



# Report of External Evaluation and Review

Kiwa Institute of Education  
(previously Aronui Technical Training Council)

Confident in educational performance  
Confident in capability in self-assessment

Date of report: 20 January 2016

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, 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. TEO in context

Name of TEO:	Kiwa Institute of Education (previously Aronui Technical Training Council)
Type:	Private training establishment (PTE)
First registered:	19 November 1990
Location:	Head Office: 12 Elliot Street, Papakura, Auckland
Delivery sites:	<p>Sites currently in use:</p> <ul style="list-style-type: none"><li>• 2 Vernon Street, Papakura</li><li>• Mokoroa Marae, Taharoa Rd, Kawhia</li><li>• Hukunui Marae, Gordonton Rd, Gordonton</li><li>• Mahurangi College, Warkworth</li><li>• Hato Petera College, North Shore</li><li>• Te Arinui Marae, Gisborne</li></ul>
Courses currently delivered:	<p>Temporary sites:</p> <ul style="list-style-type: none"><li>• Oraeroa Marae, Port Waikato</li><li>• Te Kotahitanga Marae, Te Kohanga</li><li>• Te Awamarahi Marae, Onewhero</li><li>• Ngatai e Rua Marae, Tuakau</li><li>• Clendon Park School Marae, Manurewa</li></ul> <p>National Certificate in Small Business (Small Business Management) (Level 4)</p>

- National Certificate in Māori (Te Ngutu Awa) (Level 4)
- Certificate in Te Reo Me Ona Tikanga (Level 4)
- New Zealand Certificate in Cookery (Level 3)
- Certificate in Elementary Construction Skills (Level 3)
- National Certificate in Recreation and Sport (Core Skills) (Level 2)
- National Certificate in Employment Skills (Level 1)

Code of Practice signatory: Yes

Number of students: Domestic: approximately 148 students (Māori, 80 per cent; Pasifika, 19 per cent; Pakeha, 1 per cent)

International: nil

Number of staff: Six full-time equivalents

Scope of active accreditation: <http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=892581001&delSiteInd=0>

Distinctive characteristics: Kiwa Institute has been delivering community programmes since 1980 and is one of the longest-serving programme providers (government or privately funded) in Auckland. Kiwa Institute has strong links to iwi, industry and high schools. Classes are delivered face to face either during the week or at weekend noho.

Trade programmes such as the New Zealand Certificate in Cookery (Level 3) and the Certificate in Elementary Construction (Level 3) have embedded workplace-based components.

Recent significant changes: 2012 – new chief executive appointed

2013 – new governance structure resulting in a reduction in the number of trustees from 12 to three

2014 – academic director, student support manager, quality manager (position currently vacant) and a business development manager appointed

Previous quality assurance history:	<p>At the previous external evaluation and review (EER) in 2012, Kiwa (at that time Aronui Technical Training Centre) received judgements of Confident in educational performance and Confident in capability in self-assessment.</p> <p>In April 2014, a NZQA validation visit took place which identified a number of compliance issues that were subsequently addressed by the provider.</p> <p>In August 2015, Kiwa was audited by the Tertiary Education Commission (TEC). The report was confirmed in September 2015. A number of issues were raised by the auditor that will not have a negative impact on the operations of the organisation. These matters are currently being addressed by the management team.</p> <p>External moderation results have not consistently met national standards as quality assured by NZQA.<sup>1</sup></p>
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## 2. Scope of external evaluation and review

The scope for the EER consisted of the mandatory focus area of governance, management and strategy, and:

- National Certificate in Māori (Te Ngutu Awa) (Level 4)

The National Certificate in Māori was the only programme being offered in the second half of 2015 (at the time of the EER) and is consistently the largest programme in terms of student numbers.

## 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 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.*

The evaluation team visited head office only and met with Ngutu Awa students, tutors and stakeholders from three sites: Ngaruawahia, Tuakau and Otara (Kia

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<sup>1</sup> Business and management standards in particular.

Aroha College). Interviews were also held with Mawake Taupo tutors, graduates and stakeholders, the chief executive, a trustee, and the management team including the academic director, the student support manager and the business development manager.

A range of documentation was reviewed including achievement data, programme documentation, policies and procedures, stakeholder testimony, chief executive reports, meeting minutes, and moderation information.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Kiwa Institute of Education**.

Kiwa Institute is a strong, whānau-led training provider which has weathered challenges in recent years and is now in a new phase of growth. In 2012 a new chief executive was appointed; in 2013 a new governance structure was established, and in 2014 a new management team was put in place. Kiwa Institute rebranded in 2015 (previously Aronui Technical Training Council) with a refreshed vision and mission as outlined in its strategic plan 2015-2035. Over this time the PTE maintained its focus on students. Students continue to achieve well, evidenced through course completion and qualification results, gaining practical skills and knowledge as well as softer skills such as personal confidence and sense of pride. Tutors are selected on the basis of their expertise, experience and demonstration of values that align with the PTE's. Programmes (particularly Ngutu Awa) continue to be tailored to meet the needs of local communities (marae and hapū) and students.

There is evidence of trustees being highly involved and informed of educational performance, including student achievement. The management team is forward-thinking and the chief executive is active in the community, developing relationships with key industry employers to co-construct innovative solutions to meet the needs of students. Strong values are infused across the organisation, including ngākau Māori, quality and excellence (referred to as the 'Kiwa' way); with staff, tutors, students and graduates all feeling part of a whānau environment with a shared desire to give back and support others based on the support and aroha they themselves experienced.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Kiwa Institute of Education**.

Over the past two years Kiwa Institute's self-assessment approach has evolved from internally auditing systems and processes, to addressing immediate issues and problems, to more forward-focused assessment and quality assurance of performance to improve student outcomes.

There was evidence of a range of data – both internal and external to the organisation – being analysed to inform strategy. There is regular engagement and sharing of achievement information between management and tutors, and between management and governance. Programme reviews are undertaken with the tutors and take into account student achievement, moderation, and student and stakeholder feedback. Recommendations are made where necessary and acted

on to inform future delivery. Teaching practice is observed and reviewed as part of performance-based contract arrangements.

Kiwa Institute leverages off its connectivity to employers, tutors, students and graduates to monitor informally how well its programmes are meeting needs and to what extent valued outcomes are being achieved. While outcomes data is known by the PTE, it is not formally documented in a systematic way. In 2015 the new management team is formalising self-assessment to ensure a more systematic gathering and analysis of outcomes data from all its programmes.

Policies, processes and systems have been audited internally to ensure they reflect practice and improvements made. Improvements were introduced by the academic team formally tracking student achievement and graduate outcomes (to supplement data captured informally); by validating all student assessments and providing feedback to tutors; and by interviewing all students to ensure any pastoral issues are identified and supported. However, there are still administrative and quality issues, including moderation, that need to be improved.

# Findings<sup>2</sup>

## 1.1 How well do learners achieve?

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

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

A range of evidence demonstrates that Kiwa Institute students achieve well. TEC educational performance results show that learners are completing courses and achieving qualifications. Overall course completions were 75 per cent in 2012; 78 per cent in 2013; and 71 per cent in 2014. The majority of students are Māori (averaging 80 per cent of total students over the past three years), and therefore the overall results also reflect Māori achievement.

In the National Certificate in Māori (Te Ngutu Awa), the results for students (the majority of whom are Māori mature students) were higher, with 80 per cent course completions in 2012; 93 per cent in 2013; and 85 per cent in 2014. Ngutu Awa students also gained personal confidence, skills and knowledge to support their marae, including understanding relevant history, stories and waiata. Many students talked about the course giving them a greater appreciation of who they are as Māori, and the importance of their role and contribution in the hapū, marae context. Some students (depending on the need of the students/marae) also gained specific skills in rāranga, enabling them to weave whariki, korowai, kete and piupiu for their marae and whānau.

The new academic team has put in place more systematic and rigorous processes for monitoring student achievement. Regular communication is made with head office and contracted tutors working in rural communities to ensure management is in touch with student needs and their achievements. At a programme level, achievement results inform programme reviews. At an organisational level, internal benchmarks are set, closely monitored and reported to the chief executive and trustees.

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

## 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 **Good**.

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

As an organisation, Kiwa Institute is focused on partnering with business and communities to support shared outcomes. For example, the chief executive has brokered relationships with the local Returned Services Association which has led to a purpose-built training facility for cookery students. Students therefore have an opportunity to be trained in an authentic kitchen, preparing them for further training and/or work. Of the first cohort of students, all have moved into related employment.

The business development manager, who has a wealth of experience and connectivity to hapū and marae south of Auckland, brokers educational pathways that meet the needs of marae and local communities. As a result, students gain skills and knowledge from local experts that directly contribute to specific projects including weaving whāriki for marae, piupiu for school kapahaka groups, moteatea for tautoko speakers on their marae, korowai for mokopuna, and other outcomes valued by students and communities.

Self-assessing the extent to which Kiwa Institute achieves valued outcomes is integral to the organisation. Ngutu Awa tutors are past graduates who are now experts in their field, offering support back to the PTE. Tutors and students are from the same community – they share whakapapa and whanaungatanga connections that continue beyond the course. Kiwa Institute therefore is able to leverage off its connectivity to tutors, students and graduates to monitor informally valued outcomes (in particular, how well outcomes are being achieved). While graduate outcomes data is known by the PTE, it is not formally documented in a systematic way. This year (2015) the new management team has formalised self-assessment to ensure a more systematic gathering and analysis of outcomes data from all its programmes.

## 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 **Good**.

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

Kiwa Institute has taken a very strategic and operational approach to meeting needs. At a strategic level, Kiwa Institute has relationships, and in some cases formal memorandums of understanding, with key employers in the hospitality, construction and health and fitness sectors to meet stakeholder needs for a competent workforce and the needs of students to gain work experience and employment. These needs are constantly re-assessed as the local environment

and demographic evolves. The chief executive's approach is to work with partners where organisational aims are aligned and where both partners not only have something to gain from the relationship but can also bring resources and opportunities that will benefit students.

At an operational level, Ngutu Awa programmes are tailored to meet the specific needs of iwi and marae within the scope of Kiwa Institute's accreditation. Students therefore can learn traditional crafts relevant to their marae, hapū and iwi. Current examples include a marae-based programme in Tuakau supporting students to learn the waiata, hitori and whakapapa of their marae and rohe; a school marae-based programme in Otara to make piupiu for the school kapahaka group; and a rāranga-based programme in Ngaruawahia with a focus on nurturing students to be the future weavers of whariki for their marae. Content and learning environments are therefore fit for purpose, replicate as much as possible real-life scenarios, and are well resourced.

The new management team has improved programme review processes which include a new template and process to formally document programme reviews. The academic director meets with the tutor at the end of each delivery. Student feedback (mid- and end-of-course feedback), achievement (and where relevant moderation) results and stakeholder feedback inform the review. Recommendations are made where required, and action taken to inform future delivery.

#### 1.4 How effective is the teaching?

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

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

Kiwa Institute is focused on providing high-quality learning experiences to youth in South Auckland. Tutors are contracted, which enables the PTE to select the 'best' tutor for the course being delivered. This means engaging tutors who are expert in their craft, highly regarded and experienced, willing to contribute their skills for the benefit of the student, and to demonstrate the values and principles that guide the organisation.

Management is in regular contact with tutors to ensure they have the resources they need to support learning and achievement. Management also attends and observes teaching practice at noho. Given that the tutors are contracted, there is no formal professional development and appraisal process; rather, the tutors have performance-based contracts.

The achievement of students is monitored regularly by tutors and management, and review of programme performance is formally undertaken at the end of each cohort. The tutor who specialises in rāranga regularly attends the National Rāranga Hui with support from the PTE. The hui provides her with a source of new

ideas and inspiration related to her craft. Another tutor is a business owner whose services are regularly commissioned, which reflects the calibre of staff Kiwa Institute attracts and values.

Learning activities for students are relevant and contextualised. Ngutu Awa assessments take place at weekend wānanga; students were clear as to what was required of them and felt that they were given sufficient opportunity to demonstrate their skills and were provided with feedback and guidance as required. Learning is carefully scaffolded, enabling students to master certain techniques in manageable chunks before progressing. Tutors were described as being knowledgeable and patient (often demonstrating techniques several times to ensure students grasp concepts well).

That said, Kiwa Institute's moderation results as an organisation over the past two years have been variable. Business management unit standards in particular have consistently not met the standard. Unit standards relating to Ngutu Awa have largely been met; however, there have been ongoing issues of the PTE reporting credits for some NZQA-managed standards not included in assessment plans. The management team put in place a more rigorous internal moderation process in 2014 which included validating all assessments, returning assessments to tutors within a matter of days, and providing feedback where changes and/or improvements were required. Not all 2015 moderation results have been received yet to determine whether the improvements made at the end of 2014 have resulted in improved moderation results. This is a performance gap that needs to be addressed.

## 1.5 How well are learners guided and supported?

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

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

Students are well guided and supported to achieve. Many of the Ngutu Awa students are mature learners who have not been in formal education for some time. At times they find the theory and written work challenging, but feel well supported by the tutors who assist them at noho marae (in groups or one-to-one) and visit them in between noho as required. Students commented that tutors were easily accessible by phone (mostly through text messaging) outside of noho.

The expectations and learning objectives are clear to the students. Tutors work to the pace of the students, providing encouragement and support. Examples were discussed with tutors about how they managed and supported students with physical impediments to learning. Attendance is monitored locally and by head office and any issues addressed quickly. Tutors follow up students who miss noho to ensure they are up to date with their learning and to offer support.

Tutors are the first point of call for any pastoral care issues. Graduates, for example, talked of attending noho to support new cohorts of students.

The student support manager is actively involved in the enrolment and induction process which was reviewed in 2014. This review has led to improved practices including all enrolment and academic processes being centralised in head office. All prospective students are now interviewed with head office staff to ensure they are enrolled in the course appropriate to their needs; any issues with literacy and/or social or medical concerns are also identified early and supported. Student feedback processes have been reviewed to ensure head office staff are aware of any issues and can attend to them quickly.

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

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

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

Kiwa Institute is a strong, whānau-led training provider which has a history spanning decades. Family members of founding members have worked within and supported the PTE over that time. Towards the end of 2012, however, confidence in the organisation had declined and the PTE had been zero-rated by the TEC. A new direction was required to meet the changing needs and aspirations of young people in South Auckland and to regain stakeholder confidence. This led to a number of significant changes. In 2012 a new chief executive was appointed with a wealth of business, community and management experience. The governance board of 12 trustees (seven external trustees and five internal staff) was reviewed in 2013, resulting in a new structure of three trustees, of whom two were appointed this year (2015). A new management team was also appointed towards the end of 2014. Policies, processes and systems were thoroughly audited internally to ensure they reflected practice, and amendments were made. The changes and improvements made in recent years has resulted in TEC funding being renewed; furthermore, a TEC audit was undertaken in 2015 which resulted in a range of administrative recommendations which have largely been addressed.

In 2015, Aronui Technical Training Council was rebranded as Kiwa Institute. This was a deliberate strategy to embrace the ideas and energy of a new management team and a new strategy and direction, while still honouring the legacy and contribution of former staff. There remains a strong focus on supporting the young people of South Auckland with educational and employment pathways, but finding more innovative solutions to meet their needs, as for example through Te Manuka culinary school based at the Returned Services Association.

The governance group meets up to three times per year, and there is evidence of trustees being highly involved and informed of educational performance including student achievement. Furthermore, the chief executive is active in the community, brokering relationships with key industry employers to ensure pathways for the students. The chief executive has a long-term view of the sustainability of the PTE and is actively looking for alternative funding.

The chief executive has brought together a management team with a mix of complementary strengths and experiences to drive the organisation forward. There is a strong feeling of reciprocity across the small organisation. All staff, tutors and students the evaluation team spoke to expressed feeling part of a whānau and felt a desire to give back and support others based on the support and aroha they themselves experienced.

The organisation has experienced significant change over the past two years and is now in a phase of growth to re-establish itself as an innovative and high-quality provider for the future.

## 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 **Good**.

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

### 2.2 Focus area: National Certificate in Māori (Te Ngutu Awa) (Level 4)

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

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

# Recommendations

NZQA recommends that Kiwa Institute:

- Formalise self-assessment to ensure a more systematic gathering and analysis of outcomes data from all its programmes
- Continue to self-assess systems and processes to improve moderation results for all programmes.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013.*

*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)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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