



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Waikato Institute for Leisure and
Sport Studies Trust Board

Date of report: 18 December 2023

About Waikato Institute for Leisure and Sport Studies Trust Board

Waikato Institute for Leisure and Sport Studies (WILSS) is a charitable trust delivering a range of short programmes to enhance personal development and help build better leaders in the community, the voluntary sector and the workplace. The trust works closely with sports organisations, schools and community groups.

Type of organisation:	Private training establishment (PTE)
Location:	Buildings TTH 2 and TTH 3, University of Waikato, 178 Ruakura Road, Hamilton
Eligible to enrol intl students:	No
Number of students:	Domestic: 18.3 equivalent full-time students on formal programmes (in 2022) plus 5443 school students on part-time programmes and activities (in 2022) Māori 30 per cent and Pasifika 10 per cent (in 2022) At the time of the EER, WILSS did not record the number of learners with disabilities. International: nil
Number of staff:	Five full-time equivalents
TEO profile:	Waikato Institute for Leisure and Sport Studies Trust
Last EER outcome:	WILSS' previous EER outcome in June 2021 was Not Yet Confident in educational performance and Not Yet Confident in capability in self-assessment.
Scope of evaluation:	The scope of this EER included all training – design and delivery. Most training delivery includes school and volunteer programmes of one to four hours. WILSS also designs and delivers two New Zealand Certificate qualifications: New Zealand Certificate in Sport Coaching (Level 3) offered to secondary school students and community

groups; and New Zealand Certificate in Business First line Management (Level 4) delivered to people in work.

MoE number: 8247
NZQA reference: C54979
Dates of EER visit: 31 October to 2 November 2023

Summary of results

WILSS is meeting most of the important needs of students and stakeholders, leading to positive outcomes. Self-assessment practices have recently been strengthened to bring about improved performance.

Confident in educational performance

- Students, especially those on school programmes, are highly engaged in their learning. WILSS supports the students to succeed in gaining both confidence and interpersonal skills. In some cases, students achieve formal qualifications and/or unit standard and NCEA¹ credits.
- Education is delivered in contexts appropriate to student needs and relevant to their individual aspirations.

Confident in capability in self-assessment

- WILSS is using its strong professional networks and community relationships effectively to develop and deliver programmes that meet student and stakeholder needs. Partner schools confirm the benefits of alternative training opportunities for students.
- WILSS is well governed and managed and has a clear and established long-term philosophy and purpose reflected throughout the organisation. Activities are sufficiently resourced.
- Previous gaps in compliance management led to several non-compliances which WILSS has addressed. Recent improvements in this area have led to WILSS managing its compliance accountabilities more systematically and effectively.
- WILSS has improved its self-assessment which evaluates the programmes and other activities on an ongoing basis. However, much of this self-assessment is new and yet to be fully embedded and refined over time. The next challenge is to formalise and deepen self-assessment processes and use the findings insightfully to

¹ National Certificate in Educational Achievement

make improvements; and to sustain and build on current levels of achievement and valued outcomes.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>School stakeholders report that students gain useful skills and knowledge. The emphasis that WILSS has put on soft skills such as communication, problem-solving, decision-making, leadership and teamwork is evident and valued.</p> <p>The qualification completion rate for the New Zealand Certificate in Business in 2022 was 68 per cent. Completion rates for Māori and Pasifika are similar to the cohort as a whole, although there are some variations due to the small cohorts.</p> <p>Overall, 54 per cent of learners completed the New Zealand Certificate in Sport Coaching in 2022. The small number of community-based learners all successfully achieved, and secondary school students generally achieved well.³</p> <p>Staff across the organisation demonstrate a strong commitment to student success, and regularly discuss student progress. Until recently, there have been few formal systems or processes to monitor and report student progress. Staff regularly explore areas for improvement. Clear and accurate achievement data for analysis will strengthen the effectiveness of this self-assessment.</p>
Conclusion:	Students are achieving satisfactorily where there is formal assessment, and achieving personal growth in other WILSS activities. Self-assessment practices are effective and explore areas for improvement, but are largely new and will need to be bedded in and refined over time.

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 WILSS has little direct influence over the teaching and support of secondary school learners toward achievement.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Secondary school staff report that students on both the non-formal and formal programmes benefit from their experience and grow in confidence as a result. Students learn skills they can apply in sports, employment, life and family.</p> <p>WILSS' programmes are highly regarded by schools and community organisations. There are many anecdotes of students whose behaviour and attitude at school have changed positively because of their engagement with WILSS programmes.</p> <p>School students completing formal assessments are gaining qualifications and credits towards NCEA. However, WILSS was not able to provide metrics to demonstrate how many of these students had been retained at school and had completed NCEA.</p> <p>WILSS views repeat business with schools and community organisations as a key measure of the value of the outcomes. The core of WILSS' activity revolves around a cluster of schools and community organisations, most of whom have had a relationship with the PTE over several years. The continuing purchase of services from WILSS is evidence of the perceived value of the training and activities.</p> <p>The benefits gained by graduates from the formal programmes are less clear. WILSS' efforts to engage with graduates has yielded little usable feedback. Not only does this gap limit WILSS' understanding of the value of the programmes, but the PTE will also have difficulty providing sufficient evidence for NZQA consistency review.</p>
Conclusion:	Long-term relationships with, and feedback from, stakeholders signify that they value the outcomes for students. The lack of graduate outcome feedback limits WILSS' understanding of the value of these programmes.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>WILSS' efforts to meet the personal and academic goals of each student, while also understanding and meeting the needs of schools and community organisations, is a positive feature of the organisation. The mix of programmes offered, the timing and the delivery style are relevant to the students, stakeholders and the communities they serve.</p> <p>Activities at all levels of the organisation are firmly relationship-based, resulting in regular interaction with a wide stakeholder group at all levels of the organisation. Programmes are designed and delivered with sufficient care to meet the requirements of all parties, with appropriate checks and balances for working with school students and maintaining safety in out-of-classroom activities.</p> <p>WILSS' facilitators and school teachers identify the aspirations and interests of their students and, where possible, structure the activities and teaching to align with those aspirations. This ensures that student learning needs are being well met.</p> <p>Academic standards are clearly documented, understood and maintained. Programmes are reviewed and updated, and there was evidence of strong internal and external moderation processes supporting sound assessment.</p>
Conclusion:	WILSS' regular and purposeful interaction with schools, students and community organisations ensures that the programmes and activities meet their important existing and emerging needs. Academic standards and integrity are maintained.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students enrolled in New Zealand qualifications receive personal and academic support from WILSS facilitators, the tertiary programmes manager and administration staff. Support provided by the school and student volunteers is appropriate for the nature of the short activities and the fact that the majority of students are under the care of their respective schools. Although no students identified as having a disability at enrolment in 2021, 2022 or 2023, some disabilities have become apparent once enrolled. In these cases, WILSS has provided helpful support.</p> <p>WILSS conducts student evaluations at the completion of each course and records students' feedback, including about content and delivery, facilities and staff effectiveness. Student feedback about the organisation and teaching is positive, although response rates to surveys have been low.</p> <p>There was evidence of good teaching practice at WILSS, and quality assurance of teaching which will ensure that good teaching continues. Facilitators described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time on WILSS' New Zealand Certificate programmes. All staff are enthusiastic and passionate about learning and teaching and are well supported by management. The strong rapport between students and staff was evident from discussions with management, stakeholders and staff.</p> <p>The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice.⁴ Through their Code self-review, the PTE identified areas for further development and continues to address these, including delivering Code-related training for staff.</p>

⁴ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

Conclusion:	From initial enrolment through to course completion, students receive high quality and appropriate learning support from WILSS' facilitators and administrative staff.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Good
Self-assessment:	Good
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 community expertise on the board. WILSS has a clear focus on, and clear understanding of, its core business. The business model is sustainable, evident in over two decades of successful operation.</p> <p>Academic leadership has been strengthened by the recent appointment of a tertiary programmes manager. The effectiveness of this new appointment is evident in the strengthening of systems and processes to maintain academic quality.</p> <p>WILSS has well-established administration and management systems and procedures in place, with ethical practices. Monitoring of staff performance is transparent and open, and systematically applied. Staff are valued for their expertise and are provided with support and opportunities for professional development to assist them in their roles.</p> <p>WILSS encourages reflection on all its activities to inform ongoing and continuous improvements in meeting the needs of students and other stakeholders. WILSS is collecting and collating lots of useful data. Interpretation and analysis of this data, and subsequent actions to improve educational performance, is a work in progress.</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 educational performance within WILSS has improved of late and shows evidence of being used to inform improvements in organisational performance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance is overseen by the general manager who ensures all staff are aware of their compliance obligations. An annual workplan, which includes current and upcoming compliance action, is reported on monthly to the trust board.</p> <p>WILSS has policies and procedures that comply with the requirements of NZQA as well as relevant legislation such as that relating to employment and health and safety. The quality management system (and policies and procedures) has been systematically reviewed.</p> <p>WILSS has ceased the off-site subcontracting arrangement which had highlighted gaps in compliance in previous EERs.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. There is no recent 'risk' history with NZQA. • WILSS is meeting its obligations with respect to the Code of Practice. WILSS submitted an attestation to NZQA that they had completed a self-review of their implementation of the Code, as required for all PTEs by 1 November 2022. • All staff are police vetted to meet the requirements of the Children's Act 2014. • All site approvals are up to date. • WILSS is meeting all moderation requirements.
Conclusion:	WILSS has a good understanding of its compliance accountabilities and manages these effectively to ensure obligations are met.

Focus areas

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

2.1 All training – design and delivery

Performance:	Good
Self-assessment:	Good

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:

- Review current practices to strengthen programme review processes and enable better understanding of student achievement and the value of training to stakeholders and graduates.
- Improve the collection and analysis of graduate and employer feedback on the application of graduate profile outcomes following completion of formal programmes to demonstrate the value of the training.

Requirements

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

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁵*
- *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.*

⁵ 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, 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 2021. 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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