



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Te Pūrongo Aromātai me te Arotake ā-Waho

KIWA Institute of Education (trading
as KIWA)

Date of report: 28 May 2025

Mihi

He mihi tēnei ki a koutou te whānau o KIWA, nā koutou i poipoi te kaupapa, i akiaki i te mana o te tangata hoki kia tū rangatira ai i roto i tōna ao. Mihi maioha ki a koutou katoa, ngā kaitiaki, ngā kaiwhakahaere, ngā kaiako, ngā kaitautoko hoki.

Kupu Whakataki | Introduction

KIWA Institute of Education is a whānau-owned and led training establishment focused on providing relevant learning and quality educational delivery within an interactive and inspiring learning environment.

Type of organisation:	Private training establishment (PTE)
Location:	12 Elliot Street, Papakura, Auckland
Eligible to enrol international students:	No
Current number of students:	Domestic: 148 (224 EFTS – equivalent full-time students) International: nil
Number of staff:	Seven (three full-time and four part-time)
TEO profile:	KIWA Institute of Education
Last EER outcome:	<ul style="list-style-type: none">• He Pounamu Whakairo – Ngā hua o te Whare Ako• He Pounamu Hukihuki – Ngā Whakairinga Kōrero
Scope of evaluation:	Te Pōkaitahi Reo (Rumaki, Reo Rua) (Kaupae 3)
MoE number:	8925
NZQA reference:	C57818
Dates of EER visit:	11 and 14 November 2024

Ngā whakatauranga | Summary of results

Kaupapa are generally strong and inform effective self-reflective practice and ongoing improvement across the whare ako. Gaps and weaknesses are being managed.

Ngā hua o te whare ako - He Pounamu Whakairo

KIWA Institute of Education is well governed and managed. Management is committed to business continuity and is continuously looking for ways to maintain relevance and sustainability in a changing tertiary environment.

Ngā whakairinga kōrero - He Pounamu Whakairo

The kaupapa of Te Hono o Te Kahurangi are expressed throughout the organisation, including whanaungatanga, kaitiakitanga and manaakitanga. Taurua are well supported to achieve their learning goals and aspirations; graduates are applying their skills and knowledge in the home and in the workplace; and stakeholders value the contribution KIWA is making to the local community.

Taurua qualification completions have been consistent over the past three years, partly due to a focus on te reo Māori programmes, but also because the systems in place support taurua and monitor their performance.

NZQA recommends that KIWA undertake a comprehensive review of its te reo Māori programmes including, where possible, reducing and/or integrating assessment tasks.

He pātai aromātai¹

1.1 Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te whare ako:	Pounamu Whakairo
Ngā whakairinga kōrero:	Pounamu Whakairo
Ngā kitenga:	<p>KIWA Institute of Education (KIWA) is a well-established private training provider which has been serving the education and training needs of the Papakura community for over 30 years. Whānau-owned and led, KIWA is a values-driven organisation and a positive expression of kaitiakitanga and rangatiratanga, as demonstrated through its:</p> <ul style="list-style-type: none"> • management team who are passionate and committed to delivering quality education and training to its community • governance group who bring a range of skills and experience to monitor risks and strategically guide the organisation • focus on relevance and adaption to maintain its viability and sustainability • attention to compliance management and monitoring to ensure stakeholder needs are being met • systems and processes that support self-reflective practice. <p>Recent years have been difficult for KIWA as the PTE has managed a reduction in funding and enrolments. Management has stepped into operational roles to maintain delivery and business continuity. Training provision has been focused toward high-demand programmes, specifically te reo Māori programmes.</p>

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

	<p>Educational performance since the last EER has been consistent (refer Appendix 1), with good evidence presented to demonstrate personal and professional value gained by tauira as a result of the training (refer focus area findings).</p> <p>KIWA has developed and introduced its Māori learner success model called Kahui Whaikairangi. Kahui Whaikairangi is an approach to supporting Māori students to realise their potential and is based on Māori principles including whanaungatanga. The model is KIWA's expression of pastoral support that aligns to the intent of the pastoral Code of Practice for tertiary students. Given that this model is a recent improvement, the specifics of how it will be integrated and monitored are still being tested. KIWA also has a strong relationship with the founder of Te Whare Aio who is available to support tauira who need help to settle and better connect to their learning.</p> <p>Kaiako across the country feel well supported by management. There is regular communication across the teaching team, supported by an online file management system where kaiako can access up-to-date information including teaching plans and moderation reports.</p> <p>KIWA has systems for monitoring student achievement, student outcomes and student support which are fit for purpose. Assessment tasks are being reviewed by management to ensure tauira are not being over-assessed and to ensure consistency of assessment practice across kaiako. NZQA recommends that KIWA undertake external review and pre-moderation of new assessment tasks. Post-moderation systems and processes should also be reviewed to ensure the feedback informs assessment practice.</p> <p>Whanaungatanga and manaakitanga are strengths of the organisation, as evidenced through stakeholder, tauira and graduate feedback. KIWA has a tight network of trusted relationships that contribute to the kaupapa as either guest speakers, pastoral support, contract tutors (trade training) or employers of tauira and graduates. These relationships have contributed greatly to the quality and sustainability of KIWA over recent years. Positive relationships with Manurewa Trade Training Academy have also led to a steady</p>
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	<p>increase in the number of Māori and Pasifika secondary students attending KIWA for vocational training, including painting, carving, carpentry and cookery.</p> <p>Te reo Māori and tikanga Māori are embraced as a normal part of the business, reflected in karakia, mihimihi and waiata. These values are also reflected through the PTE's commitment to delivering te reo Māori tertiary programmes.</p>
He whakarāpopoto:	<p>KIWA is continuing to maintain its reputation as a responsive and relevant provider of quality education and training. Tauira are achieving success and using their learnings to enrich themselves, their whānau and their workplaces. Systems and processes are fit for purpose. Manaakitanga, whanaungatanga, kaitiakitanga and te reo Māori are expressed throughout the organisation.</p>

Ngā kaupapa ka arotahitia | Focus area

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

2.1 Te Pōkaitahi Reo (Rumaki, Reo Rua) (Kaupae 3)

Ngā hua o te whare ako:	Pounamu Whakairo
Ngā whakairinga kōrero:	Pounamu Whakairo
Ngā kitenga:	<p>Te Pōkaitahi Reo is delivered at four locations throughout the country. Kaiako meet virtually to keep up to date with developments and to share professional practice. An online file management system has been introduced to enable kaiako to share and access up-to-date teaching plans, resources, assessments and moderation reports.</p> <p>Kaiako are qualified and experienced to deliver the programme and are committed to upholding the values of KIWA. Kaiako attend to the academic and pastoral needs of their tauira, with support from management where needed.</p> <p>Kaiako utilise local resources and contexts to ensure the programme is relevant to the needs and interests of the tauira. Assessment tasks are being reviewed to ensure learning outcomes are being met and assessment practice is fair and valid across cohorts of tauira. The programme – which currently consists of 16 unit standards – would also benefit from a comprehensive review.</p> <p>Tauira are well supported, empowered and safe to learn, make mistakes and have fun. Graduates shared examples of how they were more confident to speak te reo Māori in the workplace and in the home on a regular basis. For some graduates, the programme has inspired them to be more involved in their marae (for example as kaikaranga) and to support their tamariki in their journey through kōhanga and kura.</p>

Ngā Tūtohunga | 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 KIWA Institute of Education:

- Undertake a comprehensive review of Te Pōkaitahi Reo Māori (Kaupae 3 and 4) including assessment tasks.

Ngā Ture | 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.

Tāpiritanga 1 | Appendix 1

KIWA Institute of Training academic success

Table 1 | Tauira qualification completion (all students)

Year	Enrolments	Completions
2021	129	72%
2022	110	74%
2023	138	73%
2024	148	73%

Source: KIWA Institute of Education's student management system

Table 2 | Te Pōkaitahi Reo (Rumaki, Reo Rua) (Kaupae 3) tauira qualification completion

Year	Enrolments	Completions
2021	95	80%
2022	90	81%
2023	103	68%
2024	118	70%

Source: KIWA Institute of Education's student management system

Tāpiritanga 2 | 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 fraud²*
- 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.*

² 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 2022, 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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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