Targeted Evaluation Report

Te Pūkenga - New Zealand Institute of Skills and Technology trading as Waikato Institute of Technology (Wintec) Te Kuratini o Waikato

Date of report: 15 February 2023

Targeted evaluation of Te Pūkenga trading as Waikato Institute of Technology (Wintec)

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 Te Pūkenga trading as Waikato Institute of Technology (Wintec)

Te Pūkenga trading as Waikato Institute of Technology (Wintec) was an 'early mover', becoming part of the Te Pūkenga network during mid-2022. Wintec has three campuses in Hamilton (Hamilton City including the School of Media and Arts, Rotokauri and Hamilton City Gardens) and facilities in Thames and Ōtorohanga. Over 130 programmes of study and qualifications are offered, from foundation through to Master's degree studies, making Wintec one of the largest subsidiary ITPs in New Zealand.

Region:	Waikato
International Code of Practice signatory:	Yes
Number of students:	Domestic: as at July 2022, 6,075 learners – 3,052 equivalent full-time students (EFTS)
	At City Central campus 3587 learners; Rotokauri campus 2530 learners; Hamilton Gardens campus 134 learners; Ōtorohanga facilities 15 learners; Thames facilities 15 learners
	Māori 21 per cent (660 EFTS); Pasifika 6 per cent (213 EFTS)
	International: as at July 2022, 263 learners (263 EFTS)
Number of staff:	595 full-time, 166 permanent and fixed-term part-time
TEO profile:	Wintec	Te Pūkenga provider page on the NZQA website
Last EER outcome:	At the previous external evaluation and review (2018), NZQA was Confident in both Wintec's educational performance and capability in self-assessment.

Final

Scope of evaluation:	This targeted evaluation considered three focus areas:

1. Learner support – how effectively the subsidiary ITP supports and guides learners

2. Learning assessment design and practice to assure educational quality – how effectively the subsidiary ITP manages its programmes and quality assurance for the benefit of learners and other stakeholders

3. Area of strength: Tōia Mai Excellence framework.

MoE number:	6019
NZQA reference:	C50730
Dates of the online targeted evaluation:	18-21 and 25 October 2022

Summary of results

Effective, critical self-review and focussed, targeted projects have created the Tōia Mai framework, leading to strategically planned and managed change across student support and assessment processes, including moderation.

Academic staff are supported to incorporate mechanisms that allow enhanced relationships with their students to support increased opportunities for student retention and success. Early signs are positive. However, as recognised by Wintec, there are differences that still need to be addressed before the final impact on student success, achievement and progression can be realised.

The area of strength, Tōia Mai, has established a strong foundation from which a culture of using data has effectively informed self-assessment across all the focus areas of this targeted evaluation. Qualitative and quantitative information is collected, discussed and used effectively to inform student support decisions at both delivery and management levels.

Analysing data from projects has provided Wintec with effective tools and approaches that have had a positive, informed effect on inclusive interaction by all kaimahi. Likewise, the analysis and use of information around assessment design and delivery has reinvigorated understanding and approaches in this area, leading to innovation and improvements that have benefited students.

Tōia Mai represents a strategic change which has seen Wintec create a framework for excellence and change management that is culturally responsive and inclusive. This required a large amount of work reviewing, unpacking and shaping approaches that affect all operations of this organisation.

New approaches to assessment design, delivery and review, staff professional development, staff cultural competency and whole-of-organisation student support have been developed and are contributing effectively to student retention and successful qualification completions. Tōia Mai is providing strong leadership and a collegial working environment that supports these innovations, as well as expectations of improvement and changes that can be seen throughout the institute. The resultant improvements seen in retention and completions reflect the current success of the Tōia Mai framework.

Tōia Mai has facilitated mana-enhancing reviews into stakeholder and iwi engagement. The placement of high value on rangatira-to-rangatira relationships is ensuring the aspirations and goals of iwi/hapū and industry are

heard, developed and responded to. These stakeholders attest to the growth in these relationships and an excitement about planned growth.

There is a renewed focus on learners, and in particular priority learners: ākonga Māori, Pasifika learners and learners with disabilities. Wintec is holding conversations/hui/talanoa with relevant Māori and Pasifika community groups alongside staff and students. The goal is to create an inclusive, informed and holistic approach to creating partnerships and environments that enable greater opportunities for success for these learners.

The ITP has created a New Student Enrolment and Retention project alongside developments in student support, a focus on whanaungatanga (assisted by a suite of activities developed by Tōia Mai), and significant changes in assessment. These changes have resulted in improved understandings about the priority learners, a decrease in attrition and an increase in success.

Recommendations from the previous EER highlighted moderation as an area for further development. The Moderation and Assessment (MASS) project provided an understanding of the practices occurring at Wintec. Alongside understandings drawn from Tōia Mai work, these practices provided the platforms on which improved and reinvigorated practices and approaches were formed and are now being embedded throughout the organisation.

Moderation committees and champions are slowly and deliberately creating an improved culture in assessment and moderation. This is supported by forms and digitalisation of the schedule and records, for reference and use in self-assessment and review. Tutorial staff say there is a momentum and changing attitude where moderation is seen as a sharing of resources. However, the application of the new approach is not universal and consistent across and within the centres (faculties). Formalising the created professional development may further support continued development.

In response to Covid, and online delivery and assessment, a variety of approaches to assessment that are different to the traditional written assessment have been adopted by some teachers. This aims to reduce the potential for plagiarism, copying and submission of work that is not the student's own (authenticity). Students and industry support this diversification of assessment types as a better reflection of what is required in real-world situations. Ensuring, as the assessments change, clearer statements of the relevant/related learning outcomes will support both learners and staff towards a more consistent practice around assessment.

Provision of constructive, informative feedback to students after assessment is another focus for Wintec. However, both staff and students said there were varying degrees of feedback given by different staff members. Wintec has recognised this as an area for further improvement and is currently employing

mechanisms to better monitor the quality and quantity of constructive feedback to ensure the further development of learners.

The tutors are beginning to understand that the early student support is crucial to study success. This has come about after a conscious effort towards creating an environment of whanaungatanga and manaakitanga by all Wintec staff. A new, centralised support unit and increased staff professional development are enabling teaching staff to understand and undertake a role in supporting all students. This has contributed positively to the retention of students and their potential success.

There is still varying support provided at tutorial level. However, Wintec has recognised this and is moving to address the differing approaches in a planned way. Academic and social networks are forming as study groups (face-to-face and on social media) are created by students within departments and centres.

Wintec has created many opportunities to hear and respond to the student voice. These many methods of understanding the experiences of students provide information for a number of self-assessment activities that the organisation completes regularly. Students interviewed highlighted two areas where further development could be considered:

- Providing regular feedback to students about what is heard through the Learner Pulse surveys

- Arranging face-to-face training for student representatives to understand their role, leading to more effective support of their peers and a more reflective, collective, targeted voice.

Focus areas

Focus area 1: How effectively are learners supported?

Findings and supporting evidence

Equity for priority learners is a focus of Wintec's activity. Understandings gained through the Ōritetanga project, Te Ngawhā Whakatupu and alignment with Te Pae Tawhiti (Te Pūkenga's strategic direction) have supported the observed changes in support. Effective self-assessment of information arising from participation in projects and use of cultural frameworks has informed a particular focus on and resourcing of stages occurring within a student's first year of study.[1]

Understanding where attrition is occurring, the possible reasons why, and the needs-based strategies that can be implemented to address or reverse attrition has resulted in a holistic support mechanism, Te Niho Taniwha. This involves a series of planned and targeted support interventions to influence students toward continuing each stage of the first year of a student's study path. Such interventions have resulted in a decrease in attrition where it has been traditionally greatest, and a rise in Māori and Pasifika student retention. However, the disparity between Māori and non-Māori students continues to be an area for development.

Wintec has created a number of support mechanisms for priority groups, such as specific tutorials supporting Māori and Pasifika learners towards an equity of knowledge and skills. Bridging courses to reintroduce students to tertiary study have also made a positive impact on the students' learning. Changing assessments to include group work, self-reflection and presentation and supporting tuakana-teina relationships within each classroom have also allowed all students to feel included and supported. This is expected to continue to address student attrition.

Learner support at Wintec begins prior to students enrolling and arriving to study. Multiple interactions and workshops by teaching and support staff with applicants, enrolled students and their whānau allow for each student's environment, learning goals and needs to be understood at an early stage. Te Niho Taniwha – combined with the use of Wintec and Te Pūkenga personas[2] –

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[1] Faculty-based new student enrolment and retention projects have led to Te Ara Ākonga which maps the attrition of students from Ka Tika (when the application to study is made) through six checkpoints to Kia eke Panuku (when the qualification is finished or re-enrolment into the next stage has occurred). This has allowed the formation of support interventions to address needs at each step (see Wintec | Te Pukenga Self-Assessment Report pp74-81).

[2] Personas are fictional profiles that have been developed through research undertaken throughout New Zealand. They outline commonly seen personalities and needs and the

enables proactive support to be in place prior to arrival and throughout the student's study journey. The Whakawhanaungatanga Suite of Activities have been developed to support tutorial staff to engage with this inclusive approach where relationships with students, whānau and support staff are consciously built and maintained. Attestations from students and staff speak to the creation of a welcoming environment in which students feel they can belong, know what their rights are, and are empowered to seek support or assistance when needed. Additional whānau activities and hui enable the families to also understand the commitment and engage alongside their family member in the journey.

Further whakawhanaungatanga activities, sharing of kai and play opportunities, and tuakana-teina and peer support options have created numerous opportunities for students (and tutors) to establish effective academic and social networks. A rise in student-created study groups and sharing of lecture notes – both online (social media based) and face-to-face – has occurred (though for some as a survival mechanism to gain needed learning support which is not readily available otherwise).

Covid's silver lining has been the understanding for support gained by Wintec. The higher level of support provided at this time has informed post-Covid arrangements. Previous support offerings remained, supplemented by greater levels of hardship funding, working with students to find transport and childcare options, providing appropriate technology on loan, providing specialist software for neurodivergent learners, and specialised peer support options. These are examples of effectively minimising environmental and learning barriers. Students attest to greatly appreciating these efforts.

Work smarter not harder' was a mantra heard regularly by the evaluation team and Wintec has been effective in embedding this in their support decisions and actions. Support (Te Kete Manaaki) services use monthly tracking of use alongside consideration of the persona information, the various student voice mechanisms and collected data (such as achievement) to identify patterns in students' needs. Alongside regular meetings with centre staff, this has resulted in targeted workshops to address common areas of need in addition to providing 1:1 support opportunities.

As a result of their Covid experiences and the increased embedding of the Tōia Mai excellence framework, academic staff are being encouraged to create supportive relationships with their students. Wintec provides appropriate professional development, either as workshops or as modules of learning in the Evolve online platform. The aforementioned regular meetings between teaching staff and other institute staff provide frequent opportunities for discussion about

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effect these may have on learning journeys. Personas are used to guide timely support provision. Wintec created nine personas, reflecting student types enrolling and attending this organisation, and then adopted two more from Te Pūkenga in 2022.

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their students, identification of needs and initiation of (further) ways to support the students. Additional mechanisms such as the literacy and numeracy assessment tool and student voice inputs also inform activity. However, the support provided at the tutorial level is uneven – particularly for those students who do not need more than subject-related learning support. Likewise, there were differing amounts or types of support provided by departments within centres. A more consistent approach using practice such as the Ako Cafes could alleviate frustrations[3] expressed by the students.

Support levels are retained when students are off campus for work-based learning. Work placements, internships and off-site learning are supported through regular interaction between placement organisation, the student and Wintec to ensure any emerging needs are identified and responded to. All external stakeholders reported high levels of satisfaction with these arrangements, enjoying the opportunity to mentor students into possible future employment.

Further input for the development of support is gained via the student voice. The student voice is gained through a number of mechanisms: the Student Voice 24/7 online portal, the Learner Pulse (the major source), evaluations and student forums (these also include Māori and Pasifika student forums). Students attest to gaining feedback about changes resulting from their feedback given via Student Voice 24/7 and the student forums. It was mentioned, however, that unless you ticked a box requesting a response, use of the Learner Pulse evaluation information was not fed back to the students, which in turn led to increasing disinclination to fill in the regular surveys. To offset the stated Pulse survey fatigue, having a regular response to feedback from all sources could strengthen students' resolve to keep contributing.

Having student representatives regularly contributing to student forums and centre meetings allows for a collective voice to be gathered. These forums provide the institute with an effective, alternative way to hear and respond to what students need. Providing formal training for student representatives in how they can support their fellow students and collect their class's opinions and needs would strengthen this opportunity – as pointed out in the last EER recommendations.

The Komiti Āpiti Tuwhiri (Pulse and Insights sub-committee) uses the student voice feedback mechanisms, staff feedback and meetings to review and produce ongoing action towards:

- review of programmes and assessments

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[3] A lack of individual subject-related learning support from tutors or regular skills and knowledge tutorials at a departmental level have led to students approaching centre management (through their tutorial staff) for learning support solutions (which to date have not been forthcoming).

- review of the strategic planning for each of the priority learner groups to increase opportunities and potential for successful achievement

- appropriate student support.

This is captured in the attestations and analysis-driven self-review completed as Wintec works towards meeting the requirements outlined within all outcomes of the Education (Pastoral Care of Tertiary and International Leaners) Code of Practice 2021 (the Code). The continued and additional actions outlined in the gap analysis action plans are overseen by the Te Kete Manaaki team, and includes Toia Mai approaches to enable inclusive pastoral and learning support services. This gives Wintec greater depth as it further develops services that respond effectively to the requirements of the Code. All staff undergo relevant group or individual professional development (on Evolve) about the Code and how their practice contributes to supporting the students.

Students are introduced to the relevant academic and support services and processes at enrolment and induction and for future reference. They and staff can access the relevant policies and procedures through the website, student handbooks and the digital workspaces as well as notices around the campuses. How these relate to or are informed by the Code is not made explicit. Wintec acknowledges that further steps are needed to ensure all students are familiar with the existence and details of, and their rights under the Code of Practice, and is considering ways to achieve this.

Conclusion

A strong drive to create equity of opportunity and understand the needs of students, from before application through to gaining their qualification, has been the basis on which Wintec has built its culturally responsive, holistic support. Staff regularly interact with information, the students and each other to meet emerging needs while the students themselves have numerous opportunities to contribute to the betterment of their pathways. Consistent staff and departmental engagement and capability building for students could strengthen and inform the already comprehensive support mechanisms in place.

Focus area 2: How effectively is learning assessed?

Findings and supporting evidence

Overall, the evaluation team acknowledges the informed developments Wintec has made in the internal administration and completion of assessment and moderation. Internal systems have been established to support staff understanding and delivery, create collaboration and consistency, and establish communities of practice around the assessment and moderation processes across Wintec. More time is needed to demonstrate consistency in use of the systems and approaches that have been designed and adopted.

The development in Wintec's approaches to assessment and moderation is attributed to the Moderation and Assessment (MASS) project established as Wintec's response to findings from their previous EER report. An inconsistent approach to assessment and moderation, alongside non-compliance, was highlighted at that time. The MASS project aimed to target and improve staff capability and practice, build confidence and provide systems that enabled consistent, high-quality moderation processes across the organisation. This led to the establishment of moderation committees (as part of Wintec's governance structure) and MASS project ambassadors across and within centres. These two groups, alongside the teaching and learning coaches, have developed the current internal assessment and moderation infrastructure.

The ambassadors became the change agents who collaborated with internal and external colleagues and peers to test and then develop a consistent approach, relevant resources and training and support for the implementation of the project. The ambassadors started by reinvigorating existing approaches to assessment and moderation[4] rather than starting afresh. This effectively supported the subsequent assessment development and moderation process review. There is a greater awareness and appreciation of assessment and moderation across most staff. The understanding that ambassadors have as a collective, and their enthusiasm in sharing this information across the institution, is commendable.

The moderation committees and champions (self-identified teaching staff who have a particular interest in learning, assessment and moderation processes) are situated within the centres and are key to creating and sustaining an improved culture of assessment and moderation. The new culture is focussed on viewing moderation as an opportunity to share resources and practices, instead of an audit. Practices are becoming normalised as tools and approaches are disseminated, used and the impacts measured. Awareness of

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[4] The three-year moderation cycle was considered a strength by Wintec, including flexibility in the approach to enable it to be amended when legislation requires.

moderation supporting assessment is growing among staff across Wintec. However, some student feedback has highlighted different experiences that relate to the tutor of the programme. Wintec recognises that differing practices remain. Continuing to demonstrate the value of the refined approach to the moderation (and delivery) of assessment, while establishing a mechanism to monitor its use, will support the ongoing efforts to integrate the new approaches into the operations of centres and create a consistent moderation approach across Wintec.

Information pertaining to internal processes was easily accessed by some staff but had not been seen by others. Also, the current moderation policy was out of date and had not been updated to reflect the review. Wintec recognised this lapse. As the policy and other resourcing established by ambassadors provides information on the process and how staff can access relevant support, updating the review dates of policies in accordance with internal processes will ensure staff are accessing current guidance. Creating a central reference area to access necessary information, evidence and forms (including the contact details of champions) could increase engagement with the documentation and information and awareness of process.

The Covid-19 lockdowns had a significant impact on the design and delivery of assessments in the online environment. More traditional approaches like exams and essays became challenging to deliver and monitor to ensure that plagiarism, contract cheating and copying did not occur, and submitted work was the learner's own. Alternative assessment methods such as self-reflection journals, presentations and discussion boards were explored by many teachers to ensure that online learning did not become a barrier to learners completing their assessments. These discussions were supported by the ambassadors to maintain the assessment, and the responses aligned with programme documentation. The review of initiatives implemented during the Covid-19 lockdowns highlighted that the innovative approaches to assessment were successful and will continue to measure progress toward learning goals.

A variety of approaches to assessment are adopted by different teachers and reflect the differences in subject matter. Some approaches are a response to industry requests. These processes and the assessments that have been developed have the students' needs in mind and reflect the emerging practices of industry. Learning outcomes are generally discussed at the beginning of a programme, but there is no formalised, ongoing reference to the outcomes throughout study by staff and/or students. Continued reference to how the assessment addresses achievement of specific learning outcomes can support the learner's progress.

Feedback from students and staff show that assessments are being delivered in meaningful ways, administered in a timely manner, are more reflective of real-world activity, and include constructive feedback that encourages further

development for the learner. However, centre staff and students note that the quality of the feedback given is dependent on the tutor. Wintec recognises that there is a need to better monitor the consistency of assessment delivery and quality assessment feedback, and has further plans to do so.

One approach to address differences seen across assessment delivery and moderation has been the development of six workshops focussed on consistency of practice across staff. An example is the workshop focussed on tutors' feedback and comments. The benefit of these workshops is seen when comparing learner evaluations. In 2020, 33 per cent of learners said feedback from staff did not help their learning. By 2021 this had fallen to 13 per cent – a marked improvement in the space of one year. However, the training, though available to all staff, has not been made a core expectation. Ensuring that this training is prioritised and engaged with should assist organisation-wide consistency of practice.

Conclusion

Wintec is successfully implementing an internal system that overall supports the development and moderation of assessments. There is a general acceptance of the change from traditional forms of assessment and the implementation of a new culture for moderation activity across centres. Deliberate and considered review, training and tools have been established to support implementation, with positive changes. As the awareness of the internal approach grows, training is completed and staff become more confident, there should be greater consistency in the use of the processes.

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

Findings and supporting evidence

Wintec chose as an area of strength the ITP's growth and increasing strength in change management. The changes made involve culture inclusion, innovation, continuous improvement and a focus on learner success. This framework to achieve excellence is called Tōia Mai. The evidence gathered by the evaluation team supports the conclusion that this is an area of strength and is achieving the goals set to this point – as outlined in the Horizons (strategic goals) document.

Tōia Mai is a result of work with the Ōritetanga project, an earlier report and strategic direction to place learners, and in particular learner success, at the centre of thought and action across Wintec. It also includes work completed and understandings gained from Te Ngawhā Whakatupu, the cultural competency framework developed to upskill Wintec staff. As discussed in the previous two focus areas, this strategic change has involved Wintec essentially pressing a reset and building a new framework. This framework aligns with and gives voice

to (in the Wintec setting) Te Pae Tawhiti, the Te Hono o te Kahurangi framework of quality assurance (NZQA), and Te Tiriti o Waitangi.

This framework goes beyond the kaupapa of any prior Wintec models. It required a large amount of work reviewing and unpacking processes already in use, and then shaping new approaches to facilitate change while ensuring the staff voice and emerging needs were considered and catered for. The new approaches of the Tōia Mai framework are:

- A renewed focus on priority learners (ākonga Māori, Pasifika and learners with disabilities). This has involved facilitating mana-enhancing stakeholder and iwi engagement reviews and strengthening the Wintec culture and cultural competency. The goal is to support the embedding of a Māori worldview and tikanga into the academic and support activity directed at priority learners, and in particular Māori and Pasifika learners. Tōia Mai has developed a strong leadership and a collegial working environment that supports inclusive innovation and an expectation of improvement, with priority learners at the heart of what they do.

- Considerable change and improvement to the Wintec language and culture include engagement with mana whenua and kaimahi, and approaches to embed mātauranga and te reo into all programme curricula. Early, positive indications show increased organisational cultural competency, engagement with mana whenua, and the embedding of mātauranga Māori in support and learning. Developments to date are in line with the goals set in the Horizons document (which defines measurable checkpoints for the strategic goals of Tōia Mai), enabling the next steps to be introduced.

- The strategic focus is to reduce attrition. Wintec has used data analytics to provide an approach to reduce attrition and meet the sector parity target of 85 per cent for priority learner groups, in particular Māori. The evaluation team saw strong evidence of the use of data analysis and Power BI to inform understandings and new directions. Wintec has invested in and uses data powerfully to drive and inform change and improvement. The Horizons document and the Benefits Framework (what success looks like) formally capture the analytics and show the impacts.

This data-informed approach led to Tōia Mai joining and supporting the New Student Enrolment and Retention (NSEAR) project at the beginning of 2022. This project focuses on the usually high attrition/low-performing programmes where there are high proportions of Māori in the student body. Regular and comprehensive self-review and analysis of achievement, attendance and programme data has led to increases in the student success targets of participation and retention for ākonga Māori. Wintec set a measurable goal of reducing attrition (based on understandings gained from data analytics of what is achievable) by 3.5 per cent in year 1 and by 1 per cent in subsequent years. These goals have been achieved to date. The resulting impact on course and

qualification success within the NSEAR programmes will be known by the end of this year. This result will be an important indicator of the impact of Tōia Mai on the target student population of Māori, Pasifika and learners with disabilities.

Wintec has developed and put into practice subtle and effective measures through Tōia Mai to improve student retention for identified priority learners. These measures also show early signs of positive impacts. For example, Te Ara Ākonga follows the student footprint and learner experience through the first year of study. This has enabled Wintec to gather meaningful data to allow review of the enrolment, selection and entry experience, as well as the support services available for all learners. Emerging needs and feedback on the quality of delivery and success are systematically reflected on, and changes are managed. For example, the creation of Mahi Manaaki (support work) has provided an intentionally focussed student support approach and model to ensure students are supported to success.

Another subset of the work of Tōia Mai that is showing early positive signs is assessment review and development activity. Assessments have been redeveloped, harmonised and internally assured and approved to ensure there is more evidence of the student's understanding and experience. Additionally, assessments have been amended to allow the expression of cultural worldviews and to address disability needs.

Wintec has recognised the added benefits of fewer assessments, clearer expectations, set turnaround times for reporting and professional development on providing feedback to students. The changes were supported by feedback by the students interviewed by the evaluators. However, it was acknowledged that in a small number of cases, kaiako/tutors did not always return student results in the required timeframe, and feedback quality was inconsistent. As discussed in Focus Area 2, Wintec recognises these differences in practice in these two important areas and is considering how it will monitor and address change to increase consistency of experience across the organisation.

Wintec has always had strong and positive support from mana whenua, but this has increased since the last evaluation through the Tōia Mai framework. There is now a focussed approach towards growing truly respectful partnerships and re-engaging with mana whenua in a way that meets their emerging needs. New approaches to mana whenua have been made that determine the goals and aspirations of each hapū and iwi, which are then captured in documentation.

Wintec places high value on establishing rangatira-to-rangatira relationships rather than partnerships governed by memorandums of understanding. These relationships are maintained through checkpoints within the Te Ngira application. Appropriate Waikato Tainui people are then employed and assigned a relationship manager. This gives Wintec greater visibility on marae. This relationship focus should continue to be prioritised and achieved as Te Pūkenga structures are embedded.

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Industry stakeholders have also found value in the rangatira-to-rangatira relationship and believe their relationships with Wintec are growing as a result. They would value continued input into mutually reciprocal benefits for both parties moving forward.

Staff development has been prioritised at Wintec. Staff have both informal and formal qualification opportunities to develop their consciousness, skills, knowledge and abilities for working with students within the Tōia Mai framework. This approach to developing staff is intentional and meaningful, and staff said their practice had been positively impacted by the opportunity to receive appropriate and focussed upskilling.

Conclusion

As a framework for excellence and as a change management system, Tōia Mai has provided Wintec with a platform to make changes that have been strategically planned and managed for all stakeholders, including mana whenua, staff, priority learners and industry. The evidence highlights that critical internal self-review is occurring, is being managed, and actions to improve are occurring. The final impact on student success, achievement and progression, and staff contributing consistently to this, is still to be realised. However, the evidence to date is promising.

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 fraud[5]*

- *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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[5] NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

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