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MANA TOHU MĀTAURANGA O AOTEAROA

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# External Evaluation and Review Report

## Western Institute of Technology at Taranaki



Confident in educational performance

Confident in capability in self-assessment

Date of report: 14 August 2018

# Western Institute of Technology at a glance

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*WITT is a regional polytechnic based in New Plymouth. In common with other institutes of technology and polytechnics, WITT also delivers programmes in other regions.*

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Type of organisation:	Institute of technology and polytechnic (ITP)
Location:	Taranaki
Code signatory:	Yes
Courses:	See <a href="#">Western Institute of Technology</a>
Number of students:	4,515 enrolments, 1,363 (EFTS); 361 or 8.5 per cent are international students
Number of staff:	122 full-time, 112 part-time
Last EER outcome:	At WITT's previous external evaluation and review (EER) NZQA was Not Yet Confident in the ITP's educational performance and Not Yet Confident in its capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• International students: wellbeing and support</li><li>• Cookery programmes (levels 3, 4 and 5)</li><li>• New Zealand Certificate in Health and Wellbeing (Health Assistance Strand) (Level 3)</li><li>• Certificate in Process Operations (Oil and Gas) (Level 3)</li><li>• New Zealand Diploma in Engineering (Civil) (Level 6)</li><li>• New Zealand Diploma in Engineering (Mechanical) (Level 6)</li><li>• Bachelor of Nursing (Level 7)</li></ul>
MoE number:	6017
NZQA reference:	C28904
Dates of EER visit:	22-24, 29-30 May 2018

# Summary of Results

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*WITT has made considerable improvement in its governance, management, educational strategies and processes since the previous evaluation. Strengths across programmes include effective industry partnerships in some programmes, improved learner achievement rates – including for priority learners – and the collection of meaningful data.*

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| <b>Confident in educational performance</b>       | <ul style="list-style-type: none"><li>• Following the previous evaluation, WITT developed an improvement plan. Changes to address the findings have been put in place within the agreed timeline, but it is too soon to fully determine their effectiveness. (See Appendix 1, Table 8.)</li><li>• Ongoing and systematic engagement with employers and other key stakeholders across the range of programmes is variable, but some programmes have exemplary engagement with industry.</li></ul>   |
| <b>Confident in capability in self-assessment</b> | <ul style="list-style-type: none"><li>• Students' pass rates are good and have been trending up over the past three years in most programmes included in this evaluation. (See Appendix 1, Table 3.)</li><li>• This positive trend is reflected across most programmes.</li><li>• Māori and Pasifika achievement rates are also improving overall.</li><li>• External moderation in the last year shows some areas where improvement is required, and WITT is addressing this. (See Appendix 1, Table 7)</li><li>• Six of the seven consistency reviews WITT has been involved in have been successful, and one is waiting a review of a second submission.</li><li>• Some graduates are finding employment in areas related to their study, but graduate destination data</li></ul> |

is not yet fully analysed.

- Staff are well qualified and experienced, and programmes are planned and delivered to meet the needs of students and other stakeholders in most cases. Most programmes have suitable resources, but some need updating.
- Students are well supported and engaged in their studies. A range of teaching strategies and online learning opportunities are offered.
- There have been changes in governance with the appointment of five new Council members; three were ministerial appointments, and two were appointed through application. Changes in management included academic director, chief financial officer, and executive director commercial (with a focus on 'full cost recovery' courses for local business).

There are still areas for ongoing improvement. Examples include developing closer consultation and partnerships in some programmes, increased analysis of data for improvements to learning and outcomes, and the collation and analysis of graduate outcomes. Programme self-review could also examine trends in qualification achievement.

# Key evaluation question findings

## 1.1 How well do students achieve?

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<p>Course completion rates increased from 2016 to 2017 in five of the six programmes reviewed, and international students' achievement rates rose slightly. WITT's overall course completion rates rose from 72 to 80 per cent, while qualification completion rates stayed the same (55 per cent). This is an improvement on 2015-2016, where achievement had trended down. For 2015-2017, completion rates rose by 15 per cent for Māori, 30 per cent for Pasifika students, and 9 per cent for non-Māori. WITT attributes these improvements in part to setting higher targets for priority learners, and the introduction of the Te Rautaki Māori.<sup>1</sup> This evaluation found a number of positive trends and well-considered strategies being applied.</p> <p>Improvements have been made to collating achievement data since the previous evaluation. Staff are aware of and use the database for monitoring student achievement and progress, and the collation of data is now centralised and accessible. However, there remains some variation in how well the data is analysed and used for ongoing improvements.</p> <p>Self-assessment processes effectively identify where students have common issues, and interventions have been put in place and early results are having a positive impact.</p> <p>In general, the programmes with the closest effective industry partnerships are showing the highest sustained achievement rates, and graduates gaining employment.</p>
<p>Conclusion:</p>	<p>Overall student achievement is improving, with positive trends in most areas reviewed. Interventions introduced in the improvement plan following the previous evaluation are gaining traction. Some further analysis and use of data is vital to strengthen the evidence base for ongoing improvements.</p>

<sup>1</sup> Te Rautaki Māori. This strategy aims to improve Māori learner achievement, pedagogy and learner outcomes.

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

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<p>Overall, graduates are gaining relevant and current skills and knowledge that help them gain employment related to their study. In a commissioned survey, 82 per cent of students were 'satisfied with their study' and 63 per cent 'believed their qualification helped with their search for work'. Of the employers surveyed, 83 per cent were 'satisfied with their experience of students' knowledge and skills'.</p> <p>WITT's self-assessment notes that the survey identified areas for improvement: 'to curriculum, teaching and learning, and alignment to employment and industry, and this is addressed by staff professional development', but the staff development areas were not specified. Employers commented on areas for student performance to improve including their 'ability to cope with pressure and stress, analysis and problem solving, and time management'. Soft skills were frequently referred to as an area for further improvement in interviews at this evaluation.</p> <p>Discussions with students and other stakeholders identified a range in the level of involvement or partnership with industry across the programmes reviewed. Where this relationship and engagement was closer, there was a greater level of satisfaction from employers about the currency and work-readiness of graduates.</p> <p>The engineering and process operators programmes had very strong stakeholder engagement and high levels of satisfaction. Nursing stakeholders expressed concerns about the level of partnership with WITT. However, those nursing students who graduate have a high rate of employment (2016, 93 per cent). The Certificate in Health and Wellbeing students expressed some dissatisfaction with the information provided at enrolment. This did not indicate that work placement was solely for aged care, which meant students only gained placements in this sector, with no experience of other employment. This has limited the value for some students who wanted to work in a hospital.</p> <p>WITT has improved its collection of graduate outcomes but is yet to analyse or use this data to identify trends for ongoing improvements.</p>
<p>Conclusion:</p>	<p>Most stakeholders, including graduates, gain good value, and many graduates gain employment related to their study, but the value to employers across the programmes reviewed varied.</p>

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

Performance: **Marginal**

Self-assessment: **Marginal**

<p>Findings and supporting evidence:</p>	<p>WITT’s self-assessment analyses student satisfaction from student surveys. The 2017 ‘first impressions’ survey shows overall satisfaction with the programmes and some areas for improvement, noting in particular ‘prompt feedback on assignments’. A further survey mid-2017 indicated a high level of satisfaction across a range of factors.</p> <p>Across the six programmes evaluated, students felt their needs were mostly well met, with some suggestions for improvement, including updating resources to closer match current industry technology. In one programme, students wanted better information about timetable changes as they had an impact on costs and visas. Overall student comment was positive.</p> <p>Teaching and learning models are being adapted to better prepare students for 21st century skills, with an increase in blended learning, group projects, and online and self-directed learning. There was good progress in these areas.</p> <p>Programmes reviewed are meeting the requirements of the programme as approved, and some programmes are overseen by external bodies (NZBED and the NCNZ<sup>2</sup>). NZBED’s last monitor’s report identified two requirements not met, and NCNZ’s most recent monitoring report identified four standards not met. An action plan is in place. (See Focus Area 2.2 for more on the nursing programme.)</p> <p>While most assessments are reviewed prior to use for clarity and fitness for purpose, a few students experienced unclear instructions or expectations, and inconsistent marking between tutors. This is one of the action points from the previous NZQA evaluation, and internal audits are monitoring assessment and moderation. Recent external moderation by Industry training organisations shows the majority of assessment samples are at the required standard. There is one area where improvement is required, and WITT is addressing this. There is a good level of attention and checks in place to ensure academic honesty.</p> <p>External moderation by NZQA was rated ‘satisfactory’ in 2016, and</p>
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<sup>2</sup> NZBED New Zealand Diplomas in Engineering Board, and NCNZ Nursing Council of New Zealand

	<p>2017, but not satisfactory in 2018 (based on 2017 and previous results), and required an action plan to address six subject areas, indicating that internal processes to ensure sound assessment (in the areas moderated) require strengthening. WITT is no longer offering programmes in five of these areas. A mitigating factor in this matter is that most areas failing NZQA moderation were lower level and affect a small proportion of WITT's total students.</p> <p>Students have opportunities to apply theory in a simulated environment and in workplaces, improving their readiness for employment. There is now stronger relevance between programmes offered and local or industry sector priorities. Alignment with secondary student pathway needs has also improved.</p>
Conclusion:	<p>Most external moderation confirms that assessment is appropriate and where issues have been identified they are being addressed and monitored by WITT. Effectiveness in resolving where WITT has not met ongoing and external moderation requirements over time will provide additional assurance in their assessment and moderation processes.</p>

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

Performance: **Good**

Self-assessment: **Good**

Findings and supporting evidence:	<p>Students are provided with appropriate, increasingly better resourced and skilled support personnel, and have access to programme information face to face and online. There is a good level of engagement in study.</p> <p>WITT has introduced the flipped classroom<sup>3</sup> in some programmes to further engage students in the learning process. Some students reported finding this effective and supported their learning.</p> <p>Nursing clinical placement preceptors said there was room for more complete information on students prior to placement so they can provide appropriate support in some cases. This is an area for improvement.</p> <p>Certificate in Process Operations students said they were well supported on placements, and this was echoed by employers. Students 'considered that placements were an eight-week interview',</p>
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<sup>3</sup> [Flipped classroom](#)



	<p>and employment rates indicate that placement is effective.</p> <p>Students and staff spoke of where tutors were aware of students struggling – for example with ‘engineering maths’ – and would ‘take the time to review or try a different tack when needed’. Many students complimented their tutors’ capabilities. (See also Focus Area 2.1.)</p>
Conclusion:	<p>Students’ personal and learning needs are effectively supported by a wide range of student support services on campus<sup>4</sup>, on most programmes reviewed. Students’ involvement in learning is increased through real-life experiences, for example cookery students’ successful evening event, ‘Farm to Finger’.</p>

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

Performance: **Good**

Self-assessment: **Good**

Findings and supporting evidence:	<p>WITT is effective in supporting educational achievement, albeit with several areas in development. The reduction in the overall number of programmes offered, and the tiers of management, are the result of in-depth analysis and Council and senior management making hard but necessary decisions.</p> <p>WITT has put in place changes, as agreed with NZQA and the Tertiary Education Commission, to address the findings from the previous evaluation (2016). Given the short period between the previous and current evaluation, these actions are the first steps towards strengthening WITT’s governance and management. While the evaluators saw examples of improvement – such as increased Māori and Pasifika achievement – it is too soon to fully determine the action plan’s effectiveness.</p> <p>Changes to management and leadership have included with the appointment of five new Council members, an academic director and a new chief financial officer, and strengthened academic governance with evident improvements to reporting and oversight.</p> <p>With the involvement of teaching staff, WITT has started to better record and monitor a range of academic measures. This has greatly improved the awareness and collation of data, but analysis of the data is not yet widely or fully carried out. This is to be expected at this stage, and staff involvement and understanding of the changes</p>
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<sup>4</sup> Support includes: Learning centre, library staff, disability co-ordinator, literacy and numeracy co-ordinator, Māori and Pasifika staff, a nurse and counsellor.

	<p>implemented indicates a cultural shift across the organisation to improve access to data and inclusion of staff in critical communications.</p> <p>Te Rautaki Māori strategy has been developed and implemented, and there are signs of improvements in Māori participation and achievement rates (see Appendix 1, Table 5). A new Ako Aotearoa funded research project is exploring Māori success and Ako Aotearoa has delivered professional development<sup>5</sup> to tutors. However, there are no findings from this study yet.</p> <p>Māori success was very poor in levels 3 and 4 cookery, but following the staff training in Hei Toko: Enabling Māori Success, achievement rates significantly improved in 2017 (see Appendix 1, Table 6).</p> <p>Iwi engagement was an identified issue at the previous evaluation, and an 'iwi engagement register' was developed as one response. This will provide information for future reflection and tracking, and to inform further planning and build operational frameworks. An example is a 'Māori Learner Success Intervention logic model'.</p> <p>WITT has reviewed patterns and reasons for Māori students' withdrawal. This data will feed into the Ako Aotearoa research. As for all areas of WITT, data is being used more extensively, and Māori destination data is being collated, but is yet to be fully analysed and used for ongoing improvements.</p> <p>In some areas, for example international students, WITT's self-assessment processes provide commentary about educational performance but include little supporting data or analysis to illustrate or validate findings.</p> <p>Programme self-assessment reports include course completion data, arguably the best predictor of overall achievement, but they do not sufficiently reflect or report on qualification completion, which is also a valuable indicator of student success.</p>
<p>Conclusion:</p>	<p>WITT is effective in supporting educational achievement, albeit with several areas in development, and is making significant progress addressing issues identified at the previous evaluation.</p>

<sup>5</sup> [Hei Toko: Enabling Māori Learner Success](#)

## 1.6 How effectively are important compliance accountabilities managed?

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<p>WITT has made significant improvements to the monitoring of compliance accountabilities since the previous evaluation. This has included, for example, strengthening risk management and reporting across the institution, and conducting internal checks and audits, including an audit of total teaching hours across all programmes. The latter identified some areas for correction, and appropriate action has been taken to rectify these. No evidence was identified at this evaluation to indicate programmes were not delivered as approved.</p> <p>The appointment of an academic director and the contracting of additional human resources has strengthened academic compliance, understanding and oversight.</p> <p>Reporting to Council has also been strengthened through the use of a 'Stellar Library' of data, providing them with the ability to enquire further into data.</p> <p>A review of how well the 'requirements and outcomes' of the Code of Practice<sup>6</sup> are met identified that WITT has effective and thorough processes to ensure international students' safety and wellbeing. A review of a sample of student files found that all required documents were in place. No concerns were identified with the code at this evaluation.</p> <p>The results of NZQA consistency reviews, to determine whether graduate profile outcomes are met, have been mostly positive. At the time of writing six of seven reviews were rated 'Sufficient' and one was 'Not Sufficient', but the outcome of a review of WITT's action plan is pending. There have been improvements to staff knowledge and capability to manage academic compliance, as well as improvements to the culture and relationships between staff and management.</p>
<p>Conclusion:</p>	<p>Governance and management and the management of compliance accountabilities have been strengthened since the previous evaluation. No compliance concerns were identified at this evaluation.</p>

<sup>6</sup> [Education \(Pastoral Care of International Students\) Code of Practice 2016](#)

# Focus Areas

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

## 2.1 Focus area: International Students: Wellbeing and Support

Performance: **Excellent**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<p>International students achieve well – at 80 per cent to 100 per cent – across hospitality, engineering, cookery and applied business where the main enrolments occur. This is on a par with or above the achievement rate for the total student group.</p> <p>Surveys and interviews showed students were generally happy with the teaching, course information, library and other support services.</p> <p>Graduate employment rates are high and link well to the vocational areas of training. WITT could analyse graduate outcomes to a greater degree.</p> <p>International students have an effective induction on arrival and expressed high satisfaction with their agents. The level of support and monitoring of attendance is appropriate and meets the spirit and intent of the Code of Practice.</p> <p>WITT's international student strategy is well considered, and focuses on building their reputation, increasing enrolments across a range of programmes at a steady rate, diversifying international student nationalities, and monitoring agent contracts. This strategy is well monitored.</p> <p>An annual Code of Practice review involves key staff members and includes sufficient detail to demonstrate the depth of the review. International student visa approval rates are at a healthy 85 per cent, up from 79 per cent the previous year. Staff attend code workshops and showed sufficient knowledge and understanding of the code.</p> <p>No concerns were identified at this evaluation regarding the management or identification of academic misconduct or management of compliance with the code.</p> <p>WITT's self-assessment of international student wellbeing and support uses a range of appropriate processes such as student surveys and the international student barometer, all showing good</p>
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	levels of satisfaction. However, there is some variation in reporting on international students; for example, graduate outcomes data is not always aggregated or analysed.
Conclusion:	WITT is providing well for its international students, ensuring their wellbeing and safety during their enrolment. The spirit and intent of the Code of Practice is being well monitored, but self-assessment could be strengthened.

## 2.2 Focus area: Bachelor of Nursing (Level 7)

Performance: **Marginal**

Self-assessment: **Marginal**

Findings and supporting evidence:	<p>Nursing students achieve well, with course completion rates ranging between 86 and 91 per cent for all students in the last three years. Māori achievement rates were between 76 and 89 per cent and Pasifika lower, between 50 and 63 per cent. International student numbers are very low (one to three), but their success is similar to the overall rate. Success rates with the NCNZ state final exam in 2017 were very high, at 100 per cent.</p> <p>Of concern to WITT is the number of students who do not complete the programme. However, there are a range of valid reasons for withdrawals.</p> <p>Self-assessment processes at the time of the EER visit had recently been improved, drawing data from a new centralised database. Staff said their previous self-assessment data was less reliable.</p> <p>Although WITT has close relationships with three other institutions through moderation exercises, there was no evidence of benchmarking of achievement against these institutions. This could be of value for this programme's self-assessment. The programme self-assessment report showed analysis of course completion rates which are a good indicator of student success but did not include qualification completion rates or graduate outcomes, which are areas for improvement in the analysis of success.</p> <p>There are some concerns that a small number of students in their third year of study have demonstrated less than optimal skills in readiness for employment. Further concerns were raised in a letter to the institute from three employers, in local advisory committee minutes, and in interviews with three stakeholders at this evaluation. These concerns relate to partnership and collaborative working; information sharing, including student feedback, to enable clinical placements to better support students; and the need to review the</p>
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	<p>programme.</p> <p>Employment rates were high for 2016, at 92.7 per cent of those who graduated, but no data was available for 2017 graduates, although WITT expects employment rates for 2017 to be lower.</p> <p>Students interviewed expressed a high level of confidence in gaining work on graduation, and this was the motivation for some students to enrol.</p> <p>The programme is designed to achieve the NCNZ competencies and has sufficient planned time and processes for the application of theory in practical settings, both simulated and on clinical placements. Past staffing shortages have been addressed with new appointments, including the appointment of a clinical leader and a simulation manager to provide a single point of contact to improve stakeholder relationships.</p> <p>The most recent NCNZ monitoring report 2017 noted that the programme did not meet four standards. An action plan to address these has been agreed between WITT and NCNZ. As a result, the next monitoring visit has been deferred until the second semester 2019 to enable the changes to be made and monitored.</p> <p>Students interviewed said there was still a lack of clarity in some assessment questions which were open to interpretation. While marks were allocated using a marking schedule, students were not privy to this. Two concerns expressed by students were not receiving feedback on assessments in time to address areas of weakness prior to subsequent assessments, and not having examination scripts returned, making it difficult for them to reflect on areas of strength or weakness. With the student cohort becoming younger in recent years with more school leavers enrolling, there may be value in investigating a different learning and teaching approach, to better meet younger students' needs.</p> <p>WITT noted that improvements to assessments have been put in place, for example cross-marking to improve the consistency of marking between assessors. Students have yet to recognise an improvement in marker consistency.</p>
<p>Conclusion:</p>	<p>The Bachelor of Nursing programme was developed in 2003, reviewed and approved in 2012, and has not undergone a full review since then. Stakeholders and the local advisory committee say a review is needed to ensure ongoing relevance and currency, and that this should be undertaken with key stakeholders.</p> <p>Students who complete this programme pass the state exams and</p>

	<p>gain Registered Nurse certification and nursing work.</p> <p>WITT has demonstrated a commitment to and is making progress in implementing the agreed plan for meeting the four standards that were found to be not achieved by the 2017 NCNZ review.</p>
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### 2.3 Focus area: New Zealand Certificate in Health and Wellbeing (Health Assistance) (Level 3)

Performance: **Good**

Self-assessment: **Good**

Findings and supporting evidence:	<p>This is a small programme with only eight and five EFTS in 2015-2016, increasing to 15 in 2017. The course completion rates over these years have been good and are trending up from 76 per cent to 80 per cent and 91 per cent. Qualification achievement rates have been steady on 71 per cent for three years. The lower qualification achievement reflects students not completing the course. Māori and Pasifika achieve at similar rates to all, but low numbers distort percentages, so are not included here.</p> <p>There was good data showing that students improve their numeracy and literacy. This could be integrated into the overall self-assessment to add value to reflecting on success, along with reviewing students entering higher programmes and qualification achievement rates.</p> <p>The value of this programme is that it leads to a range of relevant jobs, as well as providing a pathway to the Bachelor of Nursing, although no data was available to show the numbers who take this pathway, nor the success rates for these students.</p> <p>There was some dissatisfaction expressed by students due to WITT's website not indicating that the programme solely focuses on aged care for practice placements. The clinical placements are with a single healthcare sector and provide students with the opportunity to demonstrate competence in their knowledge and skills. The aged care placement providers saw value in the programme.</p> <p>The programme is well designed to meet student and industry sector needs, including Moodle modules, in class time, clinical practice and self-directed learning. Stakeholders said they were well informed about students and placement requirements through effective communication from WITT. Graduate outcomes data was limited but showed six graduates had gained employment in rest homes.</p> <p>The programme successfully engages some learners who have not achieved well at school and have not entered tertiary education</p>
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	<p>previously.</p> <p>The programme is effectively managed, and students were satisfied with the facilities and resources, including the simulation centre and Moodle functionality. There is good communication through regular staff meetings, and new staff receive induction and support from the training manager.</p> <p>No compliance matters came to the attention of the evaluation team, and there appeared to be appropriate academic quality controls and delegation of responsibility in place. Moderation should be strengthened to ensure it takes place each year and includes both internal and external moderation. At the time of this evaluation there was not yet an advisory committee to provide industry input. There was a lack of clarity about student withdrawals.</p>
Conclusion:	The programme is delivered as approved and is generally meeting the needs of students and stakeholders. As noted, there are a few areas for improvement in performance and self-assessment.

## 2.4 Focus area: Cookery Programmes:

### New Zealand Certificate in Cookery (Level 3), New Zealand Certificate in Cookery (Level 4), and Diploma in Professional Cookery (Level 5)

Performance: **Excellent**

Self-assessment: **Good**

Findings and supporting evidence:	<p>Achievement rates for 2017 are between 85 and 99 per cent course completion and 67 and 93 per cent qualification completion. There was general improvement from 2016 to 2017, particularly for Māori and Pasifika, although very low numbers distort the results for these groups.</p> <p>There is some evidence suggesting that international students develop English language skills as they progress through the two-year programme, and all students develop teamwork skills from practical assessments. Students are also completing City and Guilds qualifications, with 95 per cent achieving distinctions in the most recent examinations. City and Guilds qualification are of value for gaining employment overseas. Graduate data is collected but is not yet analysed by WITT. This is an area for improvement to better understand the value of outcomes.</p> <p>The programmes are designed to provide flexibility for domestic students to progress from levels 3-5, and are designed with a set line of progression for international students. This appears to meet students' needs. There is a good level of internal and external</p>
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	<p>moderation, providing assurance of the validity of achievement. Where issues are identified through internal or external moderation, changes are made and resubmission confirms they meet the national standard.</p> <p>Students express satisfaction with the teaching and learning environment and staff are actively engaging with industry to stay current. Students are provided with good information and are well supported to succeed. Staff work cooperatively, enabling students to approach any staff member for support.</p> <p>The programme self-assessment reports were difficult to reconcile, possibly due to the complexity of the planned student progression between programme levels. However, staff had an understanding of class achievement rather than by qualification, although data was provided by qualification. This is a possible area for further improvement to provide clarity for reviewing the success or challenges across the three distinct qualifications offered.</p> <p>Staffing and resourcing are appropriate and shared across programmes. Staff performance expectations are well managed.</p> <p>Staff have a good understanding of Code of Practice responsibilities. They track attendance and provide a good level of support for international students.</p> <p>The programme delivery hours have been audited and no compliance concerns were noted.</p>
Conclusion:	<p>Programmes are well resourced, and students' pass rates are good and in most cases are trending up. Students gain valued technical and work-readiness skills. There are some areas, as noted, for improvement in self-assessment, such as the analysis of graduate outcomes and further development of programme self-review.</p>

## 2.5 Focus area: New Zealand Certificate in Process Operations (Oil and Gas) (Level 3)

Performance: **Excellent**

Self-assessment: **Excellent**

Findings and supporting evidence:	<p>The oil and gas industry is closely involved in most aspects of this programme, including interviewing applicants. This provides good industry governance and has ensured the programme stays highly relevant to industry. Almost 100 per cent of enrolled students succeed and gain related employment. Enrolment numbers have been 16, 11, 11 for 2015 to 2017. Course completions in these years have been</p>
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	<p>100 per cent, 100 per cent and 91 per cent for all students. (Māori and Pasifika numbers are very low so no conclusions can be drawn about their achievement rates.) Over the past eight years, 80 per cent of graduates have gained employment related to the qualification, a high level of achievement and relevance to this region.</p> <p>Graduates develop competency in industry-specific and relevant soft skills, such as teamwork and communication, contributing well to their employability. This programme is of high value to Taranaki’s local oil and gas industry, supporting the maintenance of a skilled workforce. The industry partnership model is one key to its success and could provide an example of best practice for other programmes.</p> <p>While participation rates for Māori and woman are very low, local industry is undertaking to lift the figure for women. There was limited evidence of effective engagement with local iwi.</p> <p>This programme was reviewed and approved by NZQA in 2017 and leads to two recently listed New Zealand certificates. The knowledge, skills and attributes for this industry remain practically the same. Assessment is strong and was determined to be at the national standard by the Primary ITO.</p> <p>This programme operates under WITT’s wholly owned subsidiary NZIHT.<sup>7</sup> As such, it is currently not fully integrated with WITT’s processes. The primary tutor is employed under contract. This creates the potential for gaps in support which is offered only to tenured employees, for example with staff performance appraisal. Effective processes are in place to monitor compliance with, for example, student safety and delivery of the programme as approved.</p> <p>Effective self-assessment is in place across all aspects of the programme. There was good evidence of quantitative and qualitative data analysis and evidence of ongoing improvements.</p>
<p><b>Conclusion:</b></p>	<p>This is a high-performing programme providing graduates with value through its close partnership with industry.</p>

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<sup>7</sup> New Zealand Institute of Highway Technology

## 2.6 Focus area: New Zealand Diploma in Engineering (Mech) (Level 6)

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<p>Students are achieving well. Overall course completion rates from 2015-2017 are nil, 80 per cent and 83 per cent, exceeding WITT's commitments with the Tertiary Education Commission. Māori and Pasifika numbers are very low (one each in 2016), so completion percentages are distorted. WITT is collating data and some analysis is completed to identify trends, but a new database is being used and some review processes are still very new.</p> <p>Graduate outcomes data is being collated but is not yet being analysed. Stakeholders said they have employed graduates, expressed confidence in the programme and the quality of the graduates, and suggested a need for more soft-skills development and more integration of the programme and teachers with industry. WITT is exploring ways to ensure industry input to the programme.</p> <p>Changes to timetabling and content sequencing has caused students disruption, with a potential impact on international student visas and related costs. However, some students had positive experiences with cross-crediting and recognition of prior learning for study completed in New Zealand or in their home country.</p> <p>While resources are appropriate for the content, some are old and in need of updating to better reflect current technology. A resource purchase proposal has been submitted to management.</p> <p>Students are well supported and engaged in their learning. This was indicated both via surveys and interviews. Students noted the value of one-to-one teaching, extra time for maths when this is needed, experiments, group work and linking theory to practice.</p> <p>The programme is well managed and resourced, including budget requests for capital purchases. Programme self-assessment could focus more on reviewing programme management and oversight, although there is a level of oversight provided externally through the NZBED. Teaching staff are also well involved with the board through assessment development and moderation meetings.</p> <p>The programme is delivered as approved and there is effective monitoring of other compliance matters.</p>
<p>Conclusion:</p>	<p>This programme is performing well and meets most of the needs of students and other stakeholders.</p>

## 2.7 Focus area: New Zealand Diploma in Engineering (Civil) (Level 6)

Performance: **Excellent**

Self-assessment: **Good**

Findings and supporting evidence:	<p>This programme operates effectively under WITT's subsidiary NZIHT. Students study in a blended learning mode and are mainly in employment with engineering companies.</p> <p>Course completion rates over the last three years have been consistent: 86 per cent, 82 per cent and 86 per cent; qualification completion rates were 73 per cent, 63 per cent and 63 per cent for all students. Māori course completion rates have risen from 77 per cent to 80 per cent and 81 per cent and, for the small number of Pasifika, 67 per cent, 62 per cent and 86 per cent. The 2017 figures are very close to being on a par, showing good achievement for priority students. In the past two years there have been a few international students, and all have passed.</p> <p>This qualification is highly valued by industry and produces a steady stream of graduates who are able to attract good salaries. Outcomes relate to developing infrastructure, roading and water supply across New Zealand. Engineering New Zealand<sup>8</sup> said this 'programme is producing capable engineering graduates whose skills and capabilities are valued by employers'.</p> <p>There is effective participation with the Board of Engineering Education for external moderation. Assessment samples are rated as meeting the national standard. An advisory group is established and has some input into the programme. The programme design and structure is nationally agreed and designed by a group of tertiary providers and the Board of Engineering Education, and curriculum control as such is very strong. Students are generally studying part-time while in employment, but retention is very high (94-96 per cent), indicating students stay well engaged with the programme.</p> <p>Specialist tutors are suitably qualified, and some have adult teaching qualifications and undertake professional development. Tutors have an ongoing relationship with students over the two to eight years taken to complete. Duration of study until completion has decreased, indicating stronger, ongoing follow-up of learners and of improvements in the use of technology to support blended learning. WITT has identified lower pass rates in a maths course and has reviewed course content as a result. It is working with other New Zealand Diploma in Engineering providers who are working to lift maths capability with engineering students. While this intervention has</p>
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<sup>8</sup> [Engineering New Zealand](#)

	<p>not as yet fully resolved the situation, this is a good example of effective self-assessment.</p> <p>The programme has appropriate oversight and management and is well resourced, and no compliance concerns were evidenced. Programme self-assessment has some useful data and analysis but is not as complete as it could be, and teaching staff are not particularly involved in this.</p>
<p>Conclusion:</p>	<p>This is a high-functioning programme producing graduates with credible engineering skills. It is valued by the industry. There are some areas for improvement as noted: further adult teaching training, greater staff involvement in self-assessment, and more analysis of data for ongoing improvements.</p>

# 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 EERs to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that WITT:

- Improve the analysis of graduate outcomes data to better understand the value of outcomes.
- Explore how best to integrate soft skills development into all programmes and to monitor students' growth in these.
- Engage in more consistent consultation and collaboration with industry and employers across all programmes, paying particular attention to programmes that require industry cooperation to enable students to graduate.
- Increase analysis of qualification achievement rates data for ongoing improvements to learning and outcomes.
- Ensure all teaching staff have or are working towards completing an adult teaching qualification or equivalent.
- Encourage greater staff involvement in programme and organisational self-assessment.
- Include analysis of student withdrawals across all programmes, to improve understanding of underlying reasons. This analysis was seen in some areas but not the majority.
- Improve information to students about programmes to ensure students have full information, especially if there is a single industry sector work placement focus.
- Increase the focus on meeting the requirements for external moderation.

# 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 1

Data as supplied by WITT

**Table 1. Enrolments by ethnicity**

	Domestic %	International %	Total number
Asian (non-Chinese)	68	32	60
Chinese	59	41	32
European/Pakeha	100	0	2492
Indian	17	83	307
Māori	100	0	871
Other	82	18	380
Pacific Island	93	7	96
<b>Grand total</b>	<b>91</b>	<b>9</b>	<b>4238</b>
Female	96	4	1683
Male	88	12	2555

**Table 2. Student enrolments by NZQF<sup>9</sup> level and ethnicity**

NZQF Level	2016		2017	
	Māori %	Non-Māori %	Māori %	Non-Māori %
1	5.6	3.7	5.5	2.9
2	20	13.5	18.7	12.6
3	47.8	31.9	40.5	35.6
4	10.4	13.2	10.7	15.3
5	4.4	6.3	2.2	3.6
6	7	16.6	13.8	14.7
7	5.9	14.8	8.6	15.3

**Table 3. Educational performance data (EPI)**

EPI data	2015 %	ITP median %	2016 %	ITP median %	2017 %	ITP median %
Course completion	72	79	72	78	80	(not yet published)
Cohort-based qualification completion	65	55	55	55	55	
Retention	69	69	68	63	63	
Progression	29	34	40	36	34	

<sup>9</sup> New Zealand Qualifications Framework

**Table 4. Course completion by priority groups**

	2015 %	2016 %	2017 %
All	72	72	80
Māori	63	64	73
Non-Māori	75	76	82
Pasifika	54	60	70
Under 25	70	71	78

**Table 5. Percentage of Student Achievement Component enrolments by level and ethnicity 2016 and 2017**

Level	2016		2017	
	Māori %	Non-Māori %	Māori %	Non-Māori %
1	5.6	3.7	5.5	2.9
2	20	13.5	18.7	12.6
3	47.8	31.9	40.5	35.6
4	10.4	13.2	10.7	15.3
5	4.4	6.3	2.2	3.6
6	7	16.6	13.8	14.7
7	5.9	14.8	8.6	15.3

**Table 6. Focus area programme achievement rates**

Programme	Course completions All %		Course completions Māori %		Course completions Pasifika %		Course completions International %	
	2016	2017	2016	2017	2016	2017	2016	2017
Bachelor of Nursing	86	90	76	89	nil	100	80	nil
Dip Engineering Mechanical L7	80	83	52	64	100	63	86	92
Dip Engineering Civil L7	91	91	100	nil	62	86	100	100
NZ Cert Health and Wellbeing L3	80	91	100	80	nil	100	nil	nil
NZ Cert Process Operations Oil and Gas L3	100	91	100	nil	nil	nil	nil	Nil
Cookery L3	59	85	20	90	50	nil	nil	nil
Cookery L4	72	99	59	98	nil	nil	nil	Nil
Cookery L5	100	98	100	nil	100	33	100	98











**Table 7. ITO external moderation**

Industry training organisation	Year	Action required	Approved
BCITO	2017		Yes
Careerforce	2017		No moderation
Competenz	2017	Correct grammar	Yes
Connexis	2017		Yes
HITO – Hairdressing	2017	Resubmission required	Yes
HITO – Beauty Therapy	2017	Resubmission required	Yes
MITO	2017		Yes
Primary ITO	2017		Yes
Service IQ	2017	Resubmission required	Yes
Skills Active	2017		No Moderation
Skills Org	2017		No

**Table 8. Improvement plan to address findings from previous EER Report 2016 with delivery timelines**

Actions and Reporting Dates Matrix	4 May	15 June	27 July	7 Sep	19 Oct	30 Nov	Feb 08	Mar 22	Apr 24
<b>1. Further develop its governance, management and academic leadership capability</b>									
1.1.1 ELMO performance management system implemented by 31 March	Δ								
1.1.2 Training for all managers by 30 June			Δ						
1.1.3 Performance appraisals completed by 31 August				Δ					
1.1.4 Staff performance report to Council					Δ				
1.2.1 Policy and guidelines schedule up to date and visible on iWITT	Δ								
1.2.2 Schedule has been included in Council report	Δ								
1.3.1 Establish high level processes to be monitored and reported to Council	Δ								
1.3.2 Risk framework adopted by the Audit and Risk Committee of Council	Δ								
<b>2. Strengthen and align its strategies and develop its framework to ensure timely consultation, engagement, completion and implementation</b>									
2.1.1 Key strategies are reviewed and aligned by 30 June			Δ						
2.1.2 Self-assessment of how well the institute performed against The WITT Strategy 2017 – 2020 by 31 Dec 2017							Δ		
2.1.3 New WITT operational plan in place by 28 February 2018								Δ	
2.2.1 Academic Strategy currently under review. Consultation period to begin 1 May	Δ								
2.2.2 Academic Strategy for adoption by mid-June		Δ							
2.2.3 Self-assessment of how well the Institute performed against the Academic Strategy by 31 Dec 2017							Δ		
2.3.1 Systematic review of supporting key strategies according to a timetable agreed by the Academic Board	📄	📄	📄	📄	📄	📄	📄	📄	📄
2.3.2 Self-assessment of how well the institute performed against the key supporting strategies by 31 December 2017							Δ		
<b>3. Give priority to the effective implementation of the Māori strategy and monitoring improvements in Māori student achievement, including improving the evidence of the impact of Māori pedagogy on Māori learner outcomes</b>									
3.1.1 Develop reporting template by 31 May 2017		Δ							
3.1.2 Report to Council each meeting throughout 2017		📄	📄	📄	📄	📄	📄	📄	📄
3.1.3 Measure, analyse and report impacts by 31 December 2017							Δ		
3.2.1 8 engagement hui held on Marae or similar in 2017	📄	📄	📄	📄	📄	📄	📄	📄	📄

Actions and Reporting Dates Matrix	4 May	15 June	27 July	7 Sep	19 Oct	30 Nov	Feb 08	Mar 22	Apr 24
<b>4. Develop and implement effective processes for monitoring sub-contracted delivery – including but not only Te Reo o Taranaki and G and H – to fulfil quality assurance requirements and contribute to improved student outcomes</b>									
4.1.1 Self-assessment report for Te Reo o Taranaki is completed according to Te Hono o Te Kahurangi by 31 December 2017							Δ		
4.2.1 Self-assessment reports for G and H and LBT are completed by December 2017							Δ		
<b>5. Develop and provide more consistent data collection and analysis of data across WITT courses to help improve data reporting for self-assessment and staff capability to analyse it</b>									
5.1.1 Self-assessment reports completed by 31 December for 2017							Δ		
5.1.2 Improvement plans signed off by the Teaching and Learning Committees for each programme and service area									Δ
5.2.1 Report to Council on outcomes of training for programme managers by 30 September 2017					Δ				
<b>6. Ensure Council receives all level student data programme by programme for consideration at governance level</b>									
6.1.1 Single page report presented to each Council meeting from May 2017									
6.2.2 Report produced to enable discussion and endorsement of approach for comprehensive needs analysis for portfolio of programmes		Δ							
<b>7. Strengthen the monitoring of assessment and moderation and strengthen systems for monitoring, identifying, reporting and addressing non-compliances and their related risks</b>									
7.1.1 Annual assessment and moderation report for tabling at the Academic Board meeting by 31 March 2018									Δ
7.2.1 Academic audit of timetabled teaching hours by 30 June 2017			Δ						
7.2.2 Academic audit of assessment and moderation by 30 November 2017							Δ		
7.2.3 Academic audit of sub-contractor arrangements by 31 December 2017							Δ		
7.2.4 Academic audit of self-directed hours by 31 March 2018									Δ

# Appendix 2

## About Western Institute of Technology at Taranaki

- Distinctive characteristics:** WITT offers a wide range of programmes from NZQF levels 1-7, designed to meet the region's education and training needs.
- Recent significant changes:** Since the previous EER there have been changes to senior management roles including academic director and chief financial officer, as well as an executive director commercial with a focus on 'full cost recovery' courses for local business.
- The number of programmes offered has reduced from 72 to 54 following funding reductions. The number of faculties has been reduced from four to two. Programme managers have replaced the previous head of department roles.
- A new business unit has been established to manage and focus on secondary-tertiary pathways.
- Five new Council members have been appointed; three ministerial appointments; two appointed through application.
- Previous quality assurance history:** Since the last evaluation, national external moderation with NZQA was rated satisfactory in February 2017. In March 2018 the rating was unsatisfactory, requiring an action plan to improve.
- Consistency review outcomes were tested for seven programmes leading to the achievement of New Zealand qualifications. Six of the seven were rated Sufficient, and one was initially rated Insufficient, with further information due 15 June 2018. The failed programme is no longer offered by WITT. A submission has been received but not yet analysed.
- Degree monitoring in 2017 resulted in the Bachelor of Social Work programme being rated Not Satisfactory. This programme is owned by Waikato Institute of Technology but was offered

at WITT and initially delivered by WITT staff. This changed during delivery of the programme and WINTEC took over teaching the programme. This programme is no longer offered at WITT as from February 2018.

The Bachelor of Applied Management and related graduate diplomas monitor's report 2017 included three areas that will be a focus at the next monitor's visit: maintaining and building recruitment of students, managing staff workloads, and consolidating industry relationships. No recommendations were made.

The Nursing Council of New Zealand (NCNZ) reviewed the Bachelor of Nursing in 2017 and found it did not meet four of the education programme standards for the registered nurse scope of practice. An action plan was submitted to NCNZ and accepted. NCNZ will return to WITT to review progress to meet these four standards in 2019.

## 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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) 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.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud<sup>10</sup>*
- *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.*

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<sup>10</sup> NZQA and the Tertiary Education Commission 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.

# Appendix 3

## 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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