
- Collect and analyse formal student, mentor and stakeholder feedback for each cohort.
- Clearly articulate the business management mentoring role, offering guidance to the mentors.
- Significantly strengthen management and board oversight of the post-EER improvement plan and other areas identified in the report.
- Develop the self-assessment capability of personnel in the organisation.
- Undertake a more robust review of the interim domestic Code that involves all key staff, where student (and mentor) feedback is reviewed and there is some focus on priority group performance.
- Robustly review the risks and benefits to WILSS of its now expired subcontracting relationship and the oversight required.

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 Trust Board to:

- Collect and retain all New Zealand Certificate in Business – First Line Management (Level 4) assessment samples from its subcontractor for the December 2020 cohort to be compliant with the PTE Enrolment and Academic Records Rules 2021 Part 2 Section 7.2.

Appendix 1

Table 1. Course and qualification completion rates 2019-2020 – all programmes (percentages)

	2019 All students	2019 Māori	2019 Pasifika	2020 All students	2020 Māori	2020 Pasifika
Qualification completions	64	52	88	70	57	76
Course completions	68	59	70	75	75	66

Sources: Tertiary Education Commission¹⁴ and WILSS

Table 2. Course and qualification completion rates 2019-2020 – New Zealand Certificate in Business – First Line Management (Level 4) (percentages)

	2019 All students	2019 Māori	2019 Pasifika	2020 All students	2020 Māori	2020 Pasifika
Qualification completions	67	60	94	76	61	79
Course completions	79	-	73	61	-	64

Sources: Tertiary Education Commission and WILSS

Table 3. Course and qualification completion rates 2019-2020 – New Zealand Certificate in Sport Coaching (Level 3) (percentages)

	2019 All students	2019 Māori	2019 Pasifika	2020 All students	2020 Māori	2020 Pasifika
Qualification completions	46	-	-	54	-	67
Course completions	53	-	-	80	80	-

Sources: Tertiary Education Commission and WILSS

Table 4. 2020 course completion rates – unit standard modules (percentage)

Units assessed	Units completed	Completion rate	Māori	Pasifika
953	791	83	-	-

Source: WILSS

¹⁴ <https://www.tec.govt.nz/>

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 fraud¹⁵
- 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.

¹⁵ 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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