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Report of External Evaluation and Review

Wai-Tech Limited
trading as Learning Post

Confident in educational performance

Confident in capability in self-assessment

Date of report: 25 October 2017

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Wai-Tech Limited trading as Learning Post
Type:	Private training establishment (PTE)
First registered:	22 November 1999
Location:	Whānau House, 6-8 Pioneer St, Henderson, Auckland
Delivery sites:	Whānau House, 6-8 Pioneer St, Henderson, Auckland. Short tutorials are also held with students at workplaces in the North Island.
Courses currently delivered:	Diploma in Whānau Ora (Level 5)
Code of Practice signatory:	No
Number of students:	Domestic: 60 (Māori 97 per cent) International: nil
Number of staff:	Three full-time equivalents
Scope of active accreditation:	The organisation's full accreditation and consent to assess can be found here: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=730319001
Distinctive characteristics:	Wai-Tech operates under the umbrella of Te Whānau o Waipareira Trust – an Urban Māori Authority offering justice, education, health and social services to whānau.

Wai-Tech's core focus has strategically evolved to Whānau Ora workforce development with the provision of the Diploma in Whānau Ora qualification to Kaimahi (front-line workers). Kaimahi must be employed with a Whānau Ora provider to be enrolled on the course. The programme is predominately self-directed with scheduled tutorials held at workplaces across the North Island, in addition to online support, emails and phone contact.

Recent significant changes: There have been recent changes to the Wai-Tech directors. The education management role has been replaced by a programme manager. There has been increased organisational alignment using Te Whānau o Waipareira personnel and resources – the finance, performance management, human resources, and quality assurance departments – to support Wai-Tech programme staff.

There was an increase in student numbers from 12 students in 2014 to 60 in 2016-2017.

Previous quality assurance history: Since 2014, the majority of Wai-Tech submissions to NZQA have met moderation requirements. Wai-Tech has also met Careerforce moderation requirements.

2. Scope of external evaluation and review

Wai-Tech is currently operating only one programme, the Diploma in Whānau Ora (Level 5). Therefore, this was the only focus area for the external evaluation and review (EER).

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Wai-Tech supplied the evaluation team with a self-assessment document and a range of other relevant documentation in the lead-up to the EER. For the on-site phase of the EER, the evaluation team spent two days at the PTE's primary base in West Auckland. The evaluation team met with key staff, including a director, the programme manager, programme co-ordinator, teaching staff, Te Whānau o Waipereira quality assurance staff (including two staff who were past education managers for Wai-Tech), current students and stakeholders. Phone interviews were held with employers of current students, graduates and stakeholders including a contact person at the industry training organisation (Careerforce) and Te Pou Matakana (the Whānau Ora funding agency). A range of key documentation was also viewed on site, including internal reports to management, programme documentation, student files, and moderation reports.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Wai-Tech Limited**.

There is good evidence that the organisation is meeting the most important needs of learners and other key stakeholders. Students gain relevant skills and formal qualifications highly valued by employers. Examples include:

- The Diploma in Whānau Ora provides a pathway for unregulated staff to gain a qualification in the health and social service sector
- The training provides students with the skills, knowledge and language required to do their jobs well
- Employers gain qualified workers who can take on more senior roles and responsibilities.

There is also clear evidence of effective processes that clearly contribute to learning and other important outcomes. For example, learning activities are appropriate and relevant to the learners; tutorials are well organised, informative and support self-directed learning; internal and external moderation occurs regularly pre- and post-assessment, and results show that assessment is robust and valid; students described teaching staff as professional, inclusive, motivating, and supportive.

Te Whānau o Waipareira Trust provides infrastructure support to Wai-Tech programme staff including financial, quality assurance and performance management which means Wai-Tech staff can focus on programme delivery and outcomes.

The governance group is kept well informed by Wai-Tech staff. The director spoken to was highly engaged and informed about Wai-Tech activities and was a useful conduit of strategy and operations with the parent body, Te Whānau o Waipareira Trust. There was evidence of useful internal and external reporting of outcomes to all key stakeholders. However, oversight of compliance management relating to NZQA rules and regulations needs improvement.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Wai-Tech Limited**

Wai-Tech has continued to improve its internal self-assessment systems including its formal feedback loops from students, employers and graduates. The diploma is a niche programme which has been closely developed and piloted with the stakeholders to ensure it best meets their needs. This self-assessment process has been systematic and comprehensive since the last EER, involving graduate, employer and other key stakeholder feedback (including funders). The diploma is currently Wai-Tech's only programme offering, therefore it continues to be closely monitored and reviewed to ensure it is fit for purpose and meets the most important needs of the PTE's primary stakeholders, including current students.

Improvements have been made along the way to processes that support the students, including 'getting to know you' forms, formal employer agreements to support students, and weekly email updates to employers and students.

A small, efficient group of programme staff are co-located with the PTE and therefore have regular informal opportunities to self-review teaching practice, stakeholder feedback and assessments.

There is generally strong evidence of good self-assessment occurring. However, findings from these activities need to be prioritised, followed up and actioned.

Findings¹

1.1 How well do students achieve?

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

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

Wai-Tech's student achievement data since 2012 shows that the majority of its students (90 per cent, or 33 of 35 students) completed the programme and achieved the qualification. Wai-Tech is currently working with its fourth cohort of diploma students (60 in total), who will complete the programme in 2018.

Current and past students spoke positively about the programme and the relevance of the learning and the skills they have gained so far, including:

- Developing the language to articulate their practice, working alongside whānau in kaupapa Māori and Whānau Ora contexts
- Gaining a deeper understanding of their practice as whānau support workers
- Improving the way they report to their line managers to ensure a greater focus on describing the situation, action taken, and results
- Learning how to relate to and create relationships with others.

The rollout of the diploma has been a structured process, piloting in 2012 with a small cohort of students at one provider, through to 12 students in 2014 (across four providers), to now 60 students at 12 of the 13 Whānau Ora Collectives² in the North Island. The programme is closely managed, monitored and evaluated by teaching staff and management; and also moderated by Careerforce.

The completion of assessments and unit standard achievement is closely monitored by the programme manager and is visible to all programme staff. Students are contacted to remind them of when assignments are due, and extra tutorial support is provided as needed. There is regular reporting of student achievement to all stakeholders including management, directors, students, employers of students and funders on a weekly, monthly and annual basis.

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

² Collectives usually represent a number of non-governmental organisations who provide social and health services.

It is too early to say how well the current learners will achieve (given that this is the PTE's largest student cohort), and whether the systems and processes in place will support their achievement. That said, the rollout has been managed well thus far, there are good monitoring processes in place for the current cohort of students, and there is a solid infrastructure supporting the operations of Wai-Tech through Te Whānau o Waipereira Trust.

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

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

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

There is good evidence of value for students and employers. As all students are employed with a Whānau Ora provider, the priority value-add is gaining a qualification which is directly relevant to the nature of their work. In some cases, the qualification has led to promotions into line management/team leader roles. There is also value with the small teaching staff providing consistent delivery, quality and communications across a geographically dispersed student group.

Wai-Tech (in addition to its annual graduate survey) completed interviews with a selection of graduates from 2014 to 2016 to ascertain the extent to which they matched Wai-Tech graduate outcomes. Employer feedback is ongoing and informal, as students are all currently employed. A more formal feedback process, however, has been recently introduced through an online survey. These self-assessment activities are useful processes for gathering and analysing stakeholder feedback. However, more needs to be done to ensure the feedback is used to make worthwhile improvements.

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

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

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

The Diploma in Whānau Ora is a niche programme which has been closely developed and piloted with the stakeholders to ensure it best meets their needs. As a result, the programme is fit for purpose but still regularly reviewed to ensure it is meeting needs. Over the past three years Wai-Tech has refined its processes for engaging with students and their employers through weekly email updates,

workplace group tutorials, individual catch-ups with students, and discussion forums online. The online forum is an effective and transparent process for professional discussions among students, facilitated by the teaching staff. (Employers and Wai-Tech directors are also linked into the page, allowing them to monitor discussions as and when needed.) Generally, this works well, although the current cohort of students spoken to by the evaluation team were still growing their confidence to engage in this forum.

Wai-Tech staff are also involved in relevant qualification reviews and moderation cluster hui. The two tutors are experienced educators who bring with them extensive experience of the social service sector, kaupapa Māori knowledge and practices, and adult learning.

Moderation is systematic and focused on improving the quality of assessment. Wai-Tech teaching staff have over the past three years worked closely with Careerforce to pre-and post-moderate assessments. In 2016, external moderation results for NZQA and Careerforce met both entities' required standards.

Activities allow students to draw on their own experiences, and also to put their learning into practice on the job. Assessments are written and oral (including creating and speaking to PowerPoint presentations), allowing students to demonstrate understanding and competence. The use of real-life examples and situations are encouraged to contextualise learning. Assessment schedules are clear and provide guidance to students on what they are required to complete as part of their self-directed learning. Both past and current students felt teaching staff were helpful, responsive, contactable, explained requirements clearly and gave good feedback on assessments.

The programme is delivered in four modules and each module contains a cluster of unit standards. Wai-Tech staff say they have opted to teach the programme content this way to ensure that the outcomes and/or elements of the standards are met effectively and comprehensively and at the appropriate learning level. Student and employer feedback is gathered after each module and used to gauge how well the programme is going and, where necessary, make immediate improvements for the delivery of the next module. The programme has also been reviewed annually for the past three years and a report provided to management.

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

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

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

The 2016 cohort of Wai-Tech diploma students are funded by Te Pou Matakana³, and therefore are required to be working for a Whānau Ora provider to be eligible to enrol on the programme. Students are dispersed geographically and employers are expected to formally commit (through a signed letter of agreement) to supporting the students as part of the enrolment process. This includes allowing staff the time and opportunity to engage in the workplace tutorials (in some cases this is as frequent as two hours a fortnight on work time as well as allowing sufficient time for study). Employers spoken to were committed to supporting the students through their studies, and students/graduates also said this support was made available to them. However, this was not always the case. Wai-Tech teaching staff are proactive about contacting employers directly to remind them of their commitments when it becomes apparent students are falling behind in assessments and/or not attending tutorials.

As noted above, teaching staff hold tutorials at staff workplaces. These are planned in advance to allow staff and employers to make arrangements to attend. Students said the workplace tutorials are well structured and organised, and the advice and support provided to them from teaching staff was valuable. The programme co-ordinator also manages student enrolment files and checking assessment results prior to them being submitted. This provides another quality check in the process.

Feedback from tutors is useful and relevant. Students are given time to catch up and complete assessment work. Tutors are proactive with their support and encouragement, including sending out weekly updates and phone call reminders to those with assessments coming up or those who may be behind. The student handbook is informative and includes a section on how best to manage distance and blended learning as a student.

All students complete a 'getting to know you' pack including a Mataora assessment (which measures different areas of wellbeing). The assessment identifies the students' strengths and also any specific learning needs they may have. The Mataora assessment is completed with all students quarterly as an internal gauge for teaching staff to monitor how well students are doing.

³ Whānau Ora North Island Commissioning Agency

The programme is offered free to students who are staff of Whānau Ora Collective providers (currently funded by Te Pou Matakana and some district health board scholarships). Therefore, how well students are achieving is built into report updates to their stakeholders including Te Pou Matakana.

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

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

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

Wai-Tech is part of a wider organisational strategy to increase whānau wellbeing by upskilling staff through workforce development both within Te Whānau o Waipareira and also across all the Whānau Ora Collectives in the North Island.

At the last EER, an outcomes framework had been developed by Te Whānau o Waipareira but not yet fully socialised to the operations of Wai-Tech. Wai-Tech now has a fit-for-purpose outcomes framework relevant to its stakeholders and students. Outputs reflect activities of the students on the programme. In 2016 Wai-Tech interviewed its 2014 graduates to determine how well they met the graduate outcomes two years after the training. The intent was to test the relevance of the outcomes and the utility of the framework as a self-assessment tool. This information over time will provide a good base of data to monitor how well the outcomes are being met and the consistency of outcomes for Wai-Tech graduates.

While the programme delivery and teaching is managed by Wai-Tech staff, overall management support is provided by Te Whānau o Waipareira. There is also a direct communication channel from the programme management team to the Wai-Tech directors who sit on the main board of Te Whānau o Waipareira Trust. The directors are key to articulating and monitoring wider organisation strategy and its relevance to the Wai-Tech team.

Governance has confidence in the operations, teaching and outcomes gained through regular reports from the programme manager; student feedback (they can access raw student data and the Facebook page); and also the back office support from Waipareira Trust including a quality assurance team who provide an independent lens on Wai-Tech operations.

1.6 How effectively are important compliance accountabilities managed?

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

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

Waipareira Trust provides quality assurance for Wai-Tech – including umbrella policies, systems, advice and audit. The quality assurance team recently completed an internal audit using the key evaluation questions as the framework. The team also looked at compliance against the enrolment rules. Some gaps were identified and reported to Waipareira management, and action plans have been put in place by Wai-Tech and are required to be actioned. There are also Wai-Tech systems in place to ensure moderation and that attestations are furnished on time. Annual programme reviews are formally completed, and the reporting template includes reference to programme approvals, changes and reporting to NZQA, when needed.

Governance and management are satisfied that internal systems have sufficient checks and balances to ensure quality of education.

Gaps include conformance with maintaining NZQA's PTE registration rules. For example, it was not clear who was responsible for ensuring these are met; hence there are gaps with fit and proper persons declarations and Wai-Tech's information on NZQA's website not being updated. Ensuring attention to the administration of these requirements is an area that needs to be improved.

Focus Areas

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

2.1 Focus area: Diploma in Whānau Ora (Level 5)

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

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

Recommendations

NZQA recommends that Wai-Tech work alongside the quality assurance team to regularly audit how well Wai-Tech's processes are ensuring compliance with relevant NZQA rules and requirements.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

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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