



Targeted Evaluation Report

Wellington Institute of Technology Ltd
Te Whare Wānanga o te Awakairangi
and
Whitireia Community Polytechnic Ltd
Te Kura Matatini o Whitireia

Date of report: 1 December 2021

Targeted evaluation of WelTec and Whitireia

Institutes of Technology and Polytechnics (ITPs) became subsidiaries of Te Pūkenga - New Zealand Institute of Skills and Technology as part of the Reform of Vocational Education.

NZQA carries out targeted evaluations of Te Pūkenga subsidiaries whose external evaluation and reviews (EER) became due during the transition to the new organisation.

The targeted evaluations focus on areas of educational performance that will be important for both the subsidiary and Te Pūkenga in the new operating environment.

The limited scope of the targeted evaluation means that it will not result in organisational statements of confidence. Therefore, no EER category status will be assigned.

About WelTec and Whitireia

In 2020, WelTec offered 98 programmes, and Whitireia 85, serving over 10,000 students. Since 2012, WelTec and Whitireia have been in a strategic partnership with a single governing body; from May 2015, one chief executive, and since 2016 a common senior leadership team. WelTec and Whitireia also have a unified academic committee, joint shared services (such as IT, library services, learning support, staff capability development, facilities management and procurement), and have moved progressively to single system platforms, for example for human resources and finance.¹

Region:	Wellington/Whānganui-a-tara
Code of Practice signatory ² :	Yes
Number of students (2020):	<p>Domestic: 4,019 equivalent full-time students across all funding sources and programme types. Students under 25 years comprise 62 per cent of WelTec, and 42 per cent of Whitireia enrolments.</p> <p>Priority learners identified by the Tertiary Education Strategy³: Māori 17 per cent (WelTec) and 20 per cent (Whitireia); Pacific 12 per cent (WelTec) and 23 per cent (Whitireia). 1,045 learners declared a specific learning difficulty and/or disability.</p> <p>International: 640 equivalent full-time students, with a significant reduction by the time of the targeted evaluation in August 2021.</p>
Number of staff:	302 academic staff and 314 non-academic staff (full-time equivalents)
TEO profile:	<p>WelTec NZQA profile</p> <p>Whitireia NZQA profile</p>

¹ Sources: adapted from WelTec/Whitireia self-assessment summary 2021 and 2020 Annual Report

² Education (Pastoral Care of International Students) Code of Practice 2016 (the international Code) and the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019 (the interim domestic Code)

³ [The Statement of National Education and Learning Priorities and Tertiary Education Strategy 2020](#)

Previous evaluation outcomes:	At the previous NZQA external evaluation of Whitireia (2015), NZQA was Highly Confident in educational performance, and Highly Confident in their capability in self-assessment. For WelTec (2017), NZQA was Confident in educational performance, and Confident in their capability in self-assessment.
Scope of evaluation:	<p>This targeted evaluation considered three focus areas (and investigated samples from information technology and business, and construction and trades programmes for focus areas 1 and 2):</p> <ol style="list-style-type: none"> 1. Learner support – how effectively the subsidiary ITP⁴ supports and guides learners. 2. Learning assessment design and practice to assure education quality – how effectively the subsidiary ITP manages its programmes and quality assurance for the benefit of learners and other stakeholders. 3. Areas of strength nominated by the ITP: <ul style="list-style-type: none"> • Māori and Pasifika Trades Training (MPTT) with a focus on building and construction • Bachelor of Nursing Māori (ID: 112126) <p>WelTec and Whitireia have come through a sustained period of restructure and change. There has been both significant staff turnover and a loss of full-time equivalent positions across the organisation, as well as some disruption in the first half of 2020 due to Covid-19. The closing of the border to international students, leading to the teach-out and closure of the Auckland campus, is also a relevant contextual factor to this evaluation.</p>
MoE number:	6008 and 6014
NZQA reference:	C45757
Dates of targeted evaluation:	2-5 August 2021 (virtual)

⁴ The singular use of 'ITP' in this report refers to both WelTec and Whitireia.

Summary of findings

Overall, educational performance in the focus areas of learner support and assessment was found to be generally effective. There are consistent and sustained efforts to engage with and support all learners to stay enrolled and engaged with their learning, and to succeed on their programme.

In addition to the important context described above, and the necessary focus of attention required by the reform of vocational education (RoVE) change process, the daily mahi of supporting learners, delivering engaging programmes and services, and strengthening the quality assurance of learner assessment was evident to the evaluators.

The areas of strength proposed by WelTec and Whitireia are indeed notable, and positively reflect the organisational direction and intent of WelTec and Whitireia: an ability to work proactively with multiple stakeholders; to develop enduring mana-enhancing relationships; and to provide outcomes which are valued by stakeholders and graduates and important to the wider region.

Overall findings

WelTec and Whitireia have devised a sound, well-articulated programme portfolio appraisal and development framework (known as Totika) which is in active use. This has been a major focus of effort and attention. It has been shaped and informed by the mandatory review of qualifications, the distinctive needs and strengths of the two merging institutions, degree harmonisation, and the re-alignment of career preparation programmes, to give a few examples. Within this work, consideration of effective and appropriate assessment design has also occurred.

The subsidiaries' academic committee and school⁵ boards of study reflect a well-engaged academic debate. There is suitable autonomy of operational decisions, and delegation of responsibilities afforded to the schools. However, there is now also a strengthening of accountability occurring, and this was needed. Adherence to institutional requirements for maintaining active moderation systems, and conducting systematic programme review has been variable.

The ITP's institution-wide aspects of integration and service collaboration also appear active and productive. The leadership is well informed and attuned to current challenges and to the social and political context of tertiary education in Aotearoa New Zealand, and there is ongoing collaboration with other ITPs,

⁵ 'Schools' refers to the ITP's various departments.

industry, iwi and secondary schools. The formal and enduring relationships with both Ngāti Toa Rangatira and Te Ātiawa are notable, and positively impact on both the programme portfolio and student support.⁶

The evaluators appraised examples which collectively reflect a range of sometimes quite accomplished internal self-assessment approaches and staff capabilities. Stand-out examples include analyses of student surveys and their findings; a report into the current state of moderation at WelTec and Whitireia; and the above-mentioned Totika framework. These have yielded robust information to establish facts and guide change or seek improvements.

The externally sourced Te Pae Tawhiti lens⁷ has also been closely considered and applied to numerous aspects of the ITP's processes and ongoing reflective conversations. Self-assessment at WelTec and Whitireia is often highly consultative; efforts to engage widely and constructively with staff and students are evident. Numerous features typical of ITP self-assessment are in place and actively used.

That said, it was not yet as evident that self-assessment activities at WelTec and Whitireia reflect a 'system-wide' model or approach. Similarly, there is variability in the programme-level approaches to self-review. The traceability of review to later improvements, or evidential confirmation of meeting the stated intent of the key policies within the scope of this evaluation, was sometimes fragmented. NZQA acknowledges that this may be both a reflection of the still ongoing integration journey of two sizeable and different institutions, and the reduction of staff numbers due to inherited financial pressures. Bearing in mind that the operational model of Te Pūkenga is still evolving, some caution around revising or devising a novel model of self-assessment is understandable, and the current focus on 'sharpening existing tools' is at least pragmatic in the short term.

Awareness and engagement by teachers with the Taikura quality management system was evident, including their reference to a single helpful source for policies, up-to-date procedures and approved forms.

Ongoing skill-based tutor training or other awareness-raising professional development offerings are engaging staff well. These activities are positive, are

⁶ 'The Education and Training Act 2020 requires that the principles of Te Tiriti o Waitangi are acknowledged. Whitireia and WelTec have established governance and executive advisory relationships with mana whenua, Ngāti Toa Rangatira and Te Ātiawa in recognition of these principles.' (Source: Self-Assessment Summary 2021)

⁷ 'As subsidiary entities of Te Pūkenga, WelTec and Whitireia have adopted the Te Pae Tawhiti Tiriti o Waitangi Excellence Framework 2020-2025. This framework expresses standards and self-assessment questions that require authentic and meaningful Tiriti relationships and inclusivity and equity for Māori.' (Source: Self-Assessment Summary 2021)

attracting staff participation, and have direct relevance to the focus areas within this evaluation.

The student voice is sought to determine satisfaction with the programmes, the teaching (including their experience of assessment) and support. This occurs through surveys, focus groups and student representatives.

The evolving use of technology to underpin and support data-driven analysis of all or most activities was apparent. Examples included: the strategy to boost the utility and use of a student engagement app (Revive); efforts to further strengthen staff capability around the learning management system (Moodle); and improving existing dashboards, providing timely data to inform monitoring.

Capability building around deepening engagement, by some programme areas and new or existing staff, with some academic quality systems, and linking that to a well-co-ordinated self-assessment model requires further work.

Covid-19 responsiveness was appropriate: learners described and confirmed to the evaluators the steps taken by tutors and other staff to support them and their whānau, to stay in touch, maintain networks, and keep them interested and engaged in their studies. The evaluators also heard from students and staff of work to reschedule classes (including apprentice block courses, requiring significant logistical and communications efforts); to deliver materials and devices and assist with connectivity; to mitigate gaps or otherwise improve online delivery as was required depending on programme and tutor ability. The description of the dynamics of the situation as described by the ITP in its 2020 Annual Report were also evident within this evaluation.⁸

⁸ 'The need to quickly go into remote learning saw strong demand for all programmes to have a Moodle presence, be utilising all aspects of Moodle, staff to be upskilled quickly into using tools like Zoom for synchronous and later asynchronous teaching and staff to be supported in 'out-of-the-box' innovative thinking about assessment practices. The Teaching Innovation and Research team quickly moved from one-on-one support of staff to weekly online remote [and recorded] professional development sessions, supported by online resources, to support teaching staff in programme delivery.'

Focus areas

Focus area 1: How effectively are learners supported?

Findings and supporting evidence

The ITP has useful and clear websites, prospectuses and designated enrolment staffing, who provide initial contact and guidance and then hand over to departmental staff for interviews, tours and so on. Needs assessment starts from the first encounter and is systematic and documented. There is a clear orientation and pre-arrival information process for students; the evaluators heard a few examples of incorrect or untimely information from a few students, and also some inconsistency in timetabling which is now being addressed, with measurable improvements.⁹ Sufficient to say that students have experienced some variability.

The first impressions survey (to focus on one piece of evidence) records high student satisfaction.¹⁰ However, with a modest response rate of about 40 per cent and variable response rates depending on the programme, the ITP is unlikely to be hearing formally from a large proportion of its student population. This limitation was identified in the surveys analysis report but was not identified in the Code of Practice self-review; rather, the survey is presented as the key data establishing that learners' needs are being well met. On the other hand, the institutional 2020 survey analysis also provides reasonable caution where appropriate:

'The individual [support] services were rated by between 10-20 per cent of respondents. Due to their specialised nature, and the variable particulars of the interactions, they are presented for completeness rather than as a definitive evaluation of the service's performance.'

Surveys are only one key tool among others used at WelTec and Whitireia. Student representatives and focus groups are the other key formal mechanisms used to provide students with a voice.

Students interviewed described useful course outlines and how these linked to programme and assessment requirements and submission or extension dates

⁹ Regarding the timeliness of furnishing students with a study timetable: this was '75 per cent complete as at 17 Dec 2020 for the 2021 academic year and an improvement on previous years'. (Source: academic committee minutes)

¹⁰ 'In 2020 97 per cent of students agreed that they believed that they were in [a programme which suited them] (2019: 97 per cent); 93 per cent of students are satisfied with their institution (2019: 90 per cent); 93 per cent of courses satisfied students' expectations (2019: 92 per cent); 95 per cent of [respondents indicated that] tutors effectively supported students' learning and achievement (2019: 94 per cent).'

These high-level findings are derived from over 3,000 student survey responses to either or both of the initial first impressions survey and the subsequent student experience survey.

and so on. These interviews, and consideration of the ITP's student survey data, as well as consistency review and degree monitoring reports, indicate that students have the opportunity to apply their knowledge and skills in a variety of contexts, and are provided with useful and timely feedback on their progress.

Robust policies, processes and support are in place to support disabled learners as well as neurodiverse learners. This finding is based on the evaluators' appraisal and discussion of the ITP's policy and procedures in relation to these learners, as well as consideration of the monitoring and reporting processes which are in use at the ITP. For example, dyslexia screening resulted in 45 screening assessments being conducted in 2020, a marked increase. Pastoral support for specific learning difficulties has included referrals to external specialist agencies, including an audiologist, psychologist and counselling.¹¹ The ITP's self-assessment states that:

'Student Support Services staff, including Tamaiti Whāngai¹², and Māori and Pacific Support Teams, worked collaboratively across all campuses in 2020 to provide an equitable and inclusive support service eliminating potential barriers impacting on ākonga success. In 2020 a total of 4,561 ākonga were documented as having a purposeful interaction with support kaimahi.'

Broadly speaking, the evaluation team achieved a clear insight across the evaluation confirming these self-assessment claims. Strong efforts are made by many ITP teachers and kaimahi¹³ to effectively support students to find the right programme, understand what is required, and get additional specialist help where needed in a timely way. For example, there was evidence of active support for the embedding of literacy and numeracy development strategies into teaching practice, opportunities and encouragement to use Te Reo, and other efforts to reflect the diversity of the student population.¹⁴ A useful calendar and uptake of in-house and externally facilitated staff professional development is occurring. Te Whare Tapa Whā was mentioned as an underpinning approach. Learner progress is definitely subject to ongoing monitoring at programme, group and school levels. Schools are using digital data-sharing applications such as Revive – albeit not consistently – and report that it is useful. Additional resources are being invested to strengthen this.

¹¹ The most prevalent disclosed support need is related to mental health (between 300 and 400 learners 2019-20).

¹² Tamaiti Whāngai is the service offering mentoring at the ITP, involving iwi, particularly for MPTT.

¹³ This term is used here to include non-teaching support staff, technicians and other academic administrative roles students engage with within and outside the schools structure.

¹⁴ These findings reflect action towards strategic institutional goals (see footnote 15).

The learner journey directorate's annual report is a helpful overview document which captures much of the activity detail, which for reasons of conciseness is not described in this report. The earlier quoted reference to an 'equitable and inclusive support which eliminate[s] potential barriers' connects directly to institutional policy goals. At the programme, school and organisational level it is not yet apparent that the intent and impact of the ITP's policy statements¹⁵ are known or determined – if so, it was not clear how well. This is a finding pertaining to self-assessment rather than service performance or educational achievement. Learner retention and success ('pass rates') are outside the scope of this targeted evaluation.¹⁶

At the time of this evaluation, there were 336 international students enrolled at the ITP in 46 different programmes (none of these students were under 18 years of age). Twenty-five were enrolled and studying off-shore.¹⁷ Covid-19 had a dramatic and material impact on the flow of new students and hence the revenue and viability of the international school. Normally, the majority of international students are studying either information technology or business. In 2020, WelTec and Whitireia decided to close their Auckland campus. The ITP entered into a formal arrangement until the end of 2021 for continued access to the EIT Auckland campus for the purposes of 'teaching out' their degree programmes there for 40 international students, and to provide office space for a small number of Whitireia tutors. This includes pastoral support supervision by EIT, and students having continued access to the support services available at WelTec and Whitireia in Wellington.

NZQA is unable to comment on the ITP's compliance or performance under the Codes of Practice, as that would require more evaluation of documentation. There are, however, no particular concerns identified arising from the policy and process documentation submitted and the interviews conducted. The ITP correctly identified in its Code review that it needs to obtain more and better evidence to be able to effectively evaluate its practice, including its performance against the Codes.

Areas for further development or consideration arising from this evaluation

Annual programme reviews cover learner support from various perspectives, but from the limited sample appraised in this evaluation, these are somewhat

¹⁵ The joint leadership team provides leadership and direction for support services and allocates sufficient resources to enable the services and facilities to be current, equitable and effective. (Policy 2.11 p.1)

¹⁶ The ITP Annual Report 2020, as well as providing comprehensive educational performance summaries, includes a business plan (linked to both its strategic framework and its 2020 investment plan) which sets clear goals such as: 'progress is made in closing the parity gaps between Māori and other learners, and Pasifika and other learners'. This existing differential in achievement is apparent in the data.

¹⁷ In the Bachelor of Applied Business Studies; Master of Information Technology; or Postgraduate Diploma in Information Technology.

descriptive and show a lack of evident use of central data (which is supplied to the respective head of school periodically, and so is available for more active use). More broadly, the actions arising from the reviews do not always appear to have a systematic, time-bound monitoring to determine their completion and impact. An interesting innovation is the use of long-form video narratives within which some programme leaders reflect on performance and elaborate on the programme delivery that year. Reflection and review is not limited to annual review, but is ongoing and is constructive.

Schools are clearly active in promoting student support services and campus events to ākonga/students and staff. They use student feedback in ongoing self-evaluation and improvement processes – both formally and informally (as per Policy 2.10 p.1), but the ITP's ability to identify themes and, more importantly, identify possible gaps in service effectiveness was only somewhat evident within this evaluation.

Survey and ākonga/student voice opportunities occur frequently, both at course and institutional levels. The evaluators acknowledge the ongoing efforts to tune and refine surveying, but also reflected back some student comment seeking more timely and clear feedback on what actions have been taken.¹⁸ An open question arising here is: how could the ITP further support student council/student voice to be more clearly structured, and therefore give impact to monitoring and review and feedback?

Based on a limited scope of enquiry, the following areas are suggested for consideration: how to evaluate the effectiveness of each policy and practice in relation to the pastoral care Code/s; how to better identify themes where any gaps are identified; and how to utilise student council/student voice to address strategic gaps in student support.

¹⁸ The 'You Said, We Did!' feedback model is used at the ITP, and this is visible in posters placed in, for example, student commons areas.

Focus area 2: How effectively is learning assessed?

Findings and supporting evidence

The evaluators found that teachers/kaimahi were invariably well informed and confident to discuss their programme content, and assessment, and change or improvement work. This work is conducted with the support and collaboration of their colleagues from the teaching innovation and research and academic quality groups. Teachers were clear on these matters and the quality assurance framework within which they are working.

Course outlines, and the related learning management system infrastructure, provide students with general assessment guidance aligned to robust programme documentation and individual assessment tasks. Assessment tasks are mostly designed at the teaching level, and are subject to pre-assessment moderation quality assurance checks. The tasks provide guidance on timelines, type of assessment and specific requirements. Students described how these generally met their expectations and, in conjunction with teacher guidance, prepare them for their assessments or guide their evidence collection.

A wide range of assessment methods are being used, and the diversity of these has apparently increased over time. Assessment tasks are being frequently reviewed and refreshed. Industry groups have been involved in giving advice about both programme content and how it could potentially be assessed, and in some cases are actively involved in the assessment activity (workplace projects, internships, apprenticeships and the like). A major piece of work has been completed in relation to harmonising multiple legacy degree programmes, and offering new programmes.¹⁹ Commonly, learning activities and assessment tasks are purposefully aligned with learning outcomes. The typical, closely inter-related nature of teaching – assessing and supporting and mentoring – was apparent in construction and engineering.

Ākonga/student experience and feedback is actively sought in the area of assessment. For example, students are asked relevant and direct questions on a range of assessment-related topics in anonymous online surveys:

Do tutors provide assessment results and feedback in a timely way?

Are the assessment requirements and conditions made clear and applied consistently?

Is there sufficient time to complete assessments?

¹⁹ 'Together, Whitireia and WelTec offered two business degrees and two IT degrees with a number of Graduate Certificates/Diplomas. In the five year review cycle of these programmes, the opportunity was taken to update these programmes and create one Whitireia/WelTec Bachelor in each area with its own associated Graduate Certificates/Diplomas. This was done with the input of industry and our community partners...the same rationale and challenges have led to our new Whitireia/WelTec Bachelor of Applied Business Management.' (Source: Self-assessment summary)

Do the assessments let you demonstrate your skills and knowledge in realistic settings?

Over 90 per cent of respondents from over 1,800 completed surveys indicated they agreed with the statements above, but the survey analysis states that in comparison with other survey questions, the 'lowest ratings again occur against assessment-related questions'. There is still a reasonable number of students who do not agree, or whose views are not captured by survey either way.

Some students described to the evaluators variability in the amount of feedback they received, for example wanting more specific individual feedback in group work. However, nothing systemic of concern was noted, and students' description of their experiences of assessment was on the whole positive.

The evaluators also saw an ongoing focus on delivering applied degrees, including authentic, 'real-world' or applied assessments, and increasingly incorporating scenario-based assessment. In construction and engineering it was apparent that there was an evolution towards an 'active learning' approach by appealing to, for example, visual and kinaesthetic learners, and the capture of competency and other forms of skill and knowledge gain by means of portfolio work. Programmes are regularly reviewed and updated to meet the existing and emerging needs of students and stakeholders.²⁰ Stakeholder input into information technology, for example, is ongoing and helps maintain programme currency.

There is good awareness and engagement by the teachers/kaimahi interviewed with the central quality assurance capability-building and professional development activities, such as the teacher capability framework. There is also improving oversight by management and related committees in regard to programme development/assessment design/moderation plans and reports, and how this relates to academic performance and students' success in each school. The learning and teaching policy incorporates appropriate assessment principles, and these appear well socialised.

In construction and engineering, the evidence shows good conformity with TITO²¹ standard moderation expectations, with few gaps, and active processes for engaging with TITOs and providing them with samples for external moderation as required (see Appendix). The business and IT evidence revealed more to the evaluators about systematic planning and a wide range of engagements with suitable external partners, but yielded no simple aggregated summary of school performance (which is indicated within the moderation

²⁰ Additional evidence for this was apparent, as well as other examples described from schools and programmes outside the focus area samples in the ITP's self-assessment summary.

²¹ Transitional industry training organisation

policy). Both schools supplied moderation plans consistent with what is required by the WelTec and Whitireia moderation procedure.

The 2020 pandemic lockdown provided both a pressing need and an opportunity to modify assessment and create new flexibility around assessment, submission dates, evidence requirements and so on. Systems for monitoring and ensuring the authenticity of student work were applied and these were outlined to the evaluators.

Getting a high-level overview of the ITP-wide and all schools' moderation activity and performance was not easily achieved in the time available within this evaluation. Information appears somewhat disaggregated, which may limit pattern identification by the ITP. This finding possibly links to an overall comment on the overall coherence of self-assessment made earlier. The 2021 *Report into current state of moderation at WelTec and Whitireia* was a robust piece of self-assessment, was helpful to the external evaluation, and is factual and candid. This is the sort of detailed work that can and should lead to decisive actions.²² As well as areas of strong practice, there was varied compliance with stated processes and procedures, and this from a small but intentionally broad sample of programmes. The evaluators heard of some change processes and technical improvements already occurring as an outcome of this self-assessment.

National external moderation (NEM) results in 2020 were an improvement on 2019, when the ITP did not meet NEM requirements. The ITP now meets the majority of NEM requirements. NZQA monitoring and assessment conducted two whole-of-programme monitoring activities in 2019, with variable results (see Appendix).

Areas for further development or consideration arising from this evaluation

Continue, at pace, with the work on consistent post-assessment moderation coverage (to ensure quality of assessor decisions) across schools and programmes.²³ The evaluation team is unsure whether any lessening of the compliance requirement element for moderation (as indicated in the self-assessment summary) will yield the improvements needed. However, the team recognises that disseminating good practice guidelines and further supporting strong local practices – and having staff who are well engaged with targeted professional development – is likely to strengthen compliance with policy/procedure frameworks.

²² This review of 2020 moderation practices covered a good range of levels and subject areas, but is a modest sample of 18 programmes (for example, the School of Construction and Engineering Trades delivers at least 15 programmes, and IT and Business teaches more than 35).

²³ As identified in the *Report into current state of moderation at WelTec and Whitireia*.

Focus area 3: What are the subsidiary's areas of strength?

Māori and Pasifika Trades Training (MPTT)

WelTec and Whitireia selected Māori and Pasifika Trades Training as an area of strength to demonstrate the successes in partnership, community engagement and graduate outcomes into sustained employment that have been achieved since commencing this delivery.²⁴ In 2020, 184 ākonga participated in MPTT, and in 2021 (as at end of June) 170 were enrolled.

The MPTT consortium partners – Ngāti Toa, Te Ātiawa and various leaders from Pacific church congregations – actively share in decision-making and recruitment. They are clearly focused on achieving good outcomes for their ākonga. They also contribute to the wrap-around cultural and pastoral support. The shift of management and leadership responsibilities for MPTT to the Kaiwhakahaere Māori WelTec in 2019 supported a consistent approach across both institutions which in turn enabled Iwi and Pasifika Partners to take an iwi-led approach. It also provides a well-informed voice and a stronger platform for achieving a consistent approach across both campuses. These components are indicators of MPTT being an effective and genuine partnership, with a good sharing of decision-making power between the partners.

Interviews conducted with employers and graduates in the building and construction programmes showed a clear and shared understanding of the goals and expected outcomes of MPTT. Employers were supportive and keen to provide employment opportunities for graduates in a time of high demand for suitable employees. Graduates come to them with developing technical skills, driver's licences, health and safety knowledge, and general work-readiness.

Graduates valued the skills gained during their programmes, the financial support offered through the scholarship, the tools provided for their training and – upon graduation – the connections being enabled with employers. Many have achieved the opportunity to start a trades apprenticeship.²⁵

Concerns regarding employment conditions being offered in some sub-sectors of the construction industry were raised by both employers and graduates. WelTec and Whitireia has responded to this issue in a timely way with the inclusion of relevant employment contract content in the work-readiness programme.

²⁴ WelTec and Whitireia have been delivering MPTT since 2014, as part of the Māori and Pasifika Trades Training Wellington Consortium.

²⁵ For 2016-20, 286 students progressed into apprenticeships or cadetships; 117 into work unrelated to their study programme; and 61 students re-enrolled. Other data showed that apprenticeship outcomes were trending upwards: in 2016, 19 Māori and 14 Pacific learners gained an apprenticeship, and in 2020, 56 Māori and 60 Pacific learners gained an apprenticeship.

Tamaiti Whāngai, the support team providing wrap-around cultural and pastoral support services for MPTT, are experienced and highly skilled. The recent completion of the Bachelor of Youth Development at WelTec and Whitireia by some team members²⁶ is recognition of their commitment. They have expertise working alongside and supporting youth, and connecting them with iwi and hapori Māori and/or their Pacific communities. Work brokerage services provided by this team contribute directly to strengthening relationships with employers, and also extending support beyond graduation during the critical transition phase from study to full-time employment.

Graduates and current ākonga reported that the cohort approach (the clustering of ākonga Māori and Pacific learners such as in the construction level 3 programme, and in others as numbers enable) provided opportunities for some sharing and connecting with their cultural identities, but some would like this to be more evident. In addition, more content on traditional construction practices such as building a whare was sought.

Ongoing informal reflection and review activities are common practice, including surveys, sharing success, identifying issues, and finding solutions on a daily basis. There is a growing understanding of the importance of data to demonstrate outcomes by the support team, and they now regularly present this data to the consortium. However, it was not clear how the team contributed to the annual evaluation and the subsequent development of improvement strategies for teaching and support. There are opportunities for more evaluative connections between a good range of existing reflection, review and data-capture activities.

Bachelor of Nursing Māori

The positioning and design of this programme²⁷ seeks to tackle inter-generational systemic challenges for Māori. It has an explicit focus on both

²⁶ Five staff members completed BYD in 2017, two completed post graduate qualifications in 2020, and a further two will complete the diploma of youth work in 2021.

²⁷ The Bachelor of Nursing Māori is part of a suite of nursing programmes offered at Te Kura Matatini o Whitireia. The programme moved from the faculty of health and social services in January 2020 to Te Wānanga Māori with Nursing Council of New Zealand approval.

Programme purpose: to grow the capacity and capability of the Māori health workforce; to prepare graduates to influence health outcomes; to enhance the personal skills of ākonga within their cultural context; to provide an environment that generates an expectation of success for ākonga.

Key points of difference: Te Ao Māori woven together with nursing epistemology; Māori and nursing pedagogy; mātauranga ā whānau, hapū, Iwi; Māori-only ākonga enrolled into the programme; whānau, hapū and iwi-centric; mana whenua oversight at all levels by management, teaching, ākonga and community. (Source: WelTec and Whitireia; 2020 Bachelor of Nursing Māori – annual programme review – adapted)

improving the educational experience for ākonga and improving Māori engagement with health provision within the rohe. The graduates of this programme are intended to support improvements in health care for Māori, and are also supporting the next generation of ākonga coming through into tertiary education.

Throughout the evaluative conversations the messages were consistent, and there is a strong correlation between programme intent, tutorial team approaches, processes/systems and student experiences.

Central to the programme is a philosophy of self-belief and a strong sense of self as fundamental components of educational success. Personal stories of ākonga, graduates and kaimahi (some of whom are graduates of the degree) all spoke strongly of the personal transformation that occurred within the programme; the benefits of which permeate through to their wider whānau and communities. The tuakana-teina approach is seen throughout the programmes and carries through into employment. There is a strong loyalty shown from graduates to support the programme and guide newer graduates into the workforce. This continued relationship with graduates has also provided useful insights into challenges, changes in the health context, and improvements throughout the years. Self-assessment is effectively drawing from the lived experience of graduates to strengthen the programme.

In recognition of systemic challenges for ākonga in entering tertiary education, this programme has implemented processes which seek to recognise prior experiences (often in Māori contexts) as evidence to support enrolment. In doing so, the ITP kaimahi seek to ensure access for ākonga to the programme without having to go through further preliminary study and the associated burdens. Surrounding this is an approach to involve whānau, cultural and academic mentors and individualised learning plans. The ITP is also looking to modularise learning elements from existing bridging programmes, and to make these freely available to ākonga so they can focus on filling in specific skill gaps rather than having to commit to an entire programme of study.

The effective use of tuakana, involvement of whānau, creation of a learning whanau and links with iwi and district health boards all contribute to the creation of an ecosystem which supports the growth of ākonga from enrolment through to, and within, employment.

The philosophy of the programme, which was reflected in conversations throughout the day, was encapsulated by an interviewee as 'if a flower is not flourishing, change the environment, not the flower'.

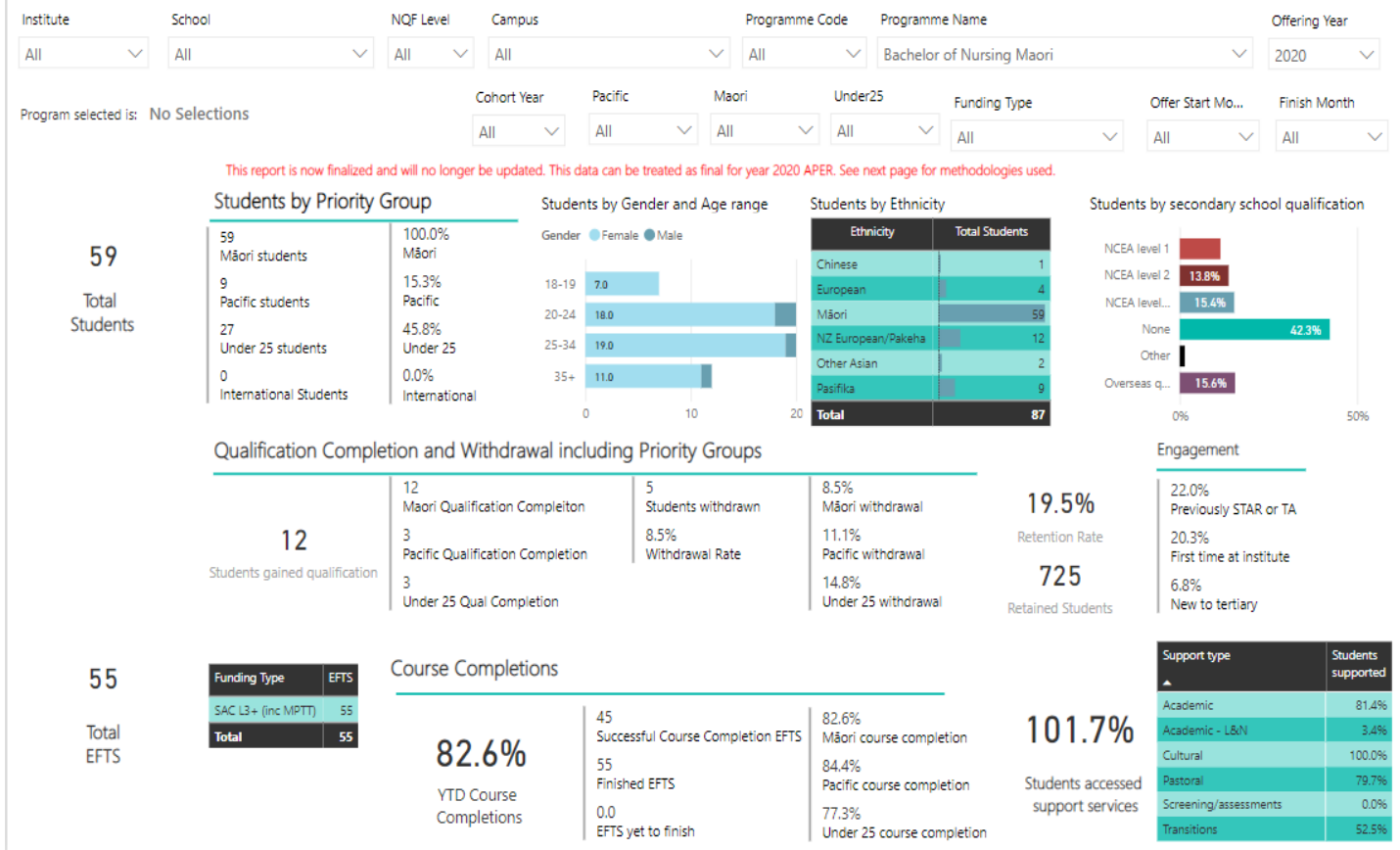
While the evaluators were presented with strong testimonies and endorsements during the evaluation interviews, the evidence base to support claims within the programme at this point relies largely on kōrero. While there is mana in these kōrero, this could be further diversified and strengthened through increased use and presentation of data. While the wairua of the programme was presented strongly, the data would further support demonstration of the effectiveness of

processes in ensuring the ongoing wellbeing of the programme and the impacts of improvement actions.

It seems appropriate that the evaluators here acknowledge the courage in the approaches taken, and the unapologetic commitment to recognising and addressing contributors to challenges being faced by ākonga. Manaakitanga is a clear driver in design and practice and is evidenced in the rich ākonga experience.

Tēnā koutou i ō koutou whakaaro nui ki ngā uri o ō tātou tūpuna me te oranga o te iwi.

(The data presented below from the degree is indicative of the central student management system repository, and is a typical depiction of integrated, real-time data available across the ITP for programme monitoring and evaluative review purposes.)



(Source: WelTec and Whitireia; 2020 Bachelor of Nursing Māori annual programme review. Note that students can identify with up to three ethnicities on their enrolment form, which affects some demographic data totals.)

Appendix

National External Moderation (NEM)

WelTec

Year	Overall outcome	Comment
2020	Meets NEM requirements	WelTec met moderation requirements in the Core Skills, English for Academic Purposes, Literacy, and Numeracy systems. There is overall improvement in NEM results since 2017.
2019	Does not meet NEM requirements	A second year of non-compliant results in some Literacy, and Numeracy related standards. WelTec was required to develop and implement an action plan.
2018	Meets majority of NEM requirements	Met moderation requirements in three out of six systems: Financial Capability; English for Academic Purposes; Supported Learning. Non-compliant: Core Skills; Literacy; Numeracy

Source: Quality Assurance Division, NZQA

Whitireia

Year	Overall outcome	Comment
2020	Meets majority of NEM requirements	Three out of five systems compliant: Literacy; Numeracy; Whakairo. Non-compliant: Computing 1-4; English for Academic Purposes.
2019	Does not meet NEM requirements	Third year of non-compliant results in Literacy. Whitireia was required to develop and implement an action plan.
2018	Meets majority of NEM requirements	Three out of five systems compliant: Te Reo; Mathematics in the Workplace; English for Academic Purposes. Non-compliant: Numeracy, Computing 1-4.

Transitional Industry Training Organisation (TITO) external moderation²⁸

	WelTec		Whitireia	
	2019	2020	2019	2020
BCITO	Satisfactory	Satisfactory	Satisfactory	Satisfactory ²⁹
MITO	Satisfactory	Not moderated	Satisfactory	Not moderated
SkillsOrg	Not moderated	Satisfactory	Not moderated	Satisfactory ³⁰
Competenz	Moderation in 2020 resulted in a 'Not Satisfactory' finding (for 6 learner samples).			

Source: Quality Assurance Division, NZQA

Programme monitoring results

Source: Quality Assurance Division, NZQA

NZQA conducted two monitoring activities in 2019.³¹ The New Zealand Diploma in Business (Level 5) did not meet all of the Programme Approval and Accreditation Rules (specifically, 6.1 criterion 1). NZQA moderated learner work from eight of the 12 courses sampled for this programme. Of the 45 pieces of learner work moderated, 19 (42 per cent) met the course learning outcomes and 20 (44 per cent) were at the appropriate level.

WelTec and Whitireia delivery of the New Zealand Certificate in English Language (Academic) (Level 4) met the approval and accreditation criteria in respect of programme structure and delivery, regulations and resources. The monitors found some issues in assessment and moderation and programme review. In both cases, WelTec and Whitireia provided evidence to NZQA that they have or are addressing the identified weaknesses.

²⁸ These results are presented here as broadly related to, and so generally indicative of, external moderation performance relating to the sample programmes for trades programmes considered within this evaluation.

²⁹ For illustration: 'The assessor judgements met the national standard for 24 out of 24 samples. Based on the evidence provided by WelTec and Whitireia, the BCITO is confident that: assessment has been fair, valid, sufficient and consistent good practice assessment processes are being undertaken internal moderation procedures are in place. 14 Nov 2020' (Source: BCITO)

³⁰ For illustration: 'In 2020 8 standards were selected for external moderation from 3 fields of study. All 27 samples of marked learner work were approved by the ITO.' (Source: SkillsOrg)

³¹ Moderation of learner samples from the New Zealand Diploma in Business (Level 5) (23 April 2019) and a monitoring visit and moderation of learner samples for the New Zealand Certificate in English Language (Academic) (Level 4) (18 December 2019).

Disclaimer

The findings in this report have been reached by means of a modified 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 fraud³²*
- *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.*

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

³² 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.