

18 August 2023

Tēnā koe [REDACTED]

Official Information Act Request

Thank you for your requests of 22 July 2023, under the Official Information Act 1982, for the following information:

"I would like to request (OIA) the monitors and Media Arts report for the (Wintec) Bachelor of Contemporary Art (Media Arts) 2021."

and

"NZQA policies and procedures regarding institutional racism complaints. The monitors and Media Arts program reports for 2021-2022 and 2023 (Bachelor of Contemporary Art) and Wintec EER reports."

We have interpreted your request to be for the 2021, 2022 and 2023 'Annual Degree Monitoring Reports' for the Te Pūkenga (Wintec Business Division) Bachelor of Contemporary Art, and Wintec's External Evaluation and Review Reports from 2010 to present.

NZQA Policies and Procedures regarding institutional racism complaints

This part of your request has been refused under s 18(e) of the Official Information Act 1982 as NZQA does not have policies or procedures specifically regarding institutional racism. All complaints received by NZQA are handled in accordance with our complaints policies and procedures. NZQA's Risk Management team are sending you further information on this, along with copies of the relevant documents, in their response via email.

NZQA as Code Administrator has a role in ensuring providers comply with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code). The Code sets out what education providers must do to ensure the wellbeing and safety of their learners. You can find more information about the Code at <https://www2.nzqa.govt.nz/tertiary/the-code/>.

It is NZQA's practice to refer complaints relating to unlawful discrimination to the Human Rights Commission.

Annual Degree Monitoring Reports

In response to your request for the Annual Degree Monitoring Reports, please find attached the 2021 and 2022 Annual Degree Monitoring Reports for the Wintec Bachelor of Contemporary Art degree.

In 2023, Wintec underwent a Five-Yearly Review process instead of the standard Annual Degree Monitoring process so there is no 2023 Annual Degree Monitoring report for the Bachelor of

Contemporary Art degree. However, as the Five-Yearly Review Report contains much of the same information as the usual Annual Degree Monitoring reports, I attach the 2023 Five-Yearly Review Report for your reference.

External Evaluation and Review Reports

In our email dated 26 July 2023, we have provided a link to Wintec's EER reports which are available on our website here:

<https://www.nzqa.govt.nz/providers/details.do?providerId=601915001>. For your convenience, I attach a copy of the Wintec EER Reports from 2010 to present.

A full list of the documents being released can be found below:

Appendix	Title	Pages	Information withheld under s9(2)(a) - protect the privacy of natural persons
1	Bachelor of Contemporary Art - 2021 Degree Monitoring Report	1-22	See pages 7 and 8.
2	Bachelor of Contemporary Art – 2022 Degree Monitoring Report	23-46	See pages 29 and 31.
3	Bachelor of Contemporary Art - 2023 Five-yearly Review Report	47-65	See pages 47-48, 53, and 55-56.
4	Wintec EER Report 2010	66-95	
5	Wintec EER Report 2015	96-127	
6	Wintec EER Report 2019	128-161	
7	Wintec EER Report 2023	162-179	

Please note that the names of external stakeholders and the personal information of some staff have been withheld from the reports under section 9(2)(a) of the Official Information Act 1982, for privacy reasons. NZQA is not aware of any public interest considerations outweighing the decision to withhold information under section 9 of the Act.

As part of the commitment to open and transparent government, NZQA is proactively releasing responses to Official Information Act requests which are of public interest. NZQA intends to publish this response on its website with the next proactive release of documents. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

If you are dissatisfied with our response, you have the right, under section 28(3) of the Official Information Act 1982, to lodge a complaint with the Office of the Ombudsman at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive

NZQA Degree Monitoring Report
He Pūrongo Aroturuki Tohu Paetahi

Programme Name **Ingoa o te Hōtaka Ako**
Bachelor of Contemporary Art

Name of TEO **Ingoa o te whare Mātauranga**

Wintec

Monitor's name **Ingoa o te Kaiaroturuki**
Dr Donna Campbell

Date of visit **Te rā**
4-5th November 2021 (by Zoom)

The purpose of monitoring programmes of study that lead to diplomas, degrees and related qualifications at levels 7-10 is to provide assurance to NZQA and stakeholders that a programme and its delivery consistently meet the criteria for ongoing approval and are being delivered in line with current best practice.

Monitoring reports must provide evidence that:

- the programme is being managed, planned and implemented as it was approved
- consideration has been given to any recommendations made during the programme approval and accreditation process
- any minor modifications and enhancements made by the institution are consistent with the intent of the approved programme and the ongoing development of a quality programme, and in line with a type 1 change
- there is independent, external academic input during reviews and consideration of significant programme enhancements (i.e. type 2 changes)
- NZQA is made aware of issues affecting the satisfactory provision of the programme
- the quantity and quality of staff research outputs are consistent with the development and maintenance of an ongoing research culture in support of the programme.

The monitor's report will also provide constructive feedback on the delivery of a programme. The report is based on what is seen and discerned during the monitoring visit and on the documents submitted to the monitor in advance of, or during the visit.

As an experienced practitioner in the related discipline or field it is expected that the monitor brings their expertise to make comments, observations and recommendations in an objective and constructive manner.

The *Guidelines for monitoring programmes leading to diplomas, degrees and related qualifications at levels 7 to 10* are available on the NZQA website at the following link: <https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/guidelines-degree-monitoring.pdf>

The *NZQF Programme Approval and Accreditation Rules 2018* are also available on the NZQA website at the following link: <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/prog-app-accred-rules-2019.pdf>

The report should be written with evidence-based definitive statements and provide as much information as possible under the headings prescribed below. If issues of concern arise, please contact NZQA to discuss.

- **Give a brief introduction to the programme being monitored.**

The Bachelor of Contemporary Art (BCA) is an interdisciplinary program of study where students are offered pathways through a range of different medium. The courses are underscored with theoretical considerations and skill based practical solutions. The BCA began in February 2019 and is one of four creative degrees. The first two – the Bachelor of Design (BDes) and the Bachelor of Communication (BComm) were launched in 2018. These were followed by the Bachelor of Contemporary Art (BCA) and Bachelor of Music and Performing Arts (BMusPA) together in 2019.

The four Bachelor programs share some core module of Critical Methods 1 & 2: Professional Practice 1, 2 & 3 along with a series of final year project modules. The interconnection of the programs gives students a wide range of electives that are offered across the suite of degrees. The BCA is a three-year full-time degree, with students offered pathways through core skills learning of different media such as painting, sculpture, illustration, and lens (which incorporates photography and moving image skills).

This report focuses on the Bachelor of Contemporary Art qualification. The monitoring for this report occurred in late in 2021 (NOV) and was meant to cover the program for 2020. Because of the late occurrence of this monitoring visit due to COVID19 lockdowns and disruptions, this report straddles 2020 and 2021. There were difficulties in discussing 2020 when staff students and stakeholders were mainly concerned with the immediate past of 2021.

COVID -19 has had an extreme impact on the BCA program, affecting students and staff alike. Students I interviewed expressed frustration at working alone at home, without proper studio space and equipment. Staff have experienced increased workload developing authentic teaching online.

- Comment on student number growth, decline, and cohort makeup, e.g. domestic, international, etc.

Student numbers for 2020 totalled 43 an increase of 20 students from 2019. The majority of students 18-20 bracket with 15 over 21. Student numbers are divided by ethnicity:

NZ European/Pākehā – 59%

Māori – 22%

Pasifika – 7%

Asian – 4%

Other – 2%

Age range:

The majority between 20-24 52% closely followed by 18-19 years of age making up 41% of the cohort.

Female students make up 74% and male student 22%. This ratio is not reflected in the staff of the BCA.

- Clarify the number of times the programme has been monitored, e.g., the programme is in the fifth year of delivery/this is the first monitoring visit since the programme was approved.

The BMA underwent its final annual Degree Monitor's Review in 2019. The Bachelor of Contemporary Arts is in its 2nd year of delivery 2021 this is the second monitoring visit since the programme was approved, the first being in 2019.

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Previous recommendations

Ngā putanga o mua

- List previous monitoring recommendations or, if this is a first visit, list requirements and recommendations made during the Degree Approval and Accreditation panel visit. Describe actions taken by the institution to address these and the progress achieved. List any significant issues and actions taken to address these.

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Previous monitoring recommendations include:

To the institution:

1. *Update software and hardware, increase capacity and improve access to mac labs during work hours for all BCA students*
2. *Ensure the pathways to Sculpture and Lens based (Photography and Moving Image) specialisms are available and adequately resourced*
3. *Provide access to media requiring hot processes in Sculpture, onsite in handy proximity to studios and teaching*
4. *That the 'do later' or incomplete Matauranga Māori learning experiences are completed and demonstrably present across the Learning Outcomes*
5. *That staffing is commensurate with student numbers - improve female and Māori staffing and the research pathways for staff*
6. *That equity is built into resources and reference materials*
7. *That staff issues about programming/pathways are raised and addressed*
8. *For the monitors to meet with representatives of Te Kete Kōhanga and Kaiāwhina for SoMA separately in future monitoring meetings.*

Actions taken will be addressed in this report.

Summary of the visit

He Whakarāpōpoto

- State what documents were provided and reviewed prior to and at the visit, and which documents were not provided but were expected as per the Monitoring Guidelines (if applicable).
- A list of required documents is attached to this template as Appendix Two.
- Provide a brief summary of the monitoring visit and attach the agenda for the day to this report as Appendix One. List individuals met, sites visited, and summarise the particular ‘focus’ of the visit (e.g. the following subheadings, issues identified in the last monitoring report/the final evaluation report if it is the first monitoring visit).

The following documents were made available on Teams before the visit:

Monitor report template

Visit schedule – all conducted via Zoom

Bachelor of Contemporary Art overview 2021

NZQA Monitor Reviews – stats as at 2021-04-13

2021 Organisational Structure

Postgraduate Monitor Schedule

Andrea Low_ New monitor's report 2020

Annual Programme Evaluation Report 2020

Annual Programme Survey

Student Complaint Summary

Summary of EPG's and IF's

Bachelor of Communication Module_Dashborad

MODERATIONMASTERDATA_2020

Bachelor of Contemporary Art Program Dashboard (I found difficult to navigate)

I had scheduled group meetings with:

Shelley A. Wilson - Dean

Sam Cunnane – Group Director, Business, Enterprise, IT & School of Media Arts

Wendy Richdale - Team Manager Communication & Contemporary Art

Te Urikore Biddle - Pouārahi Māori (Executive Director Māori) and Director (Quality and Academic) Dean

Dr Nick Braae - Research Leader, Senior Academic Staff Member

Lotta Bryant - Research Operations Manager

(Other administration and executive staff welcomed us and attended some meetings as well - facilitated by Lee Lauren who scheduled meetings as they were required, provided access to documents, systems, and was generally helpful)

Programme Leadership Team:

Wendy Richdale – Team Manager, Communication and Contemporary Art

Tim Croucher – Programme Coordinator, Contemporary Art

Contemporary Art Students:

Seven students enrolled in the BCART were invited to reflect on their studies – six attended and all were very forthcoming.

BCART Staff:

Tim Croucher – Programme Coordinator, Contemporary Art
Gareth Williams – Senior Academic Staff Member, Coordinator, BMA Hons, Postgrad
Geoff Clarke – Senior Academic Staff Member, Contemporary Art
Stef Young – Senior Academic Staff Member, Photography
Dr Fiona Jackson – Academic Staff Member, Moving Image
Dr Nick Brae – Principle Academic Tutor, Critical Method 1
Dr Matthew Bannister – Senior Academic Member, Critical Method 2
Dr Vicki Kerr – Academic Staff Member, Critical Methods 2
Elna Fourie – Senior Academic Staff Member, Professional Practice 2 & 3
Rebekah Harman – Academic Staff Member, Professional Practice 1
Zena Elliot – Academic Staff Member, Contemporary Art

Scheduled meeting with Resourcing and Support Staff:

Wendy Richdale – Team Manager, Communication and Contemporary Art
Sanjay Weerashinghe – Manager Technology Services, Information Technology Services
Aaron Zhou – International Student Services Advisor
Aleksandra Pipek – Team Leader, Student Enrolment & Information Centre
Martine Brock – Senior Marketing Specialist
Dawn Carlisle – Liaison Librarian, Library
Marion Tahana – Learning Support, Learning Advisor, Students Learning Services, Te Kete Kōnae
Tania Oxenham – Learning Advisor Māori, Te Kete Kōnae

Lee Lauren – SOMA Office Manager
Geoff Ridder – SOMA, Head Technician

Absent:

Karen Kemsley – International Student Services Manager
Unmeshha Veetil – International Student Services Manager
Horomona Horo – Kaiāwhina, Academic Staff Member
Jenni Sargent – Kaiāwhina, Student Life

I met separately with:

Waimihi Hotere – Kaihautu, Tōia Mai
This meeting was an explanation and implementation of the Tōia Mai programme.
Wendy Richdale – Team Manager, Communication and Contemporary Art

Programme content and currency**Ngā hua me ngā whakaritenga o te
Hōtaka Ako**

Comment on:

- any programme reviews that have taken place (formal and informal reviews).
- the stakeholder consultation that is undertaken with internal stakeholders (for example staff and learners) and external stakeholders (for example employers, industry etc.) to inform the ongoing development of the programme.
- the impact the changes have had and will have on learners and other stakeholders, including staff.
- the currency of the programme or component content where appropriate, from the position of a subject matter expert.

The BCA is in its 3rd year of delivery and will be graduating its first cohort of students at the end of 2021.

In 2019/2020 the School of Media Arts commissioned a focus group of Māori graduates to advise on how to deliver on BCA Te Tiriti obligations and the Mātauranga Māori content. The team was led by local art and curriculum expert [REDACTED], with alumni [REDACTED], [REDACTED] and [REDACTED]. The result was curriculum work expanding on the teaching requirements to deliver Mātauranga Toi to the Contemporary Art students integrated through their core papers. This 'trans-cultural approach' (Jahnke, 2006) values Māori values and provides a bi-cultural environment that supports all learners. Correspondingly this approach will support Wintec's Māori students and help to raise equitable achievement. Introduced as a core competency intended to enhance student's cultural competency and ground their practice with a strong sense of the distinctive 'place' that is Aotearoa.

Withheld under
section 9(2)(a).

- any changes to the programme (Type 1 and Type 2) that the institution has made in the last 12 months or since the last monitoring visit (e.g. new components developed, changes to electives) and elaborate on any significant Type 2 changes applications.

No new components developed since last monitoring visit however focus on the delivery of Mātauranga Māori has been implemented.

- the impact the changes have had and will have on learners and other stakeholders, including staff.

Although the advice of the consultation group resulted in a position being created to deliver Mātauranga Toi, it is evidenced in conversation with staff that there needs to be more support around this position. There is one new staff member who is Māori

employed at .6FTE permanent position. Staff expressed concern that this staff member is bearing the brunt of staff and students concerns on how Mātauranga Maori is delivered. The delivery of Mātauranga Māori throughout the program requires extensive resourcing. It is imperative that support be put around this staff member, and that non-Māori staff are supported to engage in culturally responsive pedagogies.

- the currency of the programme or component content where appropriate, from the position of a subject matter expert.

Stated above.

Teaching/learning strategies

Ngā rautaki o ngā whakaakoranga

Comment on:

- the teaching/learning strategies for the programme(s). How well are the teaching/learning strategies achieving the desired outcomes of the programme (from the perspectives of staff and learners)?

Cross-pollination occurs in the interdisciplinary spaces of the program. Hot sculpture is not available to students nor is ceramics. This needs to be made clear to students when they embark on the course.

- the appropriateness of delivery methods in relation to programme/component content.

Delivery methods are studio based. Ako teaching and learning strategies are being implemented throughout the program.

- the staff supervision and management of internship/practical work/project-based/work-based learning, including the operation of an MOU if applicable.

Students are engaged in internships in their final year, giving them a taste of industry expectations. Staff supervise these programs to ensure student welfare. Internships introduce students to the multiple pathway's art students can embark on after graduation. Students identified that freelance work should count as an internship, and recommended a more nuanced approach.

Comment on:

- the effectiveness of assessment tools/methods in terms of enabling students to meet component learning outcomes.

Change in delivery from the 60-credit core modules to two 30 credit modules in 2021 was response to student feedback. Assessment structures changed to accommodate these structures.

- how group assessments are conducted to ensure each learner meets the learning outcomes.

Assessments consists generally of individual evidence portfolios according to the Curriculum Document where students must complete all assessments and gain an overall mark of at least 50% in to pass a module. Evidence portfolios are comprised of multiple components. Assessment also includes craft evidence consisting of examples of artworks either in progress or final form, Self-Assessment comparing progress of work to agreed standards, Reflective practice measuring the extent to which a student is able to evaluate their experiences, and Peer assessments assessing against agreed standards as well as Presentations, and Written work.

Moodle is the online resource for students with milestones, resources, assignments, and assessments clearly available to students.

Recognition and award of credit for learning (RPL and CRT)

Te Whakaaetanga o ngā Akoranga o Mua, me Te Whakaaetanga o te Whiwhinga

Comment on:

- the processes involved when students have been enrolled via Recognition of Prior Learning (RPL) or Credit Recognition and Transfer (CRT). This applies to all learners whose prior learning at another institution or programme has been recognised.

Students must provide evidence of prior learning, or transcripts of learning from other institutions. Evidence is analysed by Team Managers and programme co-ordinators to confirm modules from other institutes are commensurate with Wintec requirements.

- whether there are arrangements in place with other providers (domestic or international) to facilitate entry into various points on the programme.

Previous to COVID restrictions Wintec has agreements with Chengdu University, Pingdingshan and Shenzhen as well as a strong cohort of international students.

- where RPL or CRT has been granted, how have those enrolments been analysed and documented in each case?

Enrolments are checked by the relevant Programme Committee then to Academic Services which are then loaded into the student data system.

Programme delivery/learner achievement

Ngā Whakaakoranga/ Ngā Whakatutukitanga

Comment on:

- learner support and guidance from teaching staff and how this enhances programme delivery.

COVID19 had a huge impact on staff and students in 2021. All staff pivoted to online learning, having learnt a lot in the lockdown of 2020 delivering and supervising online through robust Moodle pages, forums and learning resources, along with hosting zoom class and extra check-ins with students. Students expressed being heavily impacted by having to zoom in and having no access to studio space and materials. They also felt frustration at not being able to access Adobe creative suite for weeks while having no access to campus which was stressful as they had assessments due at this time.

- whether staff are suitably qualified and experienced.

Staff are all practicing artists with academic teaching and research backgrounds. Students appreciated the expertise and availability of staff.

- the support for student research projects conducted internally or with external stakeholders, in particular the supervision and management of these projects.

Programme design of the BCA has enabled students to engage with external stakeholders regularly. Staff act as coaches and mentors on management of external projects that arise from these engagements.

- where practicum, internship work-placements are involved, comment on the student support including the management of the MoU and ongoing pastoral care.

Comment as above

- learner retention, withdrawals and achievement measured, recorded and used.
- employment outcome statistics if applicable.

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Data on retention and withdrawals in Appendices 2.

- enrolment numbers and achievement/success rates for Māori/Pasifika.

Although Māori enrolments in the BCA are building more support for Māori/Pasifika learners will improve parity. No Pasifika students are recorded in the BCA data this needs to be addressed, The inclusion of Mātauranga Māori in the curriculum and Tōia Mai program are promising developments that are designed to support achievement and success rates for Māori/Pasifika learners.

- feedback from learners regarding the programme and its delivery and how programme review is informed by this feedback.

Students identified tutors as their main source of support, describing them as kind understanding. Regular student forums are held where students from each degree and year level represent their cohort within this forum. Low completion rates of online student surveys in 2020 was noted in the 2020 APER Undergraduate SOMA programme document, in which several students from the SOMA forum indicating they preferred the paper-based survey approach.

Rule 4 Criterion 4 in the NZQF Programme Approval and Accreditation Rules outlines who are key stakeholders; "... relevant communities (including ākonga, whānau, hapū, iwi and hāpori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies)"

Comment on:

- the institution's practices for seeking feedback on the programme from staff, learners and external stakeholders, particularly employers, work placement partners, and representatives of industry.

Two industry forums or similar industry engagement events are run each year, connecting with employers and specialists in the domains of the BCA. Data from these meetings is shared with relevant staff and reflected in curriculum design and development.

The School of Media Arts has an on-campus art gallery Ramp Gallery, which has been operating for over 20 years. This gallery brings nationally significant work up close for students to engage with, along with international artists when budgets allow. Year 3 students can also engage in internships in this space.

Ramp Festival (former known as Spark Festival, the annual festival of Music, Media, Arts and Design expose students to guest speakers and networking events.

- the formal programme review processes carried out since the last monitoring event and specifically how feedback from learners, teaching staff, and external stakeholders (as appropriate) has been effectively used to inform programme improvements. This should also include feedback received from local iwi and, where relevant, Māori as industry stakeholders.

Student feedback is gathered via the Evaluation Kit online survey system. This is reviewed by tutors and managers to inform improvements in teaching practices and resourcing issues.

Wintec offers an online professional development module for all staff to provide and introduction to Te Ao Māori and tikanga Māori.

Tōia Mai excellence framework has also been implemented Tōia Mai is an excellence framework that will guide system-wide change, to enable Wintec to improve equitable outcomes for tauira Māori and all learners and demonstrate Te Tiriti o Waitangi partnerships.

Need to increase Iwi engagement as Mātauranga Māori written into programmes needs to be assessed and monitored in the development of programmes,

- whether the outcome of any review has influenced the programme content and/or delivery.

As stated earlier the School of Media Arts commissioned a focus group of Māori graduates to advise on how to deliver on BCA Te Tiriti obligations and the Mātauranga

Māori content. This has influenced the program content and delivery, and requires robust resourcing.

Resources

Ngā Rauemi

Staffing

Comment on:

- current staffing (academic and support staff) as well as the facilities and physical resources dedicated to this programme.

In 2021, there are four full time (permanent) tutors who teach on the BCA (and in the elective modules across the degrees), along with two part-time (permanent) staff (one at 0.6 and one at 0.3 who teach on the degree and in the certificate level feeder programme respectively). These comprise of one Principle Academic staff member (PASM), four Senior Academic staff members (SASM) and one Academic staff member (ASM). All full-time permanent teaching staff on the BCA also supervise on the two post graduate programmes the school offers (at Honours and Masters levels).

In 2021 the BCA expanded its teaching staff by employing a Māori artist and teaching practitioner to a senior part time permanent Kaiako role, to lead and develop a thread of Mātauranga Māori in their core teaching (the 0.6 permanent position). As stated earlier this initiative needs appropriate resourcing.

This position could be a fulltime position given the reliance students have on one tutor to provide guidance and subject knowledge in Te Ao Māori, but also the need and relevance of Mātauranga Māori in art making spaces.

- the staff:student ratio.

The female identified cohort of students is at 74% the staffing is dominated by male teaching staff. As identified in the previous monitors report. This is especially marked in the BCA subsequently the resources students are directed to are dominated by male practitioners. Students in general appreciated the expertise and availability of staff and were positive about their learning experiences.

- changes to the teaching staff, if any, since approval or last monitoring including their qualifications, supervision experience, tertiary teaching experience and/or New Zealand industry experience.

There will some intervention with the employment of a female Māori practitioner however a lack of inclusivity dominates.

- staff professional development activities and plans.

An annual plan for capability development for staff is created from the goals identified in their MyPlan's (goal setting, reflective practice and capability development cycle) and these are aligned to Wintec and the Schools strategic direction.

The majority of staff have also completed the Te Taihu professional development module.

Multicampus

- the suitability, operation and resourcing of all delivery sites for the programme (ensuring they have been approved by NZQA) (including any international sites).

The BCA is delivered on the city campus (year one and electives) and year two and three studio practice papers are delivered in the CBD in a leased space (X Block) that has a specialised fit out.

Each student in X Block is allocated a studio space, there is a common teaching and collaboration space, with workshop facilities in the rear of the building.

- the institution's systems and resources for managing and quality assuring multi-site delivery and any approved subcontracting arrangements.

As stated in the previous monitors report the retail zoning of X Block restricts sculpture processes requiring 'hot' making processes such as welding, metal casting, or kilns. Ceramics is offered offsite, (at cost to students?) the media limitations impact interactions of students with each other and innovative nature of experimentation and innovation across multi disciplines.

Facilities

- the operation and effectiveness of any collaborative arrangements that are in place with other providers, as per the [Degree Approval Guidelines](#).

The Waikato Society of Potters offers a certificate in Ceramics in conjunction with the Otago Polytechnic, it follows that WSP is approved offsite by NZQA.

The School of Media Arts academic staff make up 25% of Wintec's PBRF submission. The teaching staff engage in practice-led research which directly informs the curriculum of the BCA by the expertise generated from the research activities. It is evident that staff research outputs are consistent with a strong research culture with collaborations across disciplines as well as individual staff outputs. The school allocation of funding provided several staff to complete creative research outputs, this funding has been utilised and projects completed for 2019/2020. Research outputs are primarily in the creative practice area with strong external engagement and in school collaborations maintaining cross-disciplinary praxis. All staff are allocated one day a week for research, which is flexible and project dependent. Data provided 2019 data shows equity issues present with sixteen male academics listed on the Research Plan compared to five female academics. The number of Māori is low, so numbers engaged in research are low. These statistics reflect the need for equity in staffing.

Issues and challenges**Ngā here, me ngā wero**

Comment on:

- any significant risks or challenges to the programme that are likely to be encountered in the next 12 months (e.g. falling enrolments, need for major equipment or accommodation upgrades, changes to specific professional requirements etc.).

Understandably COVID-19 and its variants is the most real challenge at this time to a program such as the BCA. Art-making in any discipline benefits from a creative challenging environment, where students can test out ideas with their cohort and their teachers. Face to face teaching and learning is key to students extending their knowledge and exploring new techniques and medium.

The provision of up-to-date equipment especially in the technology space is critical to students achieving a standard of expertise that industry requires, as well as fulfilling their own creative goals and investigations. The IT department requested a 3 year turn around to update and replace software and hardware.

- the processes the institution has put in place to deal with these challenges as well as the processes the institution needs to put in place to identify and deal with significant risks and challenges.

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The teaching and learning of Mātauranga Māori in artistic domains is an on-going challenge that needs to be staffed accordingly and supported throughout the program of delivery. Māori and Pacific staff need to be employed across the programmes.

Staff need to be supported to feel open to the inclusion of Mātauranga Māori in the programs as they are. Capacity building through programs such as Tōia Mai, also encourages the Ako model of teaching and learning. Understandably many staff are unsure of how the delivery of Mātauranga Māori throughout the programs is expected to filter through. It should not be expected (and I am not sure if it is) that non-Māori staff are asked to deliver Mātauranga Māori. Generally, staff were positive about engaging with Mātauranga Māori however cautious about current resourcing.

This section is a compilation of the recommendations made earlier in this report.

The recommendations below present challenges for the School of Media Arts and the BCA however enrolments building compared to 2019, The recommendations also echo the recommendations of the previous monitor review,

To the institution

List the recommendations you wish to provide to the institution for the sustainable delivery of the programme.

1. Update hardware on a 3 year cycle, increase capacity and improve access to mac labs during work hours for all BCA students.
2. Ensure timely access for students to software in the case of COVID restrictions.
3. Provide access to media requiring hot processes in Sculpture, onsite in handy proximity to studios and teaching.
4. That staffing is commensurate with student cohorts – improve female, Māori and Pacific staffing.
5. Improve research pathways for staff addressing equity issues. Encourage external funding.
6. That equity is ensured in resources and reference materials.
7. That the provision of Mātauranga Māori through the program be appropriately staffed and resourced.

- Advise whether the programme is being delivered as approved.

On the basis of the evidence reviewed during, prior and after the visit the monitor considers that the programme is being delivered as approved.

*This draft report is to be sent to NZQA for fact-checking. NZQA will then send the report to the institution for confirmation of factual accuracy before finalisation. **

Monitor's Signature
Dr. Donna Campbell

28 November 2021

Date

Please submit this report to DegreeMonitoring@nzqa.govt.nz.

This report was confirmed as accurate by [Name of person at institution], [position at institute] on [date]. (Any changes to be incorporated through tracked changes prior to resubmission to NZQA).



Wendy Richdale – Team Manager Contemporary Art / Communication

23/02/2022

Signature: Name of person at institution

Date

Appendix One: Agenda/Summary of the Visit

Appendix Two: Documentation required to be provided prior to the visit (as per the [Monitoring Guidelines](#))

At least one month before the visit, the institution is expected to provide the monitor with information, including but not limited to:

- the programme document
 - enrolment information
 - learner retention and achievement
 - graduate destination information
 - internal and external moderation activities
 - feedback from learners, teaching staff and external stakeholders
 - consultation with external stakeholders
 - how the institution has addressed any recommendations from:
 - the initial evaluation report and/or
 - the most recent monitor's report
 - changes to the programme and/or its delivery since the last report
 - staffing changes since the last report
 - current resources to maintain delivery of the programme
 - staff professional development activities
 - research activities of staff
 - significant issues and challenges
 - collaborative and/or sub-contracting arrangements.
-
- Māori Visual Culture on the Run.
 - Robert Jhanke
 - https://pesaagora.com/access-archive-files/ACCESSAV25N2_057.pdf

Appendix Three: Annual Statistics Report for: Bachelor of Contemporary Art Wintec 2020

	NZ European / Pakeha	Māori	Pasifika	International	Aged 20 and under	Aged 21+	Total for the programme (most recently completed academic year)	Total for programme (previous academic year)
Number of students enrolled	25	11	0	2	28	15	43	23
EFTS enrolled	21.5	10.125	0	2	25.125	12.9584	38.0834	19.1666
Number of course withdrawals¹	13	5	0	0	5	14	19	10
Number of course passes	74	39	0	4	97	36	133	76
Number of course fails²	35	15	0	6	35	29	64	24

Notes

1. Number of withdrawals from courses (ignore withdrawals with full refunds) e.g. 1 student enrolled into 3 courses and withdrawing from 2 of these would be recorded as 2 course withdrawals.
2. Number of course fails; must include all students enrolled into a course, other than those withdrawals with full refunds.
For example, 1 student enrolled into 2 courses and withdraws from both - 1 in week 1 with a full refund of the student and government funding, and 1 in week 7 with no refund, will be recorded as 1 fail.

Degree Monitoring Report

He Pūrongo Aroturuki Tohu Paetahi

Programme Name

Ingoa o te Hōtaka Ako

Bachelor of Contemporary Art

Name of TEO

Ingoa o te whare Mātauranga

WINTEC | Te Pūkenga

Monitor's name

Ingoa o te Kaiaroturuki

Dr Donna Campbell

Date of visit

Te rā

13-14 June 2022

Background

The purpose of monitoring programmes of study that lead to diplomas, degrees and related qualifications at levels 7-10 is to provide assurance to NZQA and stakeholders that a programme and its delivery consistently meet the criteria for ongoing approval and are being delivered in line with current best practice.

Monitoring reports must provide evidence that:

- the programme is being managed, planned and implemented as it was approved
- consideration has been given to any recommendations made during the programme approval and accreditation process
- any minor modifications and enhancements made by the institution are consistent with the intent of the approved programme and the ongoing development of a quality programme, and in line with a type 1 change
- there is independent, external academic input during reviews and consideration of significant programme enhancements (i.e. type 2 changes)
- NZQA is made aware of issues affecting the satisfactory provision of the programme
- the quantity and quality of staff research outputs are consistent with the development and maintenance of an ongoing research culture in support of the programme.

The monitor's report will also provide constructive feedback on the delivery of a programme. The report is based on what is seen and discerned during the monitoring visit and on the documents submitted to the monitor in advance of, or during the visit.

As an experienced practitioner in the related discipline or field it is expected that the monitor brings their expertise to make comments, observations and recommendations in an objective and constructive manner that adds value to the programme.

The *Guidelines for monitoring programmes leading to diplomas, degrees and related qualifications at levels 7 to 10* are available on the NZQA website at the following link: <https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/guidelines-degree-monitoring.pdf>

The *NZQF Programme Approval and Accreditation Rules 2018* are also available on the NZQA website at the following link: <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/prog-app-accred-rules-2019.pdf>

The report should be written with evidence-based definitive statements and provide as much information as possible under the headings prescribed below. If issues of concern arise, please contact NZQA to discuss.

- Give a brief introduction to the programme being monitored.

The Bachelor of Contemporary Art (BCA) is an interdisciplinary program of study where students are offered pathways through a range of different medium. The courses are underscored with theoretical considerations and skill based practical solutions. The BCA began in February 2019 and is one of four creative degrees. The first two – the Bachelor of Design (BDes) and the Bachelor of Communication (BComm) were launched in 2018. These were followed by the Bachelor of Contemporary Art (BCA) and Bachelor of Music and Performing Arts (BMusPA) together in 2019.

The four Bachelor programs share some core module of Critical Methods 1 & 2: Professional Practice 1, 2 & 3 along with a series of final year project modules. The interconnection of the programs gives students a wide range of electives that are offered across the suite of degrees. The BCA is a three-year full-time degree, with students offered pathways through core skills learning of different media such as painting, sculpture, illustration, and lens (which incorporates photography and moving image skills).

This report focuses on the Bachelor of Contemporary Art qualification. The monitoring for this report occurred in June 2022 to cover the program for 2021.

COVID -19 is still having an extreme impact on the BCA program. Staff expressed the stress of teaching blended or hybrid courses with stress levels worse than the full lockdowns of 2020. I did not interview any students for this report.

- Comment on student number growth, decline, and cohort makeup, e.g. domestic, international, etc.

Student numbers for 2020 totalled 43 an increase of 20 students from 2019. The majority of students 18-20 bracket with 15 over 21. Student numbers are divided by ethnicity

NZ European/Pākehā – 59%

Māori – 22%

Pasifika –7%

Asian – 4%

Other – 2%

Age range:

The majority between 20-24 52% closely followed by 18-19 years of age making up 41% of the cohort.

Female students make up 74% and male student 22%. This ratio is not reflected in the staff of the BCA.

- Clarify the number of times the programme has been monitored, e.g. the programme is in the fifth year of delivery/this is the first monitoring visit since the programme was approved.

The Bachelor of Media Arts underwent its final annual Degree Monitor's Review in 2019.

The Bachelor of Contemporary Art is in its 3rd year of delivery 2022 this is the third monitoring visit since the programme was approved, the first being in 2019. The first cohort of students to graduate was at the end of 2021.

Previous recommendations

Ngā putanga o mua

- List previous monitoring recommendations or, if this is a first visit, list requirements and recommendations made during the Degree Approval and Accreditation panel visit. Describe actions taken by the institution to address these and the progress achieved. List any significant issues and actions taken to address these.

Previous monitoring recommendations include:

To the institution:

1. *Update hardware on a 3 year cycle, increase capacity and improve access to mac labs during work hours for all BCA students.*
2. *Ensure timely access for students to software in the case of COVID restrictions.*
3. *Provide access to media requiring hot process in Sculpture, onsite in handy proximity to studios and teaching.*
4. *That staffing is commensurate with student cohorts – improve female, Māori and Pacific staffing.*
5. *Improve research pathways for staff addressing equity issues. Encourage external funding.*
6. *That equity is ensured in resources and reference materials.*
7. *That the provision of Mātauranga Māori through the program be appropriately staffed and resourced.*

Actions taken will be addressed in this report.

- State what documents were provided and reviewed prior to and at the visit, and which documents were not provided but were expected as per the Monitoring Guidelines (if applicable).
- A list of required documents is attached to this template as Appendix Two.
- Provide a brief summary of the monitoring visit and attach the agenda for the day to this report as Appendix One. List individuals met, and sites visited.

The following documents were made available on Teams before the visit:

Monitor report template

Visit schedule – Face to face meetings and zoom.

Bachelor of Contemporary Art overview 2021

NZQA Monitor Reviews – stats as at 2021-04-13

2021 Organisational Structure

Postgraduate Monitor Schedule

Annual Programme Evaluation Report 2020

Annual Programme Survey

Student Complaint Summary

Summary of EPG's and IF'

Bachelor of Communication Module Dashboard

MODERATIONMASTERDATA_2020

I had scheduled group meetings with:

Monday 13th June

Shelley A. Wilson – Dean

Erin Anderson – Executive Dean

Paul Holloway – Chief Financial Officer

Sam Cunnane – Group Director, Business, Enterprise, IT & School of Media Arts

Wendy Richdale - Team Manager Communication & Contemporary Art

Dr Nick Braae - Research Leader, Senior Academic Staff Member

Lotta Bryant - Research Operations Manager

(Other administration and executive staff welcomed us and attended some meetings as well - facilitated by Lee Lauren who scheduled meetings as they were required, provided access to documents, systems, and was generally helpful)

Research:

Dr Nick Braae Research Leader SOMA, Principal Academic Staff Member

Jonathan Ryan Research Operations Manager

Programme Leadership Team:

Wendy Richdale – Team Manager, Communication and Contemporary Art

Tim Croucher – Programme Coordinator, Contemporary Art

Contemporary Art Students:

Students were invited and agreed to meet but did not turn up.

Moderation Overview:

David Sidwell – Team Manager, Bachelor of Music & Performing Arts, Postgrad

Megan Rogerson-Berry – Critical Methods

Kent Macpherson – Senior Academic tutor (Music)

Rebekah Harman – Senior Academic tutor (Professional Practice)

Industry Partners:

I met with three external stakeholders and had a very useful conversation on the expectations of students who graduate from the Bachelor of Media Arts as well as the Bachelor of Contemporary Art

██████████ – Curator, Artist.

██████████ – Sculptural Glass Artist

██████████ – Writer and Artist

withheld under s 9(2)(a)

Tuesday 14 June

BCA Tutors:

Tim Croucher – Programme Coordinator, Contemporary Art

Gareth Williams – Senior Academic Staff Member, Coordinator, BMA Hons, Postgrad

Geoff Clarke – Senior Academic Staff Member, Contemporary Art

Stef Young – Senior Academic Staff Member, Photography

Dr Fiona Jackson – Academic Staff Member, Moving Image

Dr Matthew Bannister – Senior Academic Member, Critical Method 2

Elna Fourie – Senior Academic Staff Member, Professional Practice 2 & 3

Danielle Foster – Academic Staff Member, Professional Practice1, and BCA Electives

Megan Rogerson-Berry – Principal Academic Staff Member, Music & Performing Arts (Critical Methods 1 & 2)

ABSENT:

Stef Young – Senior Academic Staff Member, Contemporary Art (Lens: Photography)
Teaching at the time of meeting.

Toni Herangi – Senior Academic Staff Member, Contemporary Art (Mātauranga Māori)-*New staff member second day in the position.*

Resourcing and Support Staff:

Wendy Richdale – Team Manager, Communication and Contemporary Art

Mike Sanerive – Manager Technology Platforms, Information Technology Services

Vikas Mamgain – Manager Technology Services.

Susan Ye – International Student Services Advisor

Martin Brock – Senior Marketing Specialist

Dawn Carlisle – Liaison Librarian, Library
Marion Tahana – Learning Support - SASM
Sarah Silver – Business Manager, Student Enrolment & Information Centre
Kerrie Challis – Te Kete Manaaki – Accessibility Manager
Naomi – Enrolment

Sites visited:

I visited the CBD leased space (X Block) which has a specialised fit out. I viewed a large number of students works, in progress and completed. It would have been beneficial to be able to speak to students if they could have been in their creative spaces. This space provides individual workspaces year 2 and up with the 1st year students working in a communal space. The individual spaces are ample encouraging material experimentation and experimentation. The students made these spaces their own displaying their work, some working directly on the wall. The communal space was sufficient encouraging students to build a strong cohort, facilitating collaboration and the experience of group creative energy.

I have not been to visit R Block and P Block where Moving Image/Screen is now located as well as Photography. I would also have liked to have seen student work – in progress and completed.

Programme content and currency

Ngā hua me ngā whakaritenga o te
Hōtaka Ako

This section is included to provide assurance to NZQA that the programme is being regularly reviewed (as appropriate) in accordance with the relevant Rules and Guidelines and that reviews have been sanctioned by the institution's Academic Board.

Comment on:

- any programme reviews that have taken place (formal and informal reviews).
- the stakeholder consultation that is undertaken with internal stakeholders (for example staff and learners) and external stakeholders (for example employers, industry etc.) to inform the ongoing development of the programme.

In 2019/2020 the School of Media Arts commissioned a focus group of Māori graduates to advise on how to deliver on BCA Te Tiriti obligations and the Mātauranga Māori content. The team was led by local art and curriculum expert [REDACTED], with alumni [REDACTED], [REDACTED] and [REDACTED]. The result was curriculum work expanding on the teaching requirements to deliver Mātauranga Toi to the Contemporary Art students integrated through their core papers. This 'trans-cultural approach' (Jahnke, 2006) values Māori values and provides a bi-cultural environment that supports all learners. Correspondingly this approach will support Wintec's Māori students and help to raise equitable achievement. Introduced as a core competency intended to enhance student's cultural competency and ground their practice with a strong sense of the distinctive 'place' that is Aotearoa.

withheld under s 9(2)(a)

- any changes to the programme (Type 1 and Type 2) that the institution has made in the last 12 months or since the last monitoring visit (e.g. new components developed, changes to electives) and elaborate on any significant Type 2 changes applications.
- the impact the changes have had and will have on learners and other stakeholders, including staff.

The advice of the consultation group resulted in a position being created to deliver Mātauranga Toi. The previous staff member developing this kaupapa has since resigned from the position to pursue PhD study, with a new Māori staff member now employed in a 0.6 permanent position with an additional 0.2 as researcher, as of June 2022. Mātauranga Māori is taught concurrently with the practical projects for each domain with the aim to weave this knowledge through the student's making. Allowing

students to expand their knowledge and understanding from a Te Ao Māori perspective and expand their understanding of different ways of approaching the world and creative practice along with raising their cultural awareness. Mātauranga Māori is incorporated into the core studio papers as core competency enhancing all student's cultural competency developing them as strong artistic practitioners in Aotearoa. The delivery of Mātauranga Māori throughout the program requires extensive resourcing. It is imperative that support be put around this staff member, and that non-Māori staff are supported to engage in culturally responsive pedagogies.

- the currency of the programme or component content where appropriate, from the position of a subject matter expert

–
As noted the staff of the BCA staff are keen to implement Mātauranga Māori as the grounding and positioning of this knowledge in creative practice, supporting authentic artistic practice in Aotearoa. From this monitors point of view these developments will take time to socialise however after meeting with tutors there is a strong desire for engagement.

- How the institution's strategies for equitable access and equity of outcomes for Maori and Pasifika learners is given effect in the programme.

Wintec continues to develop its transformational projected called Tōia Mai in 2021. Tōia Mai is an equity and excellence framework that guides system-wide change, to enabling Wintec to improve equitable outcomes for Māori learners/taura and demonstrate Te Tiriti o Waitangi partnerships.

Weekly Monday morning karakia is well attended online and face to face.

New components such as teaching observations have developed since last monitoring visit with a focus on the delivery of Mātauranga Māori woven throughout the teaching. A renewed sense of engagement with the delivery of Mātauranga Māori was expressed by the tutors I met which was a major positive compared with the last report. Tutors expressed support for the new Māori staff member and felt more able to implement new ideas in delivery.

Teaching/learning strategies

Ngā rautaki o ngā whakaakoranga

Comment on:

- the teaching/learning strategies for the programme(s). How well are the teaching/learning strategies achieving the desired outcomes of the programme (from the perspectives of staff and learners)?

Cross-pollination occurs in the interdisciplinary spaces of the program. Hot sculpture is now not available to students as the city zoning does not allow for this creative practice, ceramics continues to be offered through the Hamilton arts society. A focus on cold sculptural processes and other innovations (such as laser cutting) are provided for students to learn to work in 3D.

- the appropriateness of delivery methods in relation to programme/component content.

Delivery methods are studio based. Ako teaching and learning strategies are being implemented throughout the program. Professional practice includes internships with external stakeholders. The development of 3 year cycle to update hardware is underway.

- the staff supervision and management of internship/practical work/project-based/work-based learning, including the operation of an MOU if applicable

Students are engaged in internships in their final year, giving them a taste of industry expectations. Staff supervise these programs to ensure student welfare however the industry people I spoke with would like more interaction with staff while they are working with students in their studios. Internships introduce students to the multiple pathways art students can embark on after graduation. The industry experts I met with expressed an interest in having more students engage in external programs, with senior artists as mentors rather than “internships”. It was expressed by this group that it would be supportive of both student and mentor to have clear outcomes for the student that the mentor could use as guidelines for supporting student learning experience.

- practices in place to ensure inclusiveness and culturally appropriate delivery.

The industry stakeholder/partners I met with expressed an interest in being involved in classroom delivery, as introduction to business/studio practice experiences.

Assessment

Aromatawai

At the commencement of the visit, the monitor should request a sample of the assessment tasks and marking rubrics from the programme, and discuss assessment design with the teaching staff.

Comment on:

- the assessment tasks and marking rubrics
- how effective the assessment tools/methods are in enabling learners to meet the component learning outcomes

Change in delivery from the 60-credit core modules to two 30 credit modules in 2021 was response to student feedback. Assessment structures changed to accommodate these structures.

- how group assessments are conducted to ensure each learner meets the learning outcomes

–

Assessments consists generally of individual evidence portfolios according to the Curriculum Document where students must complete all assessments and gain an overall mark of at least 50% in to pass a module. Evidence portfolios are comprised of multiple components. Assessment also includes craft evidence consisting of examples of artworks either in progress or final form, Self-Assessment comparing progress of work to agreed standards, Reflective practice measuring the extent to which a student is able to evaluate their experiences, and Peer assessments assessing against agreed standards as well as Presentations, and Written work.

- the appropriateness of assessment methodologies and the effectiveness of any changes made if applicable
- academic integrity issues, in particular the application of plagiarism policies for all assessments within this programme.

Moderation

- view the moderator's report (if available)

–

The moderation committee ensures moderation is happening according to a 3 year plan. Pre-teaching assessment of Learning Outcomes, delivery modes and timing is carried out before teaching commences. Post assessment moderation is undertaken after the course is finished ensuring the moderation loop is closed. The quality of assessment is monitored through these processes.

- outline internal and external moderation arrangements and practices, state any issues and comment on how feedback was actioned (if applicable).

–

Moderation workshops for staff assessing grading benchmarks, with external moderation looks at top, middle and bottom grading for benchmarking.

- the suitability/appropriateness of internal/external moderation including moderation plans.

Recognition and award of credit for learning (RPL and CRT)

Te Whakaaetanga o ngā Akoranga o
Mua, me Te Whakaaetanga o te
Whiwhinga

Comment on:

- the processes involved when students have been enrolled via Recognition of Prior Learning (RPL) or Credit Recognition and Transfer (CRT). This applies to all learners whose prior learning at another institution or programme has been recognised.
- whether there are arrangements in place with other providers (domestic or international) to facilitate entry into various points on the programme.
- where RPL or CRT has been granted, specifically comment on how these enrolments have been analysed and documented by the institution in each case (the monitor should request to see evidence of these records)

Programme delivery/ learner achievement

Ngā Whakaakoranga/
Ngā Whakatutukitang

Comment on:

- learner support and guidance from teaching staff and how this enhances programme delivery.

The impacts of COVID19 are still being felt and staff have been adapting delivery styles by offering hybrid learning opportunities. All staff pivoted to online learning, having learnt a lot in the lockdown of 2020 delivering and supervising online through robust Moodle pages, forums and learning resources, along with hosting zoom classes and extra check-ins with students. Many staff expressed 2021 was more difficult with the vaccine mandate ensuring all staff and students be vaccinated to continue to work and study at Wintec.

Staff needed to adjust to students not wanting to vaccinate, but still wanting to continue with their studies. Semester 1 staff developed hybrid models for teaching and learning. Staff expressed that many students did not want to return in 2 semester, some courses were offered face to face as well as online. Staff being more familiar with the curriculum felt more confident in adapting programmes to suit students, without compromising the Learning Outcomes.

All staff expressed it was a very stressful first semester with so many variables.

They also conveyed that some felt there was not enough recognition for the 2 years tutors have been working with very high workloads due to the pandemic.

Students expressed being heavily impacted by having to zoom in and sometimes having no access to studio space and materials. They also felt frustration at not being able to access Adobe creative suite if they wanted to work from home.

- whether staff are suitably qualified and experienced.

Staff are all practicing artists with academic teaching and research backgrounds.

Students appreciated the expertise and availability of staff. Some staff maintain active studio research on site, giving the students opportunities to observe and engage in the creative practice processes of their tutors.

- the support for student research projects conducted internally or with external stakeholders, in particular the supervision and management of these projects.

Programme design of the BCA has enabled students to engage with external stakeholders regularly. Staff act as coaches and mentors on management of external projects that arise from these engagements.

The School of Media Arts also has an on-campus art gallery Ramp Gallery, which has been operating for over 20 years. This gallery brings nationally significant work up close for students to engage with, along with international artists when budgets allow. Third year students in the BCA engage in internships in this space, through Professional Practice 3. This was historically a strong part of the BMA degree and has been brought through to the new suite of creative degrees to ensure our graduates are work-ready. In 2021 a new curator/manager was appointed – Hollie Tawhiao – who is working with students to ensure the space provides for their needs and provides ample opportunity for them to receive relevant industry experience prior to graduation.

- where practicum, internship work-placements are involved, comment on the student support including the management of the MoU and ongoing pastoral care.

As noted earlier the mentors/industry partners asked for more staff input and pastoral care for students while they are on internships. The group I met with recommended more students come to them for industry experience.

- learner retention, withdrawals and achievement measured, recorded, and used.
- employment outcome statistics if applicable.

Data on retention and withdrawals in Appendices 2.

- the enrolment numbers and achievement/success rates for Māori and Pasifika learners that support the attainment of equity of outcomes.

Although Māori enrolments in the BCA are building more support for Māori/Pasifika learners will improve parity. No Pasifika students are recorded in the BCA data - this needs to be addressed. The inclusion of Mātauranga Māori in the curriculum and Tōia Mai programme are promising developments that are designed to support achievement and success rates for Māori/Pasifika learners.

- feedback from learners regarding the programme and its delivery and how programme review is informed by this feedback.

No feedback from students for this report.

Distance-online delivery [where approved]

- Systems in place for distance-online delivery including the appropriateness and effectiveness of synchronous/asynchronous delivery

Robust Moodle sites for each course have supported students through the online delivery.

- Where the programme is being provided both online and on-campus ensure that the delivery is equivalent

The moderation processes ensure these modalities are commensurate.

Offshore delivery [where approved]

- To ensure that the programme and its delivery are ‘comparable’ to New Zealand based programme delivery, it is imperative that the programme learning outcomes, content, student workload [particularly credit value, level and duration], and acceptability to regulatory/professional bodies, employers and industry, and NZ community need continue to be met.
- The ten criteria in the [NZQF Offshore Programme Delivery Rules 2012](#) and the [Guidelines to the implementation of the New Zealand Qualifications Framework Offshore Programme Delivery Rules](#) should also be considered.

Key stakeholder feedback

He whakahokinga kōrero tā te Hunga Whaipānga Matua

Rule 4 Criterion 4 in the NZQF Programme Approval and Accreditation Rules outlines who are key stakeholders; “... *relevant communities (including ākongā, whānau, hapū, iwi and hāpori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies)*”

Meetings will be arranged with key stakeholders such as the programme’s Industry Advisory Group, current learners, teaching staff, etc to examine that they are being consulted and that their feedback on the programme content and currency is being incorporated in programme reviews, to ensure that the graduates are work ready.

Comment on:

- The nature and frequency of stakeholder feedback and the institute’s responsiveness to their feedback

Two industry forums or similar industry engagement events are run each year, connecting with employers and specialists in the domains of the BCA. Data from these meetings is shared with relevant staff and reflected in curriculum design and development.

- the institution’s practices for seeking feedback on the programme from staff, learners and external key stakeholders, particularly employers, work placement partners, and representatives of industry.
- the formal programme review processes carried out since the last monitoring event and specifically how feedback from learners, teaching staff, and external stakeholders (as appropriate) has been effectively used to inform programme improvements. This review must also include feedback received from local iwi, and Māori as industry stakeholders
-

Student feedback is gathered via the Learner Pulse online survey system. This is reviewed by tutors and managers to inform improvements in teaching practices and resourcing issues.

Wintec offers an online professional development module for all staff to provide and introduction to Te Ao Māori and tikanga Māori.

Tōia Mai excellence framework has also been implemented. Tōia Mai is an excellence framework that will guide system-wide change, to enable Wintec to improve equitable outcomes for taura Māori and all learners and demonstrate Te Tiriti o Waitangi partnerships.

Need to increase Iwi engagement as Mātauranga Māori written into programs needs to be assessed and monitored in the development of programmes,

- This feedback must also specifically discuss equitable access to the programme for Māori and Pasifika learners and examine the process in place to support these learners and facilitate equitable outcomes
- whether the outcome of any review has influenced the programme content and/or delivery.
-

As stated earlier the School of Media Arts commissioned a focus group of Māori graduates to advise on how to deliver on BCA Te Tiriti obligations and the Mātauranga Māori content. This has influenced the program content and delivery and requires robust resourcing.

–

Resources

Ngā Rauemi

Staffing

Comment on:

- current teaching staff
 - Are they qualified to a level above the qualification being awarded?
 - Do they possess a suitable teaching qualification?
 - Have they work experience in a New Zealand context relevant to the discipline of the degree?
 - Are all the teaching staff research active?

In 2021, there are four full time (permanent) tutors who teach on the BCA (and in the elective modules across the degrees), along with two part-time (permanent) staff (one at 0.6 and one at 0.3 who teach on the degree and in the certificate level feeder programme respectively). These comprise of one Principle Academic staff member (PASM), four Senior Academic staff members (SASM) and one Academic staff member (ASM). All full-time permanent teaching staff on the BCA also supervise on the two post graduate programmes the school offers (at Honours and master's levels).

In 2021 the BCA expanded its teaching staff by employing a Māori artist and teaching practitioner to a senior part time permanent Kaiako role, to lead and develop a thread of Mātauranga Māori in their core teaching (the 0.6 permanent position with an

additional 0.2 research allocation taking this to a 0.8 permanent position). As stated earlier this initiative needs appropriate resourcing.

–

- changes to the teaching staff, if any, since approval or last monitoring including their qualifications, supervision experience, tertiary teaching experience and/or New Zealand industry experience.

–

New staff member employed 0.6 + 0.2 Research to a total of 0.8 EFTS as stated above.

the staff:student ratio

The female identified cohort of students at 74% the staffing is dominated by male teaching staff. As identified in the previous monitors report. This is especially marked in the BCA subsequently the resources students are directed to are dominated by male practitioners. There will some intervention with the employment of a female Māori practitioner however a lack of inclusivity dominates.

- support staff arrangements
 - supports in place for distance-online learners
 - delivery of Code of Pastoral Care
 - cultural awareness and training
 - accessibility to a range of learning and pastoral support services.

An annual plan for capability development for staff is created from the goals identified in their My Plan's (goal setting, reflective practice and capability development cycle) and these are aligned to Wintec and the Schools strategic direction.

Most staff have also completed the Te Taihu professional development module.

Multicampus

- the suitability, operation and resourcing of all delivery sites for the programme (ensuring they have been approved by NZQA) (including any international sites).

The BCA is delivered on the city campus (year one and electives) and year two and three studio practice papers are delivered in the CBD in a leased space (X Block) that has a specialised fit out.

Each student in X Block is allocated a studio space, there is a common teaching and collaboration space, with workshop facilities in the rear of the building.

- the institution's systems and resources for managing and quality assuring multi-site delivery, distance-online delivery and any approved subcontracting arrangements

As stated in previous monitors reports the retail zoning of X Block restricts sculpture processes requiring 'hot' making processes such as welding, metal casting, or kilns. Ceramics is offered offsite, (at cost to students) the media limitations could impact interactions of students working in 3D with each other and innovative nature of experimentation and innovation across multi disciplines. The possibility of delivering hot sculpture processes at the Rotokauri site was recommended by tutors. The focus on cold processes and using technology such as laser cutting has been embedded in the core teaching, to ensure students are able to explore working in 3D despite the zoning restrictions within the CBD.

Facilities

- library facilities [physical and access to online academic libraries]
- information technology support
- dedicated cultural spaces
- Programme specific resources including supports for work placements, specialist equipment, etc
- the operation and effectiveness of any collaborative arrangements that are in place with other providers, as per the [Degree Approval Guidelines](#).

The Waikato Society of Potters offers a certificate in Ceramics in conjunction with the Otago Polytechnic, it follows that WSP is approved offsite by NZQA.

Section 454(3)(a) of the Education and Training Act 2020 requires that the award of a degree must recognise the completion of a programme of advanced learning that is “taught mainly by people engaged in research”.

Comment on:

- how the programme’s teaching staff research activities inform/support the programme curriculum
- the research plan presented at the last visit, and whether those intended research outputs have been successfully progressed
- whether the quantity and quality of staff research outputs are consistent with the development and maintenance of an ongoing research culture in support of the programme
- the relevance of staff research activities and whether these align with the intent of section 454(3) of the Act
- future research plans for the teaching staff
- support provided by the institution for staff engaging in research (financial, time, collaboration, and other support structures).

–

The School of Media Arts academic staff make up 25% of Wintec’s PBRF submission. The teaching staff engage in practice-led research which directly informs the curriculum of the BCA by the expertise generated from the research activities. It is evident that staff research outputs are consistent with a strong research culture with collaborations across disciplines as well as individual staff outputs. The school allocation of funding provided several staff to complete creative research outputs, this funding has been utilised and projects completed for 2019/2020. Research outputs are primarily in the creative practice area with strong external engagement and in school collaborations maintaining cross-disciplinary praxis. All staff are allocated one day a week for research, which is flexible and project dependant. Data provided 2019 data shows equity issues present with sixteen male academics listed on the Research Plan compared to five female academics. The number of Māori is low so numbers engaged in research are low. These statistics reflect the need for equity in staffing. Staff need to be encouraged to pursue PhD and/or external research with timetabling to support research.

–

Comment on:

- any significant risks or challenges to the programme that are likely to be encountered in the next 12 months (eg falling enrolments, need for major equipment or accommodation upgrades, changes to specific professional requirements etc)

Understandably COVID-19 and its variants is the most real challenge at this time to a program such as the BCA Artmaking in any discipline benefits from a creative challenging environment, where students can test out ideas with their cohort and their teachers. Face to face teaching and learning is key to students extending their knowledge and exploring new techniques and medium.

The provision of up-to-date equipment especially in the technology space is critical to students achieving a standard of expertise that industry requires, as well as fulfilling their own creative goals and investigations.

- the processes the institution has put in place to deal with these challenges as well as the processes the institution needs to put in place to identify and deal with significant risks and challenges

The development of hybrid teaching modalities has mitigated the impact on students learning throughout 2021. However, the implementation has taken its toll on staff well-being.

- based on the information gained from the visit and your expertise as an academic or practitioner in the relevant field, include observations (if any) that you wish to make on the programme content or delivery that may add value to the programme.

The teaching and learning of Mātauranga Māori in artistic domains is an on-going challenge that needs to be staffed accordingly and supported throughout the program of delivery. Māori and Pacific staff need to be employed across the programmes. Capacity building through programs such as Tōia Mai, also encourages the Ako model of teaching and learning.

The implementation of the Te Pūkenga network, as the new model for vocational tertiary teaching in New Zealand will be monitored in the next round as Wintec are early movers in this space.

*This section is a compilation of the recommendations made earlier in this report.
A monitoring report does not include commendations or requirements.*

To the institution:

1. *Ensure timely access for students to Creative Cloud over all years of the degree.*
2. *Ensure hardware is fit for purpose and students have access to appropriate hardware.*
3. *Staffing is commensurate with student cohorts – improve female, Māori and Pacific staffing.*
4. *Improve research pathways for staff ensuring equity. Support and encourage external funding applications.*
5. *The provision of Mātauranga Māori through the program be appropriately staffed and resourced.*

- list the recommendations as above
- advise whether the programme is being delivered as approved

–

On the basis of the evidenced reviewed during, prior and after the visit the monitor consider that the programme is being delivered as approved.

- include recommendations for self-monitoring if appropriate (in accordance with section 3 of [The guidelines for monitoring programmes leading to diplomas, degrees and related qualifications at Levels 7 to 10](#)).

The monitor's draft report is to be submitted to NZQA in the first instance for further processing.

NZQA will then send the report to the institution for confirmation of factual accuracy. Thereafter the final report will be issued to the institute by NZQA.

For programmes that have been set to self-monitoring, monitors are contracted directly by the institute and should send their completed monitoring report to the TEO, not to NZQA. This report will then inform the APERs.

Donna Campbell



Monitor's Signature
[Name]

12 July 2022

Date

Please submit this report to DegreeMonitoring@nzqa.govt.nz.

This report was confirmed as accurate by Sam Cunnane on 18 July 2022



Sam Cunnane

18/07/2022

Date

**Appendix One:
Agenda/Summary of the Visit**

Appendix Two:

Documentation required to be provided prior to the visit

(as per the [Monitoring Guidelines](#))

At least one month before the visit, the institution is expected to provide the monitor with information including but not limited to:

- The current programme document
- enrolment information
- learner retention and achievement
- graduate destination information
- internal and external moderation activities
- feedback from learners, teaching staff and external stakeholders
- consultation with external stakeholders
- how the institution has addressed any recommendations from:
 - the initial evaluation report and/or
 - the most recent monitor's report
- changes to the programme and/or its delivery since the last report
- staffing changes since the last report
- current resources to maintain delivery of the programme
- staff professional development activities
- research activities of staff
- significant issues and challenges
- collaborative and/or sub-contracting arrangements.

Each TEO should also provide the monitor with a copy of the Monitoring Guidelines, the NZQF, the NZQA Programme Rules and the monitoring report template.

Appendix Three: Annual Statistics Report for [name of programme] [academic year]

The layout and content below are indicative only.

Providers are encouraged to work alongside monitors to agree the most appropriate content and layout of this table for the programme under review.

	NZ European / Pakeha	Māori	Pasifika	International		Total for the programme (most recently completed academic year)	Total for programme (previous academic year)
Number of students enrolled							
EFTS enrolled							
Number of course withdrawals ¹							
Number of course passes							
Number of course fails ²							

Notes

1. Number of withdrawals from courses (ignore withdrawals with full refunds) e.g. 1 student enrolled into 3 courses and withdrawing from 2 of these would be recorded as 2 course withdrawals.
2. Number of course fails; must include all students enrolled into a course, other than those withdrawals with full refunds. For example, 1 student enrolled into 2 courses and withdraws from both - 1 in week 1 with a full refund of the student and government funding, and 1 in week 7 with no refund, will be recorded as 1 fail.

FIVE-YEARLY REVIEW REPORT

PROGRAMME REVIEWED: Batchelor Contemporary Art. Wintec / Te Pukenga
 REVIEW PERIOD: 2019-2022
 DATE OF REVIEW: 17-18 May 23

	NAME	POSTION
PANEL MEMBERS:	DONNA CAMPBELL	DEGREE MONITOR
	withheld under s 9(2)(a)	INDUSTRY PARTNER
	DAVID HALL	INTERNAL WINTEC STAFF MEMBR

INTRODUCTION

THE REVIEW

Please provide a brief background to the report e.g. the degree is in fifth year of delivery, this is the first five-yearly review since the degree was approved, who the review panel met with, etc.

	GROUP FUNCTION	NAME	POSTION
PEOPLE INTERVIEWED:	Leadership	Wendy Richdale	Team Manager BCA
		Tim Croucher	Principal Academic Tutor. Programme Co-ordinator BCA
	Research	Sam Cunnane	Group Director, Business, Enterprise, IT & School of Media Arts
		Wendy Richdale	Team Manager, Bachelor of Contemporary Art, Bachelor of Communication
Students BCA	Dr Nick Braae	Research Leader, Principal Academic Staff Member	
	withheld under s 9(2)(a)	Bachelor of Contemporary Art Yr 2. Bachelor of Contemporary Art Yr 2. Bachelor of	

		Contemporary Art Yr 3
Moderation Overview	Rebekah Harman	Moderation Committee Chair, Principal Academic Staff Member (Professional Practice)
BCA Tutors	Tim Croucher	Principal Academic Staff Member, Programme Coordinator, Contemporary Art (Painting)
	Gareth Williams	Senior Academic Staff Member, Contemporary Art (Sculpture);
	Geoff Clarke	Coordinator BMA Hons Senior Academic Staff Member, Contemporary Art (Illustration)
	Dr Tamsin Green	Senior Academic Staff Member, Contemporary Art (Photography)
	Paul Nelson	Academic Staff Member, Communication & Contemporary Art (Screen)
	Toni Herangi	Senior Academic Staff Member, Contemporary Art (Matauranga Māori)
	Danielle Foster	Academic Staff Member, Contemporary Art (Painting), Professional Practic
Industry Partners	██████████	Curator, Poutiaki Whakataki, Waikato Museum
	██████████	Director, ██████████
RAMP	Megan Lyon	Ramp Festival Director

withheld under s 9(2)(a)

Resourcing and Support	and	Holly Russell	Storyteller Ramp Gallery Curator (Senior Academic Staff Member, BCA) Senior Marketing Specialist Liaison Librarian, Library International students services advisor Team Leader, Student Erolment & Information Centre Principal Academic Staff Member, Music & Performing Arts (Critical Methods lead) Senior Academic Staff Member, Theory (Critical Methods 2) Academic Staff Member, BCA (Critical Methods 1) Principal Academic Staff Member (Prof Prac 1)
		Dr Tamsin Green	
		Martin Brock	
		Dawn Carlisle	
		Unmesah Veeti	
Tutors: Methods & Professional Practice	Critical &	Naomi Balvert	Academic Staff Member, BCA (Prof Prac 1, 2) Principal Academic Staff Member, Communication / Design Factory (Prof Prac 2, 3) Senior Academic Staff Member, BCA (Prof Prac 3)
		Megan Rogerson-Berry	
		Dr Matthew Bannister	
		Mason Holloway	
		Rebekah Harman	
		Danielle Foster	
		Elna Fourie	
Dr Tamsin Green			

THE REPORT

The purpose of the Five Yearly Review is to look at the past five years of programme delivery, add to that current and future state predictions of the environment, to determine the if the programme is still 'fit for purpose', and whether change is required. This report is divided into three main sections:

- ▶ Introduction – details of the review and report process
- ▶ Commendations, Recommendations and Points of Further Discussion – details the judgements of the review panel
- ▶ Findings – details the information discovered during the review process the review panel judged to be relevant to the review process and informed their commendations, recommendations or points of further discussion.

INTRODUCTION

The Bachelor of Contemporary Art (BCA) is an interdisciplinary program of study where students are offered pathways through a range of different medium. The courses are underscored with theoretical considerations and skill based practical solutions. The BCA began in February 2019 and is one of four creative degrees. The first two – the Bachelor of Design (BDes) and the Bachelor of Communication (BComm) were launched in 2018. These were followed by the Bachelor of Contemporary Art (BCA) and Bachelor of Music and Performing Arts (BMusPA) together in 2019.

The four Bachelor programs share some core module of Critical Methods 1 & 2: Professional Practice 1, 2 & 3 along with a series of final year project modules. The interconnection of the programs gives students a wide range of electives that are offered across the suite of degrees. The BCA is a three-year full-time degree, with students offered pathways through core skills learning of different media such as painting, sculpture, illustration, and lens (which incorporates photography and moving image skills).

This report focuses on the Bachelor of Contemporary Art qualification.

COVID -19 is still having an extreme impact on the BCA program. Staff expressed the stress of teaching blended or hybrid courses with stress levels worse than the full lockdowns of 2020.

COMMENDATIONS

Please indicate anything that you think is good practice, or deserving of special mention.

The tertiary gallery space Ramp Gallery adjacent to the studios and central on the Wintec/Te Pukenga campus is utilised as a teaching space, as well student/staff and invited artists gallery space.

There is emphasis on cross-pollination across the disciplines of photopgraphy, moving image, painting and sculpture. Despite the boundaries of materiality in the practices the concepts and ideas of creative practice are explanded through interdisciplinary dialogue.

The module Eco Creative Practice Level 6 is especially pertinent and merits special mention.

This module is designed to provide learners with an awareness of how to create a positive impact on the natural environment through understanding resources used in creative practices and processes, both locally and globally. There is an emphasis on models used to track and understand resource use, as well as mechanisms for social behavioral change. Analysis will focus on giving learners a broad understanding of the historical, indigenious and contemporary contexts to caring for the natural environment.

Learning Outcomes:

- 1.Demonstrate the ability to identify key impactors that are causing negative impacts on the natural environment locally and globally.
- 2.Research and analyse common codes and conventions that lower humanities environmental footprint in regard to a creative practice.
- 3.Analyse, reflect and create potential solutions to environmental issues and social responsibilities in regard to a creative practice.

RECOMMENDATIONS AND/OR POINTS OF FURTHER DISCUSSION

Please list the recommendations (if any) or points of discussion that you wish to provide to the School/Wintec to enhance their delivery of the programme.

It is critical to recognize the BMA students acquire far more than practical skills and that there is more to the nature of knowledge in all the fields of education Wintec engages in, in particular pertaining to this report the students in the BMA and BCA . Skills are one part of learner's acquisition through this program of study.

The program is building communities of practice where successful learners are at the centre, changing the paradigm, there can be contradictions that may not enrich the relational relationships that have been already established. There's a sense that management are responsible and the changes trickle down, but there are so many awesome things happening the classroom. Its not about implementation its much more about sensing change, the addition of new staff members to the program will take a few years to reap the strength and depth of those contributions. With the implementation of Te Pukenga there is a danger that if the program starts being chopped up and reconfigured it could be destabilizing, although staff are not afraid of change there needs to be balance, implementing a holistic approach.

FINDINGS

ISSUES AND CHALLENGES

Please comment on any significant risks or challenges to the programme that are current or likely to be encountered in the near future (e.g. falling enrolments, need for major equipment or accommodation upgrades, changes to specific professional requirements etc.). Comment on the processes the institution has put in place to deal with these challenges. How will significant risks and challenges be identified? How relevant are the processes to deal with these challenges to the upcoming challenges? What other processes need to be considered?

Covid19

Covid19 once again had a huge impact on kaimahi and ākonga in 2022 with vaccination policies in force in February affecting semester one on-campus environments. While this did not affect a large number of kaiako or ākonga, the impact on the few that it affected was significant. Due to campus closures early in 2022, again kaimahi pivoted quickly to online learning, using their skills in delivering online (through robust Moodle pages, forums and learning resources), along with hosting zoom classes and extra check-ins with ākonga. Due to these continued restrictions, kaimahi have increased their capabilities and were ready to pivot quickly to online and dual delivery. We have however, seen higher stress levels in kaiako resulting from continual changes and increased uncertainty. There continued in early 2022 to be a high workload to implement online learning with increased administration requirements to monitor all changes made to teaching or assessment through the Moderation Committee and increased ākonga support required (both academic and pastoral). While kaimahi continue to perform highly in this Covid19 environment, wellbeing remains a critical concern for them which is reflected in their employee survey and monitors review discussions. Ākonga feedback shows that in the majority, this increased level of attention and support from kaimahi helped ākonga get through the uncertainty of early 2022. Wintec also increased access to wellbeing support (through the Manaaki fund and Kaiāwhina support network), along with our kaimahi increased support. Further academic support such as supporting Held grades helped give ākonga flexibility to 'catch up' and submit work in longer timeframes than usual.

High kaimahi workloads: Due to Covid delivery changes and requirements for extra support to ākonga, kaimahi had high workloads and found it difficult balancing work and home life again in 2022 which continues to be discussed at monitors visits and employee surveys. The current requirements for kaimahi to teach as close as possible to 100% of Timetabled Teaching Hours (TTH) adds to this pressure and does not allow enough time for increased pastoral care. Kaimahi workloads for permanent kaimahi in this programme are generally high. Running at such high TTH allocations means no buffer to cover sickness within permanent kaimahi. Although we have fostered team culture to support each other during busy times with such high TTH this collegial support is often unavailable. The requirement to attend and complete ATTP is a high workload and often cannot be resourced with TTH to mitigate the time required.

Mitigation: Workloads are mapped and monitored through TTH Workload Planner however this does not always mitigate the risk of working at high TTH levels.

Kaimahi changes: New kaimahi have been brought in via HPA, fixed term and contract teaching, specifically to develop and teach new digital content and to bring industry currency. This can be a risk due to late contracts and employment meaning kaimahi do not have time to prepare before being in front of classrooms. It continued to be noted by BComm monitor that a high level of 'point kaimahi' (not full-time kaimahi) can lead to a lack of cohesion and clarity for ākonga and fellow colleagues.

Mitigation: As new positions are required TM should look at consolidation of kaimahi and permanent full-time appointments made.

Opportunities:

Success of Industry Experts in Residence: Success of musician in residence highlights the need for in residence positions in each discipline. This was shown again in the Designer in Residence and Musician in Residence positions in 2022. Work on this will be underway during 2023 to continue this roll out to BComm and BCA.

Development of skills for integrated project-based application of learning: We have a core of kaimahi who have strong skills in facilitating the application of ākonga project-based learning.

Threats

Lack of Māori academic kaimahi: This is a problem for all Māori ākonga, because they do not gain a sense of people like themselves in mentorship and leadership roles within the School. Lack of funding for new staff initiatives with budget constraints hampers this.

Mitigation: When recruiting, make special efforts to advertise jobs to Māori community through Wintec kaimahi and other relevant connections.

Qualification Completions:

One Kaimahi () completed a Masters degree qualification with distinction in 2022, and five kaimahi are continuing with PhD study in 2022.

A number of kaimahi (5) are working towards ATTP with 2 kaimahi completed in 2022 (), (). **withheld under s 9(2)(a)**

Kaimahi are engaging in the promotion pathway with approvals at the close of 2022 for 2 kaimahi to move to PASM.

Managing kaimahi workloads to ensure individual wellbeing and quality of teaching in an ever-changing environment, with increased administration and compliance along with more demands on ākonga welfare was again a key challenge again in 2022. In general, this was managed through collegiality and team be flagged as an issue and requires further discussion when developing workload plans, to ensure kaimahi are compensated and given adequate time to recuperate from high stress environments.

We anticipate this being the same in 2023, especially given the change processes currently underway for the sector and Te Pūkenga as a whole. There is also Covid and other sicknesses and increased mental health strain causing issues for staff who have flagged this in their employee experience survey.

There are high expectations to continue delivering in hybrid modes which can cause higher workloads and stress levels for kaimahi as resourcing is not available and classrooms cannot easily manage this type of hybrid delivery.

FUTURE / OTHER

Will the qualification remain useful, relevant and continue to meet the needs of learners, industry and stakeholders for which it was initially developed? Please comment on any other issues that should be recorded (e.g. ongoing financial viability, etc).

All SoMA degrees have a strong connection to industry. This can be seen from the high levels of employment reported by graduates across the degrees and the fact that they are being employed in work that directly relates to their study.

The School of Media Arts continues to engage with employers via a range of forums including having employers as project clients, guest speakers and tutors, and internship hosts, along with more focused engagements in the form of the Employer Partnership Group and Industry Forums. On average a minimum of two Industry Forums were held across each of the suite of creative degrees.

Connections are made directly with industry and ākonga in the teaching of our degrees with industry guest speakers during 2022 for all ākonga. This gives ākonga invaluable connections with industry and current knowledge and was acknowledged by graduates in the graduate destination survey. Industry guests are happy to return more than once and have told us they find the experience to be enriching to them and their own practice too

In particular, the core papers Professional Practice 1, 2 and 3 utilise industry speakers to enhance ākonga knowledge of prospective careers as they graduate into the industry. This is often provided as a free service to ākonga as academic kaimahi and team managers have strong relationships and connections within our local and national industries, which ensures quality and currency from the guests that directly supports our ākonga learning journey positively

THE ENVIRONMENT

THE LEARNER

What is the current learner profile? Is there a change from original cohorts, e.g. – shift from domestic to international – shift from school leavers to adult learners? What are the current wants/needs of the learner, e.g. – more flexible learning options?

Learners are coming for creative and connected learning with a 'hands on' approach. In 2021 it was identified through Learner Pulse that SoMA students were struggling financially, and we were able to promote and roll out the Manaaki Grant to students. This has improved in the 2022 Learner Pulse final survey, with respondents predominantly showing that they felt they were balancing life and study and had the support to succeed. See Appendix 5, 15 Week Learner Pulse Report. Some quotes from our students in the learner pulse report:

- *“the support I have received from everyone but especially from my tutors, which I couldn't be more grateful for. they are always there to help and listen and help me find solutions to any issues that I was having. when I was having a difficult time trying to figure out what I wanted to after I finish this course, they offered their guidance and told me to explore my options and helped me find job opportunities. I enjoyed my time at Wintec.”*
- *“Community vibe, hands on, warm and inviting, no discrimination, welcoming of all ideas and perspectives, likeminded people, great advice received from tutors, fantastic work environments.”*
- *“The assessments are fun and engaging, and relevant to what I want to do in the future.”*

The Learner Pulse summary also gave some feedback for improvement:

- *“Some ākonga still require clearer assessment practices (due dates, instructions, preparation, return of assessments – marks and feedback), help with figuring out the scheduling of electives and better use of time for project zones (e.g. making them online) were areas of*

suggested improvement. There was an interesting incident from a part time ākonga who had trouble connecting with both kaiako and peers that may need to be unpacked further.”

The implementation of consistent Course Outlines from semester 2, 2022 is likely to address some of the issues in relation to clearer assessment practices and we will keep this as an action to ensure follow up and closing of the loop.

Identified from Learner Pulse feedback:

- Programme design of the new degrees enables ākonga to engage with external stakeholders regularly and in depth. Examples of this include BMusPA performances in community theatre, BComm ākonga working with real clients in year 1-3 (such as clients ‘Aniwaniwa alliance’) and ākonga stories published in the Hamilton News, BDes (spatial and VisComm) worked with Go Eco project and Windows re-fit and rebrand, BCA student's mural projects with Windows. Our third year ākonga all engage with internships and professional learning in their third year Prof paper
- Ramp Festival and Ramp Gallery provided ākonga and kaimahi with the opportunity to engage in workshops and presentations by local, regional, and national practitioners.
- Kaimahi go the extra mile and have a vested interest in ākonga success
- Project based learning ensures many opportunities to develop industry ready skills along with well-developed inter-personal skills so ākonga are ready to engage fully in industry when they graduate.

INDUSTRY AND EMPLOYERS

What are the current wants/needs of industry and employers? What are the current workforce requirements? Are there any influencing national/government drivers that need to be factored? What is industry growth like? Is there International demand? Are there economic forecasts or changes in industry that need to be factored? And what is the pace of change?

Industry Representative - [REDACTED] withheld under s 9(2)(a)

Comments: The BCA degree offered by SoMa

In discussion with senior kaiako and, a cross-section of akonga from years 1-3, industry partners, the general impression I got was that the ‘new’ degree has begun to settle into its own mana and that the benefits of these curricula and ethos shifts have lifted the morale of the entire degree programme.

The new staffing complements the longstanding staff members really beautifully. Mason Holloway, Toni Herangi and Dr Tamsin Green each bring with them strengths.

While Toni is tangata whenua (Tainui) and it would be easy to place all things Te Ao Maaori on her shoulders, there is a general feeling that each kaiako will begin to take responsibility for upskilling their matauranga. Students' positive responses also convey the benefits of Toni's presence in their learning trajectory. They feel they are being made safe to discuss and consider Te Ao Maaori concepts in their methodologies.

Impressed with the curriculum. Noticing students working from home. Students who engaged in a peer environment achieved at a high level.

withheld under s 9(2)(a)

██████████ Curator at the Waikato Museum is impressed with students, and stated that Industry connection here is about relationships. Students have been proactive in approaching the museum in advance about placement, inquiring what the museum can offer them as part of the professional practice paper, but also what they can offer through an internship.

The relationship of Waikato Museum and Wintec has been impacted by covid and a restructure process at the museum. Waikato museum seek an MOU with Wintec, although curators not consulted, and consequently 2023 Waikato Museum

Relationships need to be rebuilt between Waikato Museum and the Degree program. Willingness is there internally from the Museum. COVID has impacted on relationships and these need to be re-established. There is capacity in marketing, and communication/ and graphic design, the Museum will offer internships in these spaces in the future.

Internships are transformative for students; the power of the experience to access areas in the museum work experience is what it is. Exposes students to the way the industry works. Be in a place where the work is happening where people are doing the work. Being open to the journey and the opportunities the work experience offers. Interns are hugely important for curators, in acquisitions, updating Vernon, museum protocols, while identifying the gaps and where interns can fill those gaps. Huge learning and transformational for students, experiencing the realities of the creative industries.

Staff at Museum are encouraged to be a part of the program for example curators invited to present case studies to the Wintec program to support the Degree program.

Graduates from the program are fantastic, they are easy to deal with, they are professional from a curatorial perspective. This is an arts education that prepares students for the fast changing world of visual arts. The industry is a changing beast because of digitization, the visual art fair is now the key exchange of arts sales, the dealer galleries taking 50% commissions. Artists are now needing to become their own marketer and be able to set themselves up. Students are from the BCA are self-driven and self motivated.

Industry Representative - ██████████ withheld under s 9(2)(a)

Comments: The BCA degree offered by SoMa

Ramp Gallery

The importance of this teaching space cannot be overstated. My own experiences of it as an industry partner have seen the space fully utilised in a variety of ways: a mixture of staff works, panel discussions, Te Tiriti o Waitangi wananga, and exhibition space. Alongside this, it is one of the outstanding features of SoMA on a national level as a gallery of repute. Students and staff require this space for the continued industry connection and as a very important industry practice space for every degree belonging to the BCA Media Arts degree offers. An exhibition requires graphic design and branding, marketing/communications and reportage, still and moving image documentation for hard copy and online high-quality images, technical skills (installation methods and considerations) curation, and of course works for exhibiting in the space.

Ramp Festival is of utmost importance in this instance because it becomes a group work-experience project for many of the students. Ramp (formerly Spark) Festival is one the longest-standing festival of its kind and has brought SoMA huge mana in the 26 years of its existence, all of this is the brain-child of SoMA past staff but remains equally vital in the art ecology across the motu because of its

free status and the impassioned staff who work to make it relevant and exceedingly successful. Brilliant stuff Megan Lyon and Holly Russell.

W I N T E C S T R A T E G I C V A L U E

Is the programme aligned to Wintec strategic goals? Sector focus? Community engagement and strengthening? Building competencies? Or is the value financial or reputational?

Since 2019 SoMA has run two Te Rōpu Āpiti Akoranga-ā-Kura: Programme Academic Integrity and Decisions for all of the oversight of our programmes: one for postgraduate programmes, and one for the degree programmes covered in this report (and including Hairdressing and Beauty Therapy certificate programmes and WTA). This committee has proven to be an effective way of managing the quality of the programmes, ensuring there is appropriate focus on the details of each programme.

Te Rōpu Āpiti Akoranga-ā-Kura: Programme Academic Integrity and Decisions members have been appointed from each domain.

A Teams site for governance continues to be utilised, and many of the Te Rōpu Āpiti Akoranga-ā-Kura: Programme Academic Integrity and Decisions now run paperless with all agendas, minutes and appendices being provided in an online space. This continues to be useful especially during lockdown and ensured committee meetings could continue in a zoom environment. This is also a sustainable way to work with less printing and paperwork.

The focus of the Te Rōpu Akoranga-a-Kura: Centre Academic Integrity and Strategy for 2022 continues to be establishing structures for ensuring a clear overview of matters from programmes across the School. A key step in relation to this was a change of agenda structure so that each meeting to reviewed two KEQs. We continue to develop our capability in running these meetings to ensure they are valuable and ensure actions. Due to many changes in Wintec, it is difficult to provide strategic oversight without clear direction and strategic plans from Te Pūkenga. It is likely these structures will change in 2023 when new change processes and organisational structures are completed.

Community engagement continues with Ramp Gallery and Ramp Festival, along with the range of other Ramp events (Workshops, Talks, Live) provide focused opportunities for ākonga, kaimahi, and industry to engage with each other throughout the year.

Internship placements are compulsory for third year students in Professional Practice 3. This gives ākonga real experience and the opportunity to graduate with portfolio work that is at industry standard. Following internships, employers provide feedback on each student who have undertaken internship placements

Continuing to develop strategies to address Māori and Pacific retention to increase course completions. BMusPA continued their inclusion in the NSEAR programme for 2022. Kaimahi continue to develop and implement strategies in the classroom to increase Māori and Pacific retention (such as the induction of Oro Matua – embedded sessions led by music and performing arts kaimahi) to good effect. The intention is to continue and expand this programme to all ākonga across the year groups in the degree in 2023 and kaiako staffing with the requisite skills was added at the close of 2022.

PROFESSIONAL AND LEGISLATIVE REQUIREMENTS

*Are there any change in professional/registration body requirements that need to be taken into account?
Are there any NZQA/TEC requirement/rule changes that need to be factored?*

There are no changes in the professional body requirements.

COMPETITORS AND COLLABORATORS

What is Wintec's market share and position? Are there any changes in who else is delivering the same or similar programme? Is Wintec in a position to take advantage of any change?

The Bachelor of Contemporary Art is a unique offering in the Waikato. This is a unique and special arts program, that has now embedded and grounded the BCA offered by SOMA.

Staff are prepared for change with the upcoming Te Pukenga unification and realize they have an exceptional program that is grounded in the Waikato experience.

TEACHING AND LEARNING

Are there any developments in delivery, assessment, technology, staff competencies, educational frameworks and philosophies that could influence the design of the current programme?

Ākonga are provided opportunities to explore a variety of media through studio-based art practice modules to develop their personal contemporary art practice. Ākonga develop their contemporary art practice further through elective choices, with pathway planners and career guides along with discussions with programme coordinators used to guide their choices. 2022 saw the embedding of mātauranga Māori learning in the core teaching across years one, two and three for BCA ākonga and the introduction of ākonga 'cultural frameworks'. This approach is continuing to be developed as a way to help ākonga embed their cultural capability into their artistic practice. Mid-year intake numbers are small but continue to increase overall student numbers in the programme, as these ākonga are enrolled into current modules and support the delivery of our second semester papers. In 2022 we ran a Creative Special Topic cohort of BCA mid-year entry ākonga, which allowed them to connect as a group and work on a creative project similar to what they would do in the core CART modules. This was enjoyed by the ākonga and helped embed them as a cohort.

It was identified that the 60-credit core modules were not supporting learner needs and meant fails early in the course resulted in ākonga repeating another whole year. This was picked up through self-assessment in the PC committee and the decision to split this into two 30-credit modules was undertaken and was taught in 2021. 2022 has embedded this change and the affects can be seen positively in student retention and learning pathways.

These changes have also had the effect of allowing more flexibility for a wide range of ākonga, allowing them to enrol part time, to re-sit papers where required and has allowed mid-year entry in some of our degrees (BCA, BComm), although it must be noted that part time and mid-year entry is still an issue with core papers only being run once in a year cycle. This means we are not as flexible as we could be, however enrolment numbers mean that we are likely to continue with this mode of timetabling.

The benefits of flexibility with online delivery and kaiako were able to pivot to online delivery quickly the early 2022 off site requirements due to Covid19 vaccination requirements.

Regular Ako Teaching and Learning Forums are staff led and provide an opportunity to share good practice and upskill where required. These were well received in 2022 and the result of this is that a schedule for 2023 that has already been co-designed by two SASMs in SoMA and has been put in place for delivery through the year.

SoMA has employed two Māori kaiako to lead, teach and guide Te Ao Māori ākonga learning across our years 1, 2 and 3, and postgraduate programmes in SoMA. They are based in BCA and BMusPA but they also teach in relevant elective and core papers (eg Critical Methods). These kaiako embed and deliver Mātauranga Māori content in the core modules of BMusPA and BCA developing ākonga cultural capability through their creative practice learning.

Future developments to share and embed good practice, and expand our other kaiako cultural capabilities, will be undertaken across our suite of degrees.

THE PROGRAMME

PROGRAMME STRUCTURE

Please comment on any changes that the School/Wintec has made to the programme structure in the past five years e.g. new courses developed, changes to electives changes to programme regulations. How effectively do the changes meet the needs of learners and other stakeholders?

The Bachelor of Design (Visual Communication) (BDes – BM1802) and the Bachelor of Communication (Creative Media / Digital Marketing) (BComm – 1801) both launched in 2018, with 2021 being the first year to have graduates out in the industry. The Bachelor of Contemporary Arts (BCA – BM1902) and Bachelor of Music and Performing Arts (BMusPA – BM1901) were launched in 2019, and 2021 saw the first third year cohorts complete these degrees. These programmes were developed to replace the aging Bachelor of Media Arts (BMA – BM1601) qualification. During 2021 SoMA was in the final stages of the implementation of this new suite of degrees. The final cohorts of the BMA Commercial Music and Visual Arts Painting and Sculpture were taught in 2020 ready to complete their programme. Data shows there were no completions in 2022 of the BMA. This programme is no longer offered; however, we will make transition plans for any ākonga who return needing to complete and it is likely there will be a small number on a case-by-case basis in the coming years.

Tōia Mai

In line with the Minister of Education's directives, Wintec developed Tōia Mai. Tōia Mai is Wintec's excellence framework that will guide system-wide change, to enable Wintec to improve equitable outcomes for ākonga Māori and all learners and demonstrate Te Tiriti o Waitangi partnerships. Wintec is committed to engaging in an environment where an authentic and deliberate commitment to Māori and Te Tiriti partnerships will deliver an educational system that serves our learners – our ākonga and our communities well. The Tōia Mai Excellence Framework is underpinned by a Tiriti partnership approach to achieve not just better outcomes, but the best outcome we can deliver to empower our kaimahi and create equity for our ākonga.

2022 saw further Tōia Mai training for Team Managers with this being rolled out to some kaimahi in semester 2 of 2022. We continue to engage with the roll out of Tōia Mai and look forward to implementing it through our suite of degrees as resources and training become available.

PROGRAMME DELIVERY

Please comment on the effectiveness of the teaching/learning strategies applied to the programme. Show whether there have been enhancements to the delivery method (e.g. move to on-line delivery, move to work-based learning), or assessment and how effective the changes have been.

1. the teaching and learning quality within the BMA continues to be relevant and current;
2. that students are engaged, satisfied and achieving well; and
3. that industry engagement is active and Wintec is responsive to industry needs, as demonstrated by feedback effectively being integrated back into the curriculum.

It was identified that the 60-credit core modules were not supporting learner needs and meant fails early in the course resulted in ākongā repeating another whole year. This was picked up through self-assessment in the PC committee and the decision to split this into two 30-credit modules was undertaken and was taught in 2021. 2022 has embedded this change and we can see the affects positively in student retention and learning pathways.

These changes have also had the effect of allowing more flexibility for a wide range of ākongā, allowing them to enrol part time, to re-sit papers where required and has allowed mid-year entry in some of our degrees (BCA, BComm), although it must be noted that part time and mid-year entry is still an issue with core papers only being run once in a year cycle. This means we are not as flexible as we could be, however enrolment numbers mean that we are likely to continue with this mode of timetabling.

In 2022 mid-year entry was low this was managed by allowing students to start by enrolling in electives and their Professional Practice and Critical Methods cores. In 2022 BCA ran a mid-year cohort in Creative Special Topic, which ensured a sense of belonging for these students. This helped with retention and ensured they understood the pathway they had chosen.

The benefits of flexibility with online delivery and kaiako were able to pivot to online delivery quickly the early 2022 off site requirements due to Covid19 vaccination requirements.

Regular Ako Teaching and Learning Forums are staff led and provide an opportunity to share good practice and up skill where required. These were well received in 2022 and the result of this is that a schedule for 2023 that has already been co-designed by two SASMs in SoMA and has been put in place for delivery through the year.

LEARNER ACHIEVEMENT

Please comment on the effectiveness of programme delivery in terms of learner achievement. How well are learners guided and supported?

What value do the learning outcomes have for learners and other stakeholders?

How effectively is information on learner retention, withdrawals and achievement measured, recorded and used?

Bachelor of Contemporary Art:

Satisfaction rates have slightly decreased to 86.4% which is just below Wintec's average of 86.6%, but it is worth noting that respondents' satisfaction with teaching is very high at 90.9% (well above Wintec's average of 84.3%) so any dissatisfaction seems systems related, rather than with the specific teaching or delivery of the programme. Over 75% agreed that they were satisfied with their programme in the week 15 learner pulse in 2022.

BCA changed its mid-year entry plan for ākongā in 2022. Due to the pressures on teaching schedules and robust enrolment numbers, ākongā were not enrolled mid-year into the core CART520 semester two studio paper. Instead, they were enrolled in their core theory and Professional Practice 1

papers, along with an elective of their choice and we ran a Creative Special Topic stream for all mid-year BCA students. This ensured that they had a contemporary art project that set them up for the core studio modules in 2023 and gives them a pathway to complete in 6 consecutive semesters (ie finishing in July of their third year of study). There is likely to need to be an occurrence of one level 7 core in summer school and some waivers of pre-requisites to allow these mid-year students to complete in 6 semesters. Confirmation of this pathway planning is underway and will be tabled at PC in 2023 to ensure the plans are robust and make for a good learning progression for the students.

Attrition in semester 1 was fairly high with 16 students attriting prior to the 10% point (which equates to 10.7% of students) across the year levels. However, this fell to only 3 students after the 10% point. Staff have been keeping notes of student wellbeing and progressions and advised that 2022 was a difficult year for many of the BCA first year students. This was attributed to coming from their final years of Covid schooling several students didn't have a capacity for full time study at tertiary level and left after a few weeks. Financial pressures are also a big issue for BCA students with some students leaving early to get jobs. More support around students is underway to ensure they are feeling supported in the early stages of their study in 2023.

There were 13 completions in 2022, which included 3 Māori and 4 ākongā with disability.

INDUSTRY ACCEPTABILITY AND CONTINUAL ENGAGEMENT

Please comment on how effective Wintec's process is for securing external feedback on current and proposed programmes from the profession/industry. Comment on how effective Wintec's process is for maintaining relationships and active engagement.

All SoMA degrees have a strong connection to industry. This can be seen from the high levels of employment reported by graduates across the degrees and the fact that they are being employed in work that directly relates to their study

All ākongā complete two core critical theory modules in years one and two (Critical Methods 1 and Critical Methods 2) which are delivered as interdisciplinary modules. A third-year theory module (Research Methods) is offered as an elective. All ākongā also complete Professional Practice papers as core modules in each year of study, again taught in interdisciplinary class groups (Professional Practice 1, 2 and 3). The final L7 PROF701 is a 30-credit professional practice paper comprising a major internship (work-based learning "WBL") and professional development learning specific to the ākongā' chosen pathway and career

Industry experts are included in delivery as guest speakers, through delivery of workshops and further through "in residence" positions which are available in each degree. Often these industry experts are obtained via our kaimahi networks as many academic teaching kaimahi come to teaching from industry. These roles have proven to be extremely successful – both for ākongā learning opportunities and for reputation of our programmes within industry. They have further allowed opportunities for kaimahi and ākongā to be engaged with high profile industry projects through research and capability development. An Artist in Residence is anticipated in the BCA.

SELF-ASSESSMENT AND EVALUATION

Please comment on the effectiveness of the Wintec's process for seeking feedback on the programme from learners and stakeholders and how this feedback is used. How effectively is feedback from learners, teaching staff and external stakeholders captured and analysed? How is this feedback used to inform improvements to the programme and/or its delivery?

The assessment process are worked through with the students so they can see that evidence of their learning can be seen in lots of different places. Assessment forms offer descriptors of a diverse range

of skills, Empowering students, and ways for teachers can talk though. Early on in year one the assessment is shared with students, why it is used and how it is used, in order for students to understand assessments are a powerful judgment of the way in which art is made, how to be good artists.

In conversations with ākonga they expressed non-engagement with the Institutional feedback system and were more inclined to approach their teachers directly.

SoMA ākonga who received the opportunity to give feedback on at least one of their kaiako found their kaiako to be knowledgeable and passionate about their discipline and this knowledge and passion means they are able to engage ākonga into the same level of passion for learning of the discipline. Regardless of the volume of content, ākonga mentioned how kaiako were able to instil a bit of fun and a relaxed atmosphere into the classroom which allowed them to manage the volume. Ākonga appreciated that their kaiako were able to transfer sometimes complicated information to them in easier comprehensible ways, how they could relate experiences to the learning and how some kaiako continually motivated them throughout their learning. SoMA ākonga found their kaiako to be good people who genuinely care for them (the ākonga) and go out of their way to make them feel valued. Some ākonga still require clearer assessment practices (due dates, instructions, preparation, return of assessments – marks and feedback), help with figuring out the scheduling of electives and better use of time for project zones (e.g. making them online) were areas of suggested improvement. There was an interesting incident from a part time ākonga who had trouble connecting with both kaiako and peers that may need to be unpacked further.

RESOURCES

Please provide comments on the current level of physical, teaching, and staffing (academic, support) resources that are allocated for the programme's delivery. It would be helpful if an indication of total staff (FTE) that contribute to the teaching could be identified. How effectively are physical resources and facilities used to deliver the programme? How appropriate are the available resources and facilities? How appropriate are the staff and staffing levels for delivering the programme?

[In the case of programmes delivered at more than one site (e.g. at a remote campus, or in collaboration with another institution), please comment on the effectiveness of the institution's systems and resources to manage and quality assure the multi-site delivery.

How effective are the collaborative arrangements?

How well are the partner institutions' and learners' needs being met by the arrangements?]

X block has a great vibe and it is integral to the program that these spaces are retained. Maintaining the space is essential, and the staff do not want to compromise the studio space in any way.

Qualitatively the programs success relies on retaining and maintaining the current studio environment. The studios are a positive pull for students.

New computers have been amazing!! But New mac computers, loaded up with too much software, unusable for students for the first six months they were installed. Disconnect between the tutors and technicians delivering the program, and the IT dept.

In order to retain the students the courses offered need to maintain the physical resources. Retain and extend the facilities for students.

Tutors expressed that they struggle at times to resource programs. Helpful if there was some transparency around resourcing, all tutors can come together to allocate appropriate resourcing according to course delivery.

Institution provides paper, paint emulsion. Photography paper is expensive for students which is a barrier to learning. Class materials budget for consumables, overall budget has been shrinking and material costs going up. Difficult to plan what to teach in classes when you don't what materials are going to be available. Resources are integrated with the teaching of art practice. Difficult to ask students to buy high quality materials as they are so expensive.

Student interest in ceramic work starting to build up. And clay work is fired at the clay society. The institutional membership needs to be reinstated after Covid disrupted students attendance on campus.

Students would love to have a class session in the marae.

Students appreciated Ramp gallery as a great place to experience real world learning, curatorial practice and installation, as well as a teaching space.

R E S E A R C H

Please comment on the current level of research activity. It is useful to know if there is a research plan for the School/Department, how many of the staff are actually involved with research, and whether the research outputs are refereed.

Research leaders are located within the faculties. The BCA research leader is also a teacher on the program. The Research leader capacity is around assisting staff with planning their research trajectories, there are a number of experienced researchers in the contemporary arts. Potentially reminding or steering their work within the research environment, understanding the environments in which research takes place. Getting them to understand the changing environments, big thing around PBRF funding and ensuring that researchers are working towards both individual outputs and overall portfolio's that will do themselves justice and be rated and assessed well in the PBRF evaluation. Essentially what will continue to fund research practice and/or research as creative practice.

Staff in the BCA are aware that research enables their artistic practice and teaching pedagogy.

Over the last few years there has been a broader institutional focus each year in the research environment, support for staff to develop their folios in terms of developing their work, addressing any gaps and assessing future opportunities. Staff at the stages of building narratives and linking the outputs they have completed and plan to complete. Focus on acknowledging higher value outputs that may take time to achieve.

Research Leaders are active within the faculties, presenting regularly to the executive team, and presenting to team managers.

Research outputs are refereed through the PBRF processes.

School of Media Arts 2022 Research Report

2022 saw some disruptions to research progress early in the year due to ongoing COVID-19 pandemic, however, this was balanced by much more positive levels of activity in the second half of the year and moving into 2023. There were a total of 26 research-active staff in the School of Media Arts in 2022 (combined 4.32 FTE), and this included two who were new to research activity. Additionally, research activity was undertaken by a further five non-research active and allied staff.

Reporting of research finally moved to the closed ROMS system, which is aligned with the structure of PBRF portfolio. Accordingly, there was (thankfully) a reduced focus on *quantity* of outputs in favour of examining individuals' progress towards a successful PBRF portfolio (in whatever structure that takes; still TBC). It was identified that 16 of the SoMA researchers were likely to be producing PBRF portfolios, with three of those aiming for a B rating. The remaining researchers would not likely be producing a portfolio by 2025, but still established goals to produce PBRF-level outputs (and with a few to moving into PBRF contention for the following round). A particular highlight was the establishment of a "research pathway" for non-active staff to be involved in research meetings; and to align themselves with more experienced researchers on a project in order to gain experience and knowledge. This has seen at two staff members move towards research allocation in 2023, as well as create a culture where other staff are seeing the potential and value of partaking in such activities.

SoMA received \$48,000 in funding through the Wintec School/Centre allocation, which remains the highest amount of individual centres (given strong past PBRF results and quantity of researchers). 3 researchers received funding through Wintec's contestable applications (including Trust Waikato); 8 researchers were also successful in receiving funds in the "re-contestable" round later in 2022, which reflected a 100% success rate of applications.

Research highlights include:

- Mark Purdom's photobook *SLT* being published and being named Joint Winner of the Aotearoa Photobook Award 2022.
- Gail Pittaway editing the final issue of *Meniscus* journal in 2022;
- Joe Citizen publishing "Navigating knowledge frameworks at the intercultural interface" in *Junctures* journal;
- Jeremy Mayall and Horomona Horo's *Stories of our Place* composition being commissioned and performed by Orchestras Central; Pop-up iterations of Te Ruru Light Festival which were very popular at Waikato locations;
- Tim Croucher presented as part of a group exhibition at Atelier Gallery in Nelson.
- Vicki Kerr giving a keynote address at Kerr at the ERA Conference – Biopolitics, the Ecology of Humanity, and the Anthropocene – at University College London; this paper, "Sampling and the performance of knowledge - one bird at a time", was subsequently co-authored for publication with Matthew Bannister in *Unlikely* journal
- Workshops with Professor Donna Brien (Central Queensland University) on writing and researching strategies in relation to creative programme teaching; this led to Nick Braae and Megan Rogerson-Berry presenting a panel on culturally-responsive music pedagogy at the International Association for the Study of Popular Music Australasian conference in December.
- Many researchers have been involved in cross-disciplinary and/or external collaborations (including with Sports Science and Science researchers), reflecting the high esteem in which the researchers' work is held.

A handwritten signature in cursive script, appearing to read "Hayden".

(PANEL CHAIR'S SIGNATURE)

8 July 2023

(DATE)

Report of External Evaluation and Review
Waikato Institute of Technology -
Te Kuratini o Waikato

Date of Report: December 2010

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Purpose

The purpose of this external evaluation and review report is to provide a public statement about the Institute of Technology or Polytechnic's (ITP) 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 ITP itself for quality improvement purposes.

Waikato Institute of Technology (Wintec) in Context

Location:	Anglesea Street, Hamilton
Type:	Institute of Technology
Size:	Forecast 5250 Student Achievement Component (SAC) funded Equivalent Full Time Students (EFTS) in 2010. In 2009 Wintec had 4818 EFTS from a total student body of 13,375.
Sites:	Wintec's primary campuses are located in Hamilton (City, Hamilton Gardens and Avalon). It also has campuses located in Te Kuiti, Thames, and Otorohonga. The Avalon campus is home to Schools of Trades, Engineering and Construction; International Tourism, Hospitality and Events; and Sport and Exercise Science.

Characteristics of Waikato Institute of Technology

A key element of Wintec's strategic plan has been the development of a number of collaborative and partnership initiatives with industry and businesses in the region including a close association with the Hamilton City Council. Strategic priorities include:

- Improving Quality and Student Outcomes
- A focus on Modernisation, Capability and Sustainability
- Increasing Flexibility of Delivery and Learning Technologies
- Tertiary Sector Collaboration
- Employer and Community Engagement
- Māori Achievement
- Increased International focus
- Facilitating Commercialisation, Research, Development and Technology Transfer.

Wintec is strongly placed to contribute to the Tertiary Education Strategy 2010-15 (TES) priorities. Course (76%) and qualification completion (65%) rates in 2009 were above ITP sector averages at all programme levels and were an improvement on its 2008 results. Wintec also has slightly stronger levels of Māori (25% of EFTS) and under 25 year old participation (53% of total EFTS) compared to ITP sector averages.

In 2009 there were 546 international EFTS (8% of total cohort) attending Wintec, which is the second highest number of international students enrolled at an ITP. In 2010 this is forecast to be 560 EFTS with a target to achieve 15% of the total student cohort in the near term.

Sixty-three percent (63%) of the programmes offered by Wintec are at levels 4 and above. Wintec has one Faculty with 11 Schools and 2 Centres. These are:

- School of Education;
- School of Business;
- School of Social Development;
- School of Health;
- School of Media Arts;
- School of Trades, Engineering and Construction
- School of International Tourism, Hospitality and Events;
- School of Information Technology;
- School of Science and Primary Industries;
- School of Sport and Exercise Science;
- Centre for Foundation Studies; and
- Centre for Languages

Quality Assurance History

A full academic audit was conducted at the Waikato Institute of Technology in September 2006 and resulted in 'Quality Assured Status' being granted by the ITP Quality Board for a period of four years. A subsequent Mid-Term Quality Review was conducted in December 2008, which endorsed the Polytechnic's Quality Assured status and made no recommendations.

General Conclusion

Statement of confidence on educational performance

*ITP Quality is **highly confident** in the educational performance of the
Waikato Institute of Technology / Te Kuratini o Waikato.*

Wintec's 2009 course and qualification completion results at 76% and 65% respectively were above the ITP sector average. Given that approximately half of the programmes delivered are at Level 5 or above, this is a particularly good result.

The quality of teaching across all the programmes reviewed was of a high standard and is supported by good management systems and processes that are focussed on educational performance.

A distinguishing feature of Wintec is the breadth and active engagement of industry through the Employer Partnership Groups (EPGs) at programme level. These industry stakeholders have direct input to programmes to ensure that content and assessment reflect vocational practicalities. Wintec's emphasis on research activity and the recent introduction of the Research, Development & Transfer scheme in collaboration with industry reinforces this relationship while also delivering benefits for teaching staff and students.

Wintec has recently been making substantial investments in modernising its teaching and support facilities and this also contributes to an excellent learning environment for all students.

Statement of confidence on capability in self-assessment

*ITP Quality is **confident** in the capability in self-assessment of the
Waikato Institute of Technology / Te Kuratini o Waikato.*

Wintec is well along the self-assessment pathway. The review team saw many instances of good reflective practice and improvement actions occurring within programmes that often result in programme modifications in response to industry and/or student feedback.

The Institute has developed and implemented a comprehensive and robust institution-wide Excellence Framework (WinQual) for self-assessment that provides programmes, Schools and Management with a wealth of information pertaining to student and programme performance. The use of Programme Self-Assessment (PSA) and Programme and School Evaluation reports are central elements of the WinQual framework.

However the adoption and use of the framework is variable at the programme level and this compromises its effectiveness as a tool for improvement. Many of the PSA reports are completed by the Programme Managers without input from, or ownership by, teaching staff. In some cases the completion of the reports is viewed as a compliance requirement rather than as an output of a continuous improvement process. Greater involvement by all stakeholders in the self-assessment process could deliver even better results.

ITP Response

Wintec has confirmed the factual accuracy of this report.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all Tertiary Education Organisations (TEOs) that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance of the polytechnic sector, and 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 guidelines approved by the ITP Quality Board.

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 through the investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the ITP Quality website (www.itpq.ac.nz).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.itpq.ac.nz/index.php/external-evaluation-review/eer-guidelines>

Scope of External Evaluation and Review

Identification of Focus Areas

In order to provide a representative cross-section of Wintec's operations and the programmes offered, the focus areas chosen should, where possible comprise:

- programmes delivered from each of the faculties and subject areas;
- programmes delivered at a number of levels, including certificates, diplomas and degrees;
- a sample from each of the Polytechnic's campuses;
- a significant proportion of the Polytechnic's students and EFTS;
- a range of programmes with high and low retention, completion and success rates or concerns;
- a sample of those that have a partnership component;
- a sample of programmes that comprise different delivery modes.

The programmes reviewed during the EER and the criteria for their selection are listed in the following table.

When reviewing focus areas the EER Team met with Heads of Schools / Programme Managers, other teaching staff, Employer Partnership Group (EPG) members / employers / industry representatives, and students. It was agreed that Research would be included as a focus area given its emphasis at Wintec. Discussions were held with the Research and Development Manager, Research Leaders and support staff as well as post-graduate students carrying out research. The EER team also met with staff of the International office and a cohort of international students to determine levels of support and confirm that the obligations under the Code of Practice for the Pastoral Care of International Students are being met.

In reviewing the Governance and Management function of Wintec the EER team met with the Executive Team, the Academic Approvals Committee, the Academic Board and members of Wintec Council.

School	Programme	Type of award	NZQA level	No. of students (2009)	Attribute*				
					A	B	C	D	E
Media Arts	Bachelor of Media Arts	Degree	7	441	59%	114	42%	11	No
Social Development	Bachelor of Applied Social Science (Social Work)	Degree	7	151	71%	75	57%	5	Yes
Centre for Languages	Certificate in ESOL	Certificate	4	120	79%	0	N/a	144	No
Health	Bachelor of Midwifery	Degree	7	113	78%	32	69%	1	Yes
Sport & Exercise Science	Bachelor of Sport and Exercise Science	Degree	7	106	43%	37	27%	0	No
Trades, Engineering & Construction	National Certificate Motor Industry (Entry Skills)	Certificate	2	81	57%	24	29%	2	No
Business	Graduate Diploma in Business Studies	Post-graduate Diploma	7	78	80%	3	100%	137	No
Information Technology	Diploma in Information & Communications Technology	Diploma	5	48	35%	7	14%	12	No
Science & Primary Industries	National Certificate in Horticulture	Certificate	4	68	49%	22	32%	6	Yes
International Tourism, Hospitality & Events	National Certificate in Hospitality (F & B Service)	Certificate	3	19	55%	10	10%	1	No
*Attributes: A , Qualification completion rate (all students); B , No. of Maori students; C , Qualification completion rate for Maori students; D , No. of International students; E , Flexible delivery of programme									

Focus Areas	
1	Bachelor of Media Arts
2	National Certificate in Automotive (Entry Skills) (Level 2)
3	National Certificate in Hospitality (Food & Beverage Services) (Level 3)
4	Certificate in English for Speakers of Other Languages (Level 4)
5	Bachelor of Midwifery
6	National Certificate in Horticulture (Level 4)
7	Diploma in ICT (Level 5)
8	Bachelor of Applied Social Science (Social Work)
9	Bachelor of Sport & Exercise Science
10	Graduate Diploma in Business
11	Research
12	Governance and Management

Findings

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

1.0 Key Evaluation Questions

1.1 How well do learners achieve?

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**.

Explanation

Wintec has consistently achieved high educational performance results at all programme levels. 2009 course and qualification completion results were above the ITP sector average. However, there is a high level of attrition of Maori students and this has an adverse impact on Wintec's educational performance. This issue needs to be addressed to ensure that the high educational performance is achieved by all student cohorts.

Many programmes have identified the need to provide more information pre-enrolment to help guide learners into appropriate courses and set clear expectations regarding study requirements. Some programmes are also using diagnostic testing to identify those students requiring additional support.

Wintec has recently introduced an electronic system that supports the monitoring of student attendance. This initiative has proved very effective in improving attendance and is valued by teaching staff and students alike.

Staff the review team spoke to regularly consider strategies to improve student achievement. The Quality and Academic Unit provides programmes with a wealth of good data regarding retention and achievement. Better analysis of this data could strengthen improvement strategies and actions.

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

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**.

Explanation

The majority of Wintec graduates are readily employed by industry and this is a reflection of the quality of teaching and the relevance of programme content to the workplace. In some cases students are offered employment before completion of their qualification. Employer Partnership Groups reported positive experiences working with Wintec graduates. They commended Wintec for placing emphasis on practical vocational skills in programmes and in turn producing quality graduates who are work-ready and productive from “day one”.

The Institute places a strong focus on collaboration with other tertiary education institutions, both locally and offshore, as well as developing a number of collaborative and partnership initiatives with industry and businesses in the region. These partnerships promote quality educational outcomes and foster relationships that are valued by businesses.

There are many examples where Employer Partnership Groups have considerable input to the development, content and even delivery format of programmes and this is commendable. This close relationship with industry will ensure that programme content continues to remain relevant and of value to employers and graduates alike.

The understanding of graduate destinations across focus areas was variable and the data from graduate surveys was mostly invalid due to low sample sizes. Wintec would benefit from a more systematic approach to engaging with graduates as well as those who have withdrawn from programmes prior to completion. A larger sample size would allow Wintec to better understand the benefits students gained from the programmes, how this learning has prepared them for the workplace, and where improvements can be made.

1.3 How well do programmes and activities match the needs of learners and other 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**.

Explanation

Programmes at Wintec are well designed to meet the needs of students and stakeholders. The numerous and well-engaged Employer Partnership Groups ensure programmes are reviewed regularly to maintain relevance and reflect changes in subject content. There are many examples where changes have been made to the delivery and structure of programmes in response to industry and student feedback. This is a positive aspect although many programmes would benefit from further

assessment after making modifications to determine if the changes have had the desired effect.

The embedding of Numeracy and Literacy elements within programmes is another positive initiative that has been the subject of recent emphasis.

Some programmes include work placement as a component of the programme and this provides valuable vocational experience as well as the opportunity to reinforce theory in a practical setting. Other programmes would also benefit from the inclusion of a placement component and given the strong relationship with EPGs, this could be explored further.

1.4 How effective is the teaching?

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**.

Explanation

Wintec is to be complimented on the excellent standard of teaching evidenced in many areas and the reflective practice underpinning ongoing improvement. Students in all areas reported satisfaction with the standard of teaching and have good relationships with their Tutors. This is reflected through the high levels of student achievement at Wintec.

The use of moderation as a mechanism to drive assessment improvement is applied across Wintec. Whilst most programmes are using the process well, the reliability and validity of assessment for a few programmes (particularly those delivered across multiple sites) could be improved.

The Setmap range of survey instruments to determine student satisfaction is used extensively and frequently however sometimes the low response rate of on-line returns reduces their validity.

1.5 How well are learners guided and supported?

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**.

Explanation

The level of support provided to Wintec students is good. Facilities such as The Hubs at both the City and Avalon campuses and Te Kete Konae centralise the services on offer and are well used by most students. Students were frequently complimentary of the accessibility and support they receive from Tutors. The evaluators were impressed with the initiatives and outcomes from the Student Experience team. In particular the attendance monitoring project which is user friendly and “low cost” (in terms of time and effort) for staff, is highly appreciated by students and has led to a direct improvement in student retention.

The Student Experience team are using self-assessment effectively and demonstrate ongoing self-assessment practices that are focused on continuously understanding student experiences and responding to students’ needs. Their approach is grounded in an informed understanding of key priorities that are important to enhancing student achievement. Self-assessment is outcomes focused, simple, and leads to incremental improvement which is then evaluated against student outcomes.

Maori students make up 25% of the total student population and are over-represented in attrition rates. They also have lower levels of qualification completion than their domestic and international peers. While Te Kete Konae provides excellent support for predominantly Maori and Pasifika students, there needs to be an increased focus on Maori student attrition and performance at the Programme level if an improvement in educational achievement is to be achieved.

1.6 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 **Good**.

Explanation

Wintec has robust reporting systems and structures in place to inform Schools and Faculty’s of educational achievement. Council receives quarterly reports from the Chief Executive and the Executive team highlighting performance against key indicators and progress against strategic priorities as well as a report from the Academic Board.

There are over 60 Programme Committees that receive detailed information regarding module, course and programme performance and are mandated to manage education related issues as they arise, escalating where necessary.

Programmes are typically well resourced and staff are aware of the systems and processes to request additional resources where necessary.

Self-assessment activities occur at all levels across the institution but are not uniform and are often not collaborative. The use of diagnostic tools to determine student progression or identify support requirements are not applied universally and could be used more frequently to greater effect. As a result of self-assessment activities some programmes have identified difficulties with the placement component of the programme, particularly where there has been a recent increase in student numbers. In these instances solutions to the placement issues have either been put in place or are under consideration.

Whilst survey tools are used extensively, the sample size relating to student satisfaction and graduate destinations is often not large enough to provide reliable data. Larger sample sizes would provide more robust information on which to base to improvement strategies and actions.

2.0 Focus Areas

2.1 Focus Area 1: Bachelor of Media Arts

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

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

Educational Performance

Overall the programme demonstrates good qualification completion rates which are on par with other level 7 and 8 programmes at Wintec however a number of learners leave the programme between years one and two. Programme management consider that the level of information provided to learners about the programme prior to enrolment may be a contributing factor but have yet to implement actions specifically targeted at improving the rate of attrition.

The school has established strong connections with industry which has contributed to a sound knowledge of industry needs and requirements. Industry representatives spoke very highly of teaching staff and have maintained working relationships with the programme over a number of years. Employer Partnership Group members indicated that they prefer to employ Wintec Media Arts Students and identify that the School is producing high quality graduates. The connection with industry through the internship programme has been valuable in assisting students to establish networks and identify employment opportunities. The programme provides an appropriate blend of theory and practice and, in response to the needs of international students, the School has integrated components designed to build English language competency into the programme.

A strong culture of teacher collaboration exists and the evaluators saw clear evidence of reflective practice leading to good teaching. Staff from within this programme area are active researchers and the research adds value to teaching and to industry initiatives. Professional development opportunities are actively utilized to inform teaching practice. Teaching and support staff demonstrate a genuine interest in supporting student success and employ a range of activities to achieve this and this is highly valued by students.

Capability in Self-Assessment

Generally there is a broad understanding of graduate pathways and a confidence that graduates are attaining employment in their fields of interest. The generic graduate survey had a low return rate and any processes from within the department relating to graduate outcomes are informal and not systematic. It is important to understand where graduates end up and how well they have been prepared for their roles so that feedback can inform ongoing improvements to the programme.

There is an awareness of attrition issues between years one and two since 2008, and it has been identified that a number of learners leave the programme early after realising it is not for them. The need for a more rigorous student selection process was identified as being

necessary for the next student intake and more specific information will be provided pre-enrolment to ensure learners gain a realistic understanding of study demands and career pathways. However no specific action has yet been identified nor taken to specifically address attrition rates.

2.2 Focus Area 2: National Certificate in Automotive (Entry Skills) (Level 2)

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

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

Educational Performance

The Automotive team has a strong connection with their industry and their Employer Partnership Group (EPG) ensuring that the programme remains current and up-to-date with industry developments.

The review team saw many examples of reflective practice occurring amongst Tutors and evidence that teaching practice is very good. Students receive regular feedback on their progress and have positive relationships with teaching staff.

However, despite the effective teaching, attrition levels, especially in Semester 2, are unacceptably high. Staff recognise that the nature and extent of pre-enrolment guidance and support may be insufficient. Some students enrolled on the programme have not been well suited to it, leading to high levels of attrition in the early part of the programme. The school has recently embarked on a project to examine the causes of attrition in this, and similar programmes.

Those students who do complete the programme are well prepared for either employment in the industry or progression to Level 3.

Capability in Self-Assessment

Some of the causes of attrition have been identified and are attributed to learners finding that the programme is not for them. The provision of pre-enrolment information about the realities of study may assist with attrition issues identified.

The team is involved in a number of quality improvement initiatives both to this programme and across the whole school.

The programme manager regularly analyses performance against the six KEQs from teacher and learner feedback, EPG input and by making contact with industry. This results in a succinct one-page document that identifies potential actions and is used in discussions with programme staff regarding improvements.

2.3 Focus Area 3: National Certificate in Hospitality (Food & Beverage Service), (Level 3)

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

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

Educational Performance

A strong collaborative culture is evident amongst programme staff involving shared reflective learning practice which supports effective teaching. The use of iPods for teaching material and student research has been a successful innovation which students have engaged with well.

Staff have substantial industry knowledge and connections which provides learners with work experience and employment experience opportunities within the hospitality field. Training in a live restaurant situation provides learners with realistic understanding of work within this industry. Staff are aware of the importance that industry place on non technical skills such as presentation and punctuality and have set out to deliberately teach these skills and attitudes in the programme. The School has purposely chosen to offer the National Certificate (instead of a local qualification) as they believe that it offers the students greater transferability and long term value. The programme timetable is scheduled around significant local events (e.g. the V8 Super Cars) so that learners can work at events and gain experience without compromising their study.

Students receive excellent support across the programme and are motivated and encouraged as a result. Students appreciate the tight structure and close monitoring they experience in the programme.

Capability in Self-Assessment

Programme staff reflect on learner outcomes and have identified that the majority of learners who leave the programme early do so because they have not fully appreciated the nature and amount of study that has been required. This issue has been addressed through ensuring that the enrolment office is equipped with sufficient information which can be provided to learners to ensure that they appreciate the realities of the programme pre-enrolment and are guided into appropriate programmes of study.

The Head of School and staff stay in touch with graduates and have a good understanding of how well they perform in industry. However there is no formal process in place to systematically capture and analyse information about graduate destinations and graduate reflections about the content of the programme post-employment.

Self-assessment is well embedded into programme review processes, based on an understanding of what has worked well and not so well. Review processes are inclusive of all staff and aim to identify a small number of key improvement actions to focus on.

2.4 Focus Area 4: Certificate in English For Speakers of Other Languages (ESOL) (Level 4)

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

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

Educational Performance

In this focus area the evaluation team saw evidence of excellent learner achievement. Since 2008 there has been a 20% increase in the number of students who have completed all modules. Students receive regular and comprehensive feedback about their progress.

Students are a mixture of international and domestic and have enrolled in the English programme to prepare themselves to undertake further study at Wintec. Nearly all graduates from 2009 have enrolled in further study at Wintec. Although the Centre has anecdotal information about the performance of the graduates in mainstream programmes it does not have a systematic process in place to monitor ongoing performance. Research recently undertaken by staff has focused on learners needs upon entering mainstream classes however this is very much in its formative stage. A systematic process to understand learner progress within mainstream would not only ensure knowledge of learners ongoing needs, but also would identify any improvement opportunities to inform the ESOL programmes at Wintec.

Students were very satisfied with the standard of teaching and the relationships that they have with their Tutors. Students interviewed expressed great pride in their own achievements and spoke highly of the support they had received from Tutors and the Learning Hub. Good teaching is recognised and valued and staff are provided with many opportunities for ongoing professional development.

Capability in Self-Assessment

The high level of educational performance in the Centre for Languages has resulted from several years of ongoing data collection, analysis, reflection and incremental improvement involving all of the staff. The only area where it was evident that improvement was required in this focus area was the absence of a systematic process to monitor and understand graduate performance in their mainstream study. This would enable the Centre to understand how well prepared learners were for ongoing study and highlight areas for ongoing improvement in the ESOL programme.

The Centre takes a team based approach to teaching which results in sharing of resources and professional collaboration. Each semester the teams are reconstituted to ensure that each team has a mix of skills strengths and experience. A range of evaluation strategies are employed to ensure reflective practice and to provide an effective learning environment to maximise learner engagement.

2.5 Focus Area 5: Bachelor of Midwifery

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

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

Educational Performance

The programme has very good course completion rates and all graduates have successfully achieved registration and employment as midwives. Employer Partnership Group members report that the standard of graduate skills has improved substantially in the past 4 years and that the current 2nd and 3rd year students are “exceptional”. However Maori students are over-represented in the attrition rates for the programme and this requires further attention.

Tutors work collaboratively to ensure effective teaching and a shared awareness of learners’ needs. Learners value engagement and supervision from Tutors in clinical placement. Feedback to the review team indicated that there had been some challenges with the clinical supervision for Year 2 and 3 students but this had been identified and policies and procedures have been established in response to this. The Employer Partnership Group also expressed concern at the future availability of clinical placements given the substantial increase in enrolment numbers. Programme staff are aware of this concern and encourage students to consider placements outside of the Waikato from the outset of study however this solution introduces additional logistical challenges. A close eye will need to be kept on the clinical placement aspect of study to ensure that the quality of educational outcomes is not compromised as a result.

Teaching staff are involved in research, have relevant professional experience and are strongly focused on providing a supportive, inclusive learning environment.

Capability in Self-Assessment

The programme is currently going through a period of renewal which has included a significant increase in the number of teaching staff and new roles to address gaps identified in the past. Tutors consistently use moderation as a tool to review and enhance assessment effectiveness.

Policies and procedures have recently been established to ensure a specific level of clinical supervision. A preceptor course is being established to ensure consistency and a high standard of training for learners. Focus groups are undertaken with midwives in practice to identify what is going well and areas that may require improvement for students in clinical placement.

There are opportunities for greater analysis and understanding in relation to the achievement of Māori students and development of strategies to address identified retention issues. Similarly a systematic process to understand graduate experiences would provide ongoing evidence to inform the programme.

Students truly value the opportunities provided by the student forum and feel that any concerns are listened to and taken seriously.

2.6 Focus Area 6: National Certificate in Horticulture (Level 4)

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

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

Educational Performance

The learning environment is excellent, with facilities co-located at the Hamilton Gardens. Course completions are also good, although qualification completions have been poor and reflect the fact that some students have been interested in completing only certain modules rather than the qualification as a whole. The structure of the programme has been recently modified to address this issue with the expectation that student needs will be met and that this will lead to an increase in qualification completions. The Employer Partnership Group considered the programme is now more attuned to industry needs than it has been previously and was supportive of recent modifications to the programme and content.

Capability in Self-Assessment

Self-assessment practices are not well structured but reasonably effective in an informal way. There needs to be greater input to, and ownership of, the actions designed to improve learning outcomes by all stakeholders and more structure to understand cause and effect. Insufficient use is made of student satisfaction survey data or focus groups. External moderation is used effectively, however internal moderation has been planned but not set up and is an opportunity for improvement.

2.7 Focus Area 7: Diploma in Information & Communication Technology (Level 5)

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

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

Educational Performance

Student course completion results in 2009 at 61% were below both the Wintec and ITP level 5-6 averages. In 2009 only 49% of the students completed the Diploma in ICT qualification and this was also below the Wintec and ITP level 5-6 averages.

The structure and content of this programme is largely defined by the national NACCQ manual and generally meets student and stakeholder needs. The manual (NACCQ Blue book) defining the curriculum undergoes frequent revision and Programme management staff have considerable input to this process. Some moderation issues are being addressed.

The programme Employer Partnership Group is very active and engaged, and staff respond well to their recommendations. There is adequate investment in teaching resources to ensure that programme delivery and teaching resources are current. Tutors provide excellent pastoral and academic support for domestic and international students alike. The EPG stated that at the completion of the programme Graduates are 'work ready'.

Capability in Self-Assessment

There is good informal self-assessment of teaching effectiveness and use of the Capability Development Cycle process to improve effectiveness but the Programme overall needs to adopt a more structured approach to its self-assessment activities. The recording and monitoring of specific improvement actions and their effect on learning outcomes could be improved.

Programme staff valued the Quality and Academic Unit Summary statistics received but saw little benefit in the Programme Evaluation Report produced. The gathering of graduate destination data also needs to be improved so that the results can be relied upon. More effective use of assessment moderation could also be made.

The identification of some challenges relating to a cohort of international students has led to improved processes.

2.8 Focus Area 8: Bachelor of Applied Social Science (Social Work)

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

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

Educational Performance

This programme is delivered at multiple sites and this has presented challenges in relation to educational performance. The issues identified, particularly coordination and moderation, are being addressed and an Academic Programme Leader appointed. Student course completions are good. Overall the performance is improving. The programme has strong industry links, and placements in industry are a critical part of the programme. The Employer Partnership Group value and employ graduates. Graduates are often offered employment prior to completion, usually through their placements.

Capability in Self-Assessment

Self-assessment uses some of the Wintec tools well (for example Setmaps), and others less well (Programme Self-Assessment reports and Programme Evaluation Reports).

Monitors reports and the employer partnership group have been used effectively, although the Employer Partnership Group stated their effectiveness could be increased with greater clarity of purpose and more comprehensive representation.

Self-assessment of this programme has been applied effectively and resulted in a series of planned actions. Both the Employer Partnership Group and Degree monitors have confirmed the beneficial effect of these improvements. There is further work being done, particularly around moderation and assessment processes and it is expected that these initiatives will deliver further improvements.

2.9 Focus Area 9: Bachelor of Sport & Exercise Science

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

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

Educational Performance

The programme has access to excellent teaching facilities which contribute to the achievement of quality learning outcomes. Programme management is aware however, that the number of students successfully completing the course (70%) and qualification in total (53%) is below the Wintec and ITP sector averages for level 7-8 study. Course completions for Maori students, who make up 25% of the cohort, are very low. Programme staff are focussed on implementing specific initiatives to improve these results.

The student-focused approach taken by staff in their teaching is evidenced by strategies such as a two-day induction for students prior to programme commencement and adaptation of learning activities to align to student interests.

Capability in Self-Assessment

This programme demonstrates a well-structured and thorough reflective practice. It has an extremely effective Employer Partnership Group that meets with all teaching staff twice yearly to relay industry needs and trends. This feedback, as well as feedback from local school teachers and teacher training is used to good effect to review programme content and relevancy. There is clear evidence of proposed changes being implemented to the satisfaction of the stakeholder groups.

The Programme Self-Assessment is used effectively to analyse what is occurring in the programme and to develop and monitor improvement actions. Input from stakeholder groups is well received and used effectively for improvement to increase the employability of graduates. Research by a tutor on the programme has led to a review of assessment practices and the development of rubrics. Modifications to student assessment practices have occurred as a result. The effectiveness of these changes was evaluated through student feedback. This is an example of excellent self-assessment practice.

2.10 Focus Area 10: Graduate Diploma in Business

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

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

Educational Performance

The evaluation team found evidence of excellent learner achievement rates brought about by effective teaching and a solid understanding of learner needs. Tutors frequently engage in discussions with one another about their practice and strategies to enhance teaching. This is furthered by regular peer observation, co-teaching and feedback.

The inclusion of a pre-entry module *Business Studies in New Zealand* has been integral to excellent learner achievement by preparing learners for mainstream study in New Zealand. The programme has been structured to meet the needs of students who are working. Programme modules are reviewed in conjunction with key stakeholders and staff seek to enhance the learner experience on an ongoing basis.

Capability in Self-Assessment

The student network and class rep meetings provide a forum for students to provide feedback about teaching. Students report that concerns brought up in class rep meetings are acted upon promptly.

Tutors have embraced the Teaching Quality Self-Reflection Framework and have utilized feedback to develop strategies to enhance teaching practice as well as to contribute to potential action points for the organisation.

Most of the students enrolling in the programme are international and many of them are seeking to gain employment and permanent resident status on graduation. There is potential for the school to do more to understand graduate destinations and the value that students have gained from the programme.

Tutors use attendance monitoring information to consider potential issues for students and the need for additional support. Staff have found that since Setmaps have been on line and voluntary, there has been less uptake by students. Low response rates have had the effect of invalidating the results. Programme staff have responded to this concern by utilizing their own systems for gaining regular feedback from students and feedback is actively used to inform the programme.

2.11 Focus Area 11: Research

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

Educational Performance

Wintec is to be commended for the emphasis, rigour and funding commitment made to its research activities. The introduction of the Research, Development and Transfer (RDT) voucher scheme is insightful and delivers benefits to staff, students, and industry alike. The alignment of research themes with strategic priorities will ensure that the bond with employers and stakeholders is strengthened while also improving the prestige and quality of teaching at Wintec.

The research programme and activities are supported by well-defined systems and policies that include the reinvestment of Performance Based Research Funding (PBRF) for redistribution, as well as a requirement for Tutors at certain levels to conduct and produce research outputs. In addition to each School, non-academic units also have research plans in place.

Tutors and post-graduate students are well supported in their research activities by a Research Strategy Management group (RSMG), Research Leaders, and a range of support mechanisms. Commendation should also be made of the high-quality Wintec 'Research Bulletin' that is produced to communicate to stakeholders the range of research outputs being produced.

Capability in Self-Assessment

Positive feedback has been received from industry on individual RDT "voucher" projects. Given that the RDT programme has only recently been introduced a formal post-implementation review has yet to be conducted. Wintec may benefit from such a review to confirm the effectiveness of the programme and identify any systemic issues that may exist. Feedback from Research Leaders via the RSMG and Research administration office is received and collectively assessed. Some changes to the process have been made as a result.

Overall, opportunities for the self-assessment of research systems have been identified and are being formalised to ensure continued improvement.

2.12 Focus Area 12: Governance and Management

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

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

Educational Performance

In 2009 Wintec's student outcomes (course and qualification completions and retention) were generally excellent and consistently above the ITP sector average at all levels of study.

The Wintec Council receives "excellent information" including quarterly reporting against the Strategic Plan, Investment Plan, and EPI Key Performance Indicators. It also receives a copy of the Academic Board report as well as information on student satisfaction, job surveys and Tribal benchmarking information that allow it to track the educational performance of Wintec students overall, as well as a comparison with the ITP sector. Council Members are well engaged with industry leaders and are aware of trends and the implications for tertiary education.

The management and governance of Wintec has a clear vision and underpinning strategic plans. Investment and business planning processes are robust and effective. The restructuring of industry engagement through Employer Partnership Groups has been successful, and through this the relevance of programme content has increased. Industry and Community connectivity has benefited as a result. Significant investment in student support, as well as infrastructure and facilities has occurred and further investment is planned. Modern facilities provide an excellent learning environment that supports educational achievement.

A 'Knowledge Unit' has recently been established and coordinates the monitoring and reporting regime at School, Programme and module level based on EPI data. Numerous Employer Partnership Groups exist (300 members in total) and these are typically well engaged, reflect industry views and challenge Programme Leaders on content and relevancy. Programme approval, review and exit processes are well defined and managed.

The majority of teaching staff have teaching qualifications. Those that do not (approx.30%) are being encouraged to complete CAT, CATE and NCALE qualifications.

Capability in Self-Assessment

Performance monitoring of management is appropriate and well structured. Key Performance Indicators are updated annually. A robust and well-defined risk management programme is in place.

Wintec has developed and implemented a comprehensive institution-wide Excellence Framework (WinQual) for self-assessment but the use of the framework at the programme

level is variable. There is good reflective practice occurring at all levels although in some cases the actions are not explicit or directly targeted at specific educational improvement. In other cases, there is no analysis following the change to validate effect.

The compilation of Programme Self-Assessment Reports is viewed as an annual compliance exercise by some Programme Managers rather than as the focal point of activity targeted toward educational improvement. Many have been completed in isolation and teaching staff typically have limited input. If self-assessment is to deliver significant results the process of identifying, implementing, and owning improvement actions needs to become a collaborative exercise involving all stakeholders.

The Programme Self-Review reports compiled by the Quality and Academic Unit contain an abundance of quantitative statistics. However, Programme Leaders find them difficult to interpret and as a result limited use is made of the report at the programme level.

It may be timely to review the self-assessment tools in use at Wintec and refine them further so that they become meaningful at the programme level and are more specifically targeted toward improving educational outcomes. There is also an opportunity to collaboratively develop and compare self-assessment best practice as it evolves.

International Students

Educational performance

A significant number of International students currently attend Wintec and this is forecast to increase¹. International students typically achieve better results than domestic students in their cohort. Students report that the environment of Wintec is conducive to academic success and that they are well supported by teaching staff within programmes, complemented by learning support services and the Centre for Languages. The International Centre plays an overall role in ensuring adherence to the Code of Practice for Pastoral Care of International Students and provided evidence of the processes it follows in order to meet its obligations under the Code. Copies of the annual statements submitted to the Ministry of Education as required, were provided.

Support is available to International students 24 hours a day and monthly immigration sessions and student fora have been introduced.

Capability in Self-Assessment

There is a sustained commitment in the International Centre to a self-assessment regime that builds on its existing strengths in providing quality support services to international

¹ Wintec has a number of Memoranda of Understanding (MoU) in place with a range of international tertiary education establishments. These MoU provide the basis for a strong emphasis on growing international student numbers and reciprocal teaching and research arrangements. In 2008 Wintec had 494 international EFTS. This grew to 521 in 2009 and is forecast to achieve 560 in 2010. Wintec has a stated goal of international students comprising 15% of the total student population in the near-term.

students. The Centre constantly seeks to identify and implement opportunities to facilitate engagement between domestic and international students. Ongoing engagement between the International Centre and Programme Managers from across Wintec occurs to understand the academic performance of international students and to enable a shared understanding of learner needs. Cultural workshops to assist Tutors teaching international students have also been held.

A recent emphasis on monitoring the attendance of international students has been implemented and this has proved effective. The monitoring of home-stay arrangements is also proactively carried out.

Recommendations

There are no recommendations.

Further Actions

The next external evaluation and review will take place in accordance with ITP Quality's regular scheduling policy and is likely to occur within four years of the date of this report.

Report of External Evaluation and Review

Waikato Institute of Technology
(Wintec)

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 24 March 2015

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MoE Number: 6019

NZQA Reference: C16506

Date of EER visit: 29-31 October and 4-6 November 2014

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:	Waikato Institute of Technology (Wintec)
Type:	Institute of Technology and Polytechnic (ITP)
Location:	Administration, Block B, Gate 3, Tristram Street Hamilton
Delivery sites:	Hamilton City, Rotokauri, Te Kuiti, Thames, and Otorohanga
Courses currently delivered:	Please follow the link below. http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=601915001&delSiteInd=0
Code of Practice signatory:	Yes, approved for students aged 14-17 and students aged 18 upwards
Number of students:	Domestic: 19,575 in 2013 International: 1,124 Total EFTS (equivalent full-time students): 6,872
Number of staff:	Approximately 680 full-time equivalents
Scope of active accreditation:	Please follow the link below: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=601915001
Distinctive characteristics:	Wintec is one of the largest of the 18 ITPs in New Zealand, with 20,699 students in 2013, comprising 6,872 EFTS enrolled in over 150 programmes across a wide range of disciplines. Wintec was established in 1924 as a local technical college, and has undergone

much transition since. It is centred in Hamilton and has satellite campuses in the surrounding area. Its vision has led to policies to increase innovation, learning design, campus development, partnerships with industry and community, and the development of international education. A significant proportion of the student body are international students and Wintec is currently actively increasing that amount. Māori and Pasifika students make up 19 per cent and 4 per cent respectively of the total number of students.

Previous quality assurance history:

In December 2010 the report of the previous external evaluation and review (EER) of Wintec was published by NZQA. The results of this was that NZQA was:

- Highly confident in the educational performance of Wintec
- Confident in the capability in self-assessment of Wintec

The 2013 national external moderation results for NZQA-managed unit standards show that there are some issues with six of 17 unit standards sampled.

Wintec met national external moderation requirements for four out of six New Zealand Diploma in Business prescriptions in 2013.

2. Scope of external evaluation and review

The agreed scope of the EER of Wintec included the following mandatory focus area:

1. Governance, management and strategy

The other focus areas selected were:

2. Bachelor of Applied Management (Level 7)
3. National Diploma in Journalism (Multimedia) (Level 5)
4. Certificate in English as an Additional Language (Level 5)
5. International and General Student Support Services
6. Kopu Workshop Cluster
7. Master of Nursing (Level 9)
8. Certificate in Cookery (Level 3)
9. National Diploma in Agribusiness Management (Level 5)

10. Certificate in Introduction to Study (Level 4)

11. Certificate in Engineering and Automotive Trades (Level 2)

These focus areas were decided on in collaboration with the provider as they provide a good representation of the academic activities at Wintec, covering a range of levels and subjects across most of the schools and centres at Wintec. The selection of programmes above also allowed the evaluators to visit the campuses at Rotokauri, Otorohanga and Thames to see how these campuses function.

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-eeer/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.

The EER took place with a team of five NZQA evaluators, who visited Wintec sites in Hamilton, Thames and Otorohanga over six days. The evaluation team interviewed the chief executive, Council, senior management, heads of school and centre directors, members of the academic board, team managers, student support managers, teaching staff and students. The evaluators also spoke with important stakeholders and graduates, both face-to-face and by telephone. Before the EER visit, Wintec supplied the evaluation team with self-assessment materials and descriptive information about the organisation, including developments since the previous EER. This material assisted in the development of the scope of this EER. The focus areas for this EER were selected in consultation with Wintec's quality and academic director.

A range of documents was made available at the EER visit and these were examined by the evaluators to triangulate the interview statements.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Waikato Institute of Technology (Wintec)**.

Wintec shows its high standard of educational performance by:

- The consistently high rate of course completions over the last few years.
- The strategy and direction for Wintec, as articulated by the Council, which is evident and permeates all levels of the organisation.
- The genuine student-centred approach to learning evident throughout the institution, which enhances learner achievement.
- The modernisation of facilities, and the integration of technology in teaching to enable greater learning.
- The comprehensive student support services which are well understood by students and staff and provide effective support and can be linked to improved learner performance.
- Māori learner support through Te Kete Kōnae, which is contributing to lifting the performance of Māori learners.
- Literacy and numeracy effectively embedded into programmes, particularly helping students on lower-level programmes.
- Emphasis placed on youth engagement through the Waikato Trades Academy and in partnership with regional secondary schools, which is enabling secondary school students to attain the credits to enter trades programmes and apprenticeships.
- Full integration of Youth Guarantee students on the Cookery programme into the general programme so that they are not identified as Youth Guarantee. This has led to higher levels of achievement than Youth Guarantee students on other programmes and is an example of the scope for innovation within Wintec.
- The efficacy of partnerships and collaborations with industry, industry training organisations and the community, for example the Diploma in Agribusiness.
- The implementation of Employer Partnership Groups, which are an effective interface with stakeholders, in many cases assisting with graduate employment, apprenticeships, and internships. These groups play an active role in ensuring that the programmes meet stakeholder needs.

- Institutional support and priority in teaching excellence, with a range of internal and external professional development opportunities.
- Constructive engagement in the internationalisation of education, both in attracting overseas students to study at Wintec and in forming international partnerships with overseas institutions to deliver programmes abroad.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Waikato Institute of Technology (Wintec)**.

Wintec shows its high standard of capability in self-assessment by:

- Using extensive student performance data to inform programme management and improvements, as well as to understand individual achievement and cohort performance in the programmes.
- Constantly analysing and understanding the changing needs of industry and adapting programmes to reflect these changes.
- Gathering good data from student evaluations of the programmes, the teaching and the learning environment, and responding to issues as they arise.
- Having effective systems to monitor and enhance the quality of programme delivery, e.g. moving to project-based learning in the trades areas.
- Comprehensive graduate destination data appropriately analysed and used for improvement in some programmes, as shown in the Certificate in Introduction to Study and the Diploma in Journalism programmes.
- A good understanding of the achievement rates of international students, which are consistently similar to those of domestic students.

Improvements are suggested in the following areas:

- Better understanding of Māori achievement rates to facilitate an improvement in these rates. For students funded through the Tertiary Education Commission's (TEC) Student Achievement Component fund, the overall Māori successful course completion rate at Wintec was 8 percentage points behind those of other students for 2013.
- Develop a better understanding of the needs of Pasifika learners in order to develop and implement a targeted, well-defined strategy for Pasifika learners.
- Identify factors contributing to the high level of success of Youth Guarantee students in the Cookery programme that could be used in other less successful Youth Guarantee programmes.

Findings¹

1.1 How well do learners achieve?

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**.

As an institution, Wintec performs consistently compared with its peers in the ITP sector, although it is not improving its student achievement rates as quickly as some other ITPs. TEC data in Table 1 below for the Student Achievement Component funding part of the ITP sector shows that Wintec has increased its course completions marginally in the period 2009-2013, but has now fallen below the sector median.

	2009	2010	2011	2012	2013	
	SAC**	SAC	SAC	SAC	SAC	YG*
Course completion %	76	77	80	79	78	66
Position/18	4	8	5	11	14	15
Qualification completion %	65	61	64	69	78	43
Position/18	1	5	8	9	6	16

*Youth Guarantee results only available from 2013
 ** Student Achievement Component funded

Wintec's placing against other ITPs over the five years for course completions indicates that some other ITPs have improved faster than Wintec in this period, although the comparative achievement rates in the sector are seen in a narrow spread, from 75 per cent for the lowest course completion rate to 84 per cent for the highest course completion rate in 2013.

Programme completion rates at Wintec vary but are mostly very good. The National Diploma in Agribusiness Management programme completion rate was 83 per cent in 2013, and the Bachelor of Business Studies had a successful completion rate (for TEC Student Achievement Component-funded students) of 82 per cent in 2013. The evaluators learned that in that year, international students in the BBS programme generally performed on a par or slightly lower than the rest of the student body in the programmes they attend.

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

At the lower qualification levels, the Certificate in Cookery at Rotokauri has a course completion rate of 81 per cent. These are examples of consistently high achievement rates across the levels, which was supported by the similar results for most of the other programmes selected as focus areas for the EER.

Wintec is making a concerted effort to understand the needs of Māori and Pasifika students, and while improvements in performance have been noticed, there is still some work to be done. The performance of these groups of students is an average of 6-8 percentage points lower across the institution. Although Wintec is aware of the proportion of the student population that identifies as Māori (19 per cent in 2013) and Pasifika (4 per cent in 2013), it is not clear that the learning needs of these groups are being studied, and strategies identified and implemented to improve achievement rates.

Wintec gathers extensive achievement data and this is mainly structured along the TEC reporting requirements. There are indications that other data is being collected also, and this will assist in further determining the value of the programmes. For example, the initiative of the School of Media Arts to track its graduates from the past three years is a useful move and will allow much study of the value of the learning for the graduates.

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

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 NZQA evaluators saw that there is considerable value for the learners and other stakeholders in the programme outcomes. This value is apparent on a variety of levels throughout the programmes offered by Wintec. Wintec is very responsive to the long term career objectives of the students and has a number of initiatives in place across the schools and centres to enhance the career prospects of the graduates. This is evident in the close relations that are fostered with the relevant industry groups through the structured Employer Partnership Group system which is part of the advisory processes of the schools and centres. Through extensive communication with employer groups and in response to sector initiatives, Wintec understands the need to prepare students for the time constraints and pressures of employment. Throughout the focus areas the evaluators noted that employer feedback is very positive and they felt the standard of graduates is very high. Depending on the level of the programme, for the most part the graduates are 'work-ready'. This commitment is shown in a number of the focus areas.

Management at Wintec conveyed the message that there is a heightened understanding of the need for the imparting of life skills and academic skills as

valuable additions to the teaching of a subject. These achievements are well reflected through the schools and programmes and, while the developments of these qualities is not being measured presently, students and teachers recognised that these skills are being acquired, and this was endorsed by the employers spoken to who place great emphasis on the graduates being work-ready.

Another example of the value of the programmes to the stakeholders is that of the Kopu programmes in Thames. These programmes are designed to keep 'at-risk' secondary school students engaged in the school system while interesting them in a trade skill and motivating them for future employment. There is very close liaison with the secondary schools and the programme supervisors. Although the programmes have not been running long, there is evidence that they are meeting their objectives, and the secondary school teachers spoke very favourably of the positive effects of the engagement.

As is the case with most large tertiary education organisations, there is value in the large number of programmes available at Wintec, which provides opportunities for the students to progress from one programme to another. The TEC data shows that Wintec has good outcomes in this area, with 58 per cent of students going on to higher study in 2013, compared with the ITP median of 37 per cent.

There are a number of foundation or transition programmes that allow for this kind of progress. The Certificate in Introduction to Study is one such stepping-stone programme. Eighty-eight per cent of the students from this programme went on to employment or higher training in 2013. The staff of this programme check on students that go to higher Wintec programmes to appraise their progress. This programme has a Māori stream (Te Tūāpapa Hauora) incorporated to improve Māori and Pasifika achievement. This appears to be having a positive effect on the outcomes of these groups.

Wintec has elaborate systems to collect student and employer feedback on the effectiveness of the learning. This is collected in an online and paper-based format, analysed and used to inform programme developments and improvements. Feedback and advice from the Employer Partnership Group is also used to inform programme planning. There is room for Wintec to develop better awareness of initiatives that are developed and work well in one situation and using those initiatives in areas of lesser performance, thus adding value to those areas.

1.3 How well do programmes and activities match the needs of learners and other 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**.

Throughout the focus areas the needs of the students and other stakeholders are well addressed.

Many of the programmes that were included in the EER are practical in nature, and the evaluators saw that there is a strong work-based environment in the delivery of these programmes. This is especially true of the programmes provided through the Waikato Trades Academy, and trades-related programmes such as the Certificate in Engineering and Automotive Trades. The evaluators noted that there are strong industry links in these areas. Work-readiness and career pathways are strong priorities for Wintec as an institution. These objectives are obvious in the higher-level vocational programmes such as Master of Nursing and National Diploma in Journalism, which also show very strong ties to the industries they service, particularly the professional bodies and employers. Wintec is also adjusting the delivery of the Bachelor of Applied Management from its predecessor degree at Wintec (the Bachelor Business Studies) to better suit the career aspirations of the student and the employment requirements of the employer.

The Diploma in Agribusiness is also representative of a programme that is being tailored to meet the specific needs of an industry, in this case, farmers. Designed to give basic business skills to working farmers, the programme is carefully organised to suit the needs and preferences of this sector, with consciousness of the best time of day to communicate so as not to interfere with milking, and that broadband internet is not available in some rural areas.

A common theme throughout the programmes is the identification of individual student needs at admission and putting in place individualised learning plans to plot the progress of learners who are identified as needing individual attention. Wintec has very strong support facilities for its students to assist them to meet those needs.

The incorporation of literacy and numeracy enhancement through courses at levels 1-3 is a positive step, which allows Wintec to align to New Zealand Government intentions to improve the general literacy and numeracy capability of adult learners nationally. The evaluators learned that Wintec is using the TEC measuring tool at the commencement and completion of a programme of study, and in most cases noticing an improvement in the standard of numeracy and literacy.

The Diploma in Journalism programme is maintained as the required entry qualification into the journalism industry as advocated by the industry training

organisation responsible for setting standards in journalism, Competenz. The evaluators learned that the numbers of people enrolling in this programme is falling, in light of changes to the print media in New Zealand. While the qualification remains a requirement, there is some debate as to whether it remains the most appropriate form of entry to a quickly changing industry. However, industry feedback is very positive on the programme, which include 120 hours of internships within industry.

Wintec works very closely with community sectors. Collaboration with the mayor of Otorohanga to facilitate learning to meet employment vacancies in the local area and keep people in the town is a constructive move which illustrates how the institution is meeting local skill demands. Likewise the National Diploma in Agribusiness Management is designed to specifically meet an identified skills gap in local farming communities. The programme is designed to suit the learning needs and daily routines of the learners, who are all farmers and have a specified routine that cannot be changed.

DairyNZ has an ongoing, high-level investment in the programme, along with Dairy Training Ltd – the training subsidiary of DairyNZ which delivers the programme and conducts assessments, and Primary ITO which monitors the progress of learners. The project is managed by a project management company, Scarletti, which has close contact with the four parties in order to keep everyone apprised of all facets of the programme's progress. Approximately 20 people across the five organisations meet quarterly at Wintec. All parties project that the programme will become the industry standard for key decision-makers in farming in New Zealand.

Student evaluation and feedback from employers shows that Wintec is being largely effective in aligning its programmes to suit the needs of industry. Student satisfaction across the focus areas is high, and industry feedback indicates that feedback and advice is listened to in programme development. It is felt that the skills imparted are relevant to the industry for which they are intended, and Wintec shows that it responds well to the changing requirements and conditions of industry.

1.4 How effective is the teaching?

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**.

Teaching at Wintec is of a high standard. In all the areas sampled in the EER it was noted that the teachers are skilled practitioners in their discipline areas, and most have extensive industry experience. Wintec appreciates that people with industry experience bring with them a range of practical examples to embellish the learning and illustrate important principles. A good illustration of this is that 41 of

the 45 teachers in the National Diploma in Agribusiness Management were previously farmers and most of them hold degrees. The Master of Nursing programme co-opts Practice Partners as industry specialists to provide guest lecturer input into the programme, thus enhancing the relevance and currency of the programme.

Wintec places considerable importance on maintaining and enhancing the skills of its teachers. The teachers at Wintec all engage in professional development and teacher training and attain the Certificate in Adult Teaching or the Certificate in Adult and Tertiary Education qualifications. The use of MyPlan, an individualised staff capability building programme, is also a feature of staff development. On those programmes that are degree-related, 80 per cent of staff members are engaged in research. Research activity is steered along commercially oriented lines to assist in the funding, and maintains relevance and better engagement with the community. Student feedback is generally very positive and acknowledges the skill and effectiveness of the teaching generally.

The implementation of the strategy of modernisation of teaching at Wintec in recent time has led to a more student-centred approach to delivery. This has led to more versatile teaching hours, blended learning, more distance learning, use of technology, facilitating programmes 'in the field', and online learning. Some of the transition has not been without some tribulation, especially the changeover to Moodle which caused some technical problems, according to various student feedback.

Teachers who teach at lower levels or in selected programmes engage in literacy and numeracy training so that they can be more effective in enhancing these essential skills, and student achievement shows that this is working. For industry or employment-focused programmes, staff members keep strong industry links to involve industry in the planning and facilitation of the programmes. The staff in the National Diploma in Journalism are a good example of this as they engage in the end-of-year road trip to engage with regional editors of community newspapers to keep up to date and keep contact.

In many instances the evaluators learned that staff meet often to discuss student progress and hold meetings to discuss and share good teaching practice. In the Certificate in English as an Additional Language, the teachers engage in an 'academic hour' each week to share good teaching practice.

There are a number of comprehensive self-assessment mechanisms in place to monitor and develop good-quality teaching practice. The evaluators saw evidence that systematic observation of teaching practice by peers and managers was taking place, with constructive feedback intended to improve practice. Performance agreements are negotiated with the managers and professional development is an important part of the performance targets.

1.5 How well are learners guided and supported?

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**.

Learner guidance and support, including for international students, was found to be a strength of the organisation and was selected as a focus area in its own right. The evaluators spent three hours discussing guidance and support with the staff members who facilitate it to the students. Wintec has a very comprehensive system of student support. Student support was also discussed at programme level through the other focus areas and it was evident that the students are well supported throughout their programme in a general sense, with specialised assistance if necessary. The evaluators saw that the programmes are well resourced and that the system of modernisation of teaching was assisting the students by making the learning material more accessible.

Admission and enrolment procedures help the programme administrators understand if there are any issues and impediments with individual students that need specific attention. Often the teachers can deal with the issue, but there is a variety of support facilities available to the students. There is an on-campus health clinic where treatment and counselling is readily available. In terms of resources there is a library, study rooms and a large computer hub to assist with course work and provide a meeting place for students. The evaluators saw that there is a learning support centre which gives support to students and also supports teachers to help students. There is a facility for disabled students which will provide specialist disability equipment such as wheelchairs and mobility scooters to students at the main Wintec and Rotokauri campuses.

International students are well supported at Wintec. There are airport pickups provided, and assistance in the acquisition of homestays and rented accommodation will be given if required. Many of Wintec's international students are more mature and so they prefer to look after themselves. Assistance is given to the students if they need to find banks, medical facilities or apply for jobs. If international students fall sick the international support team will send a person to the student's home to check up on them.

1.6 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 **Good**.

The NZQA evaluation team found that governance, management and strategy are very strong at Wintec. Wintec is a large ITP and its complement of programmes

and courses covers a diverse scope. It was gratifying to see that the strategies and initiatives expressed at Council level and by the chief executive were also heard at a lower level and were expressed in a similar way by teaching and support staff members. This indicates that there are good lines of communication and inclusiveness in the formulation and discussion of the strategies. Some of these strategies include the internationalisation of programme delivery, modernisation of teaching styles, updating of premises and facilities, the growth of commercial research and projects, facilitating the acquisition of life and study skills through the programmes, closer relationships with employers, and increasing the diversity of students and staff members. In this way Wintec shows that it has a good sense of preparation for the future.

There is effective collaboration with local industries and communities and an understanding of Wintec's place in the local economy. Steps to ensure that graduates go to worthwhile employment or can commute to higher studies are very much a part of the governance and management focus. This is demonstrated by the many worthwhile relationships and liaisons that have been formed with other New Zealand learning institutions, industry, communities and overseas institutions. The formation of the Employer Partnership Groups exemplifies the commitment towards understanding the needs of stakeholders. Each school or centre at Wintec has an Employer Partnership Group to guide the development and improvement of programmes.

Wintec shows that it values feedback from its stakeholders to determine the effectiveness and value of the education received by the students. Feedback from students, employers and graduates (where possible) is collected to study the effectiveness of the programmes, facilities, resources and support mechanisms, and, if necessary, to decide how to improve them. Stakeholder groups are important to the organisation and are highly regarded.

The organisation supports systematic staff development and encourages self-assessment and reflective practices. Wintec assists its teaching staff to develop their teaching of literacy and numeracy skills (at levels 1-3) and has a system of observations of teaching in many programmes to ascertain the quality of teaching and to encourage improvement. There is a professional development programme for potential leaders. INSPIRE is annual staff professional development day.

The Wintec chief executive has his performance appraisal at Council level. The Council appraises its own skill level, and attempts to fill any perceived gaps. The senior management team is knowledgeable, skilled and very responsive to stakeholder feedback. Decisions are made with a focus on the future, and possible obstacles are taken into account. The senior management team is responsive and takes action based on good advice.

There is an extensive collection of data at Wintec, a lot of which is gathered to report to the funding agencies. There are some good initiatives in some of the schools and centres to gain further data, such as on graduate destinations, which can help to understand the longer-term value of the learning. Such initiatives could

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be shared across the schools and centres in a meaningful way. Likewise, initiatives around improving Youth Guarantee programme participation and achievement rates in one area could be shared to encourage improved achievement in other, similar areas. The areas of Māori and Pasifika student achievement and support need some reflection.

At Wintec, governance and management maintain a very good environment for the students to achieve well and this is reflected in the consistently good achievement rates throughout the schools and centres. Overall successful course completion rates of Student Achievement Component-funded programmes have remained steady over the past three years, and some effort could be put in to boost these, as other ITPs have improved their course completion rates comparatively and so Wintec's comparative standing has slipped a little. In recent years Wintec has provided Youth Guarantee programmes which have produced a 66 per cent course completion rate, and this has proved a challenge for the institution. It is satisfying that some sections are implementing the integration of Youth Guarantee students into mainstream classes and have found this successful. It remains for management to use this successful strategy in other Youth Guarantee programmes.

Student support is generally strong at Wintec, with excellent learning support and resources, and comprehensive health support and counselling services. Nevertheless, the evaluators found that a more focused, specified approach to understanding the specific needs of Māori and Pasifika students is necessary to raise the levels of achievement. They noted that there are already a number of initiatives in place, especially for Māori students, in terms of support, but the performance of Māori students – while improving – is still generally below that of the whole student body. More work needs to be done to understand and rectify this discrepancy. Pasifika students perform better, but there is a discernible lack of focus on providing specific support resources for this group to continue this improvement. Valuable staff capability development under the Māori Capability Framework has been initiated in 2014, with a small proportion of the staff members having completed this programme to date.

Throughout the focus areas the value of the programmes for students is clearly evident. The evaluators saw that this was largely due to the well-structured system of industry and stakeholder engagement. Employers spoken to clearly valued the strengths and skills that graduates brought with them and there is evidence of good inclusion of stakeholder advice in programme selection and development.

It was found that governance and management has a strong, clear vision for Wintec, and this vision is reflected in the strategy for the modernisation of the curriculum and the facilities. The new buildings, modern landscaping, technological resources and the continuing development of on-site dormitory facilities to meet the expected need of increasing international student numbers, are all manifestations of this policy. Rotokauri campus, with its integrated skills training, is an embodiment of modern teaching practices.

The strong sense of community observed in some of the focus areas and throughout the campus are part of the overall Wintec vision. The modern campus environment is open to community involvement and is designed to be unrestricting and inclusive. The community based programmes initiated at Otorohanga are an excellent example of Wintec's collaboration with local communities. Its collaboration with DairyNZ in the provision of the National Diploma in Agribusiness Management is another good example of meeting the needs of local industry and communities.

2. Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

See Findings 1.6.

2.2 Focus area: Bachelor of Applied Management (Level 7)

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

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

The Bachelor of Applied Management (BAppMgmt) is a relatively new programme at Wintec, and will have its first set of graduates in 2015. It was established to replace the Bachelor of Business Studies (BBS) which is currently being phased out at Wintec. Wintec agreed to join the BAppMgmt collaboration between Otago Polytechnic, Christchurch Polytechnic Institute of Technology, Manukau Institute of Technology and NorthTec. The change to the BAppMgmt has been facilitated by a need for including more industry contact in the programme, and it will now incorporate 45 to 60 credits of industry experience and the option of more majors, depending on the student's chosen pathway.

Wintec expects that its good achievement rates in the BBS will continue with the BAppMgmt. Figures show that overall course completions in the BBS have been consistently good in the last few years, sitting at 82 per cent and 84 per cent in 2012 and 2013 respectively, which is higher than the Wintec means for all programmes of 79 per cent and 78 per cent for the same time periods. Graduates also gain significant academic skills during the programme. International student completion rates are good, with a slight increase to 80 per cent in 2013, which compares favourably with the 84 per cent overall completion rate for the programme.

The BAppMgmt programme will provide good value to the graduates and stakeholders. This is evident in a number of significant ways. Students will gain meaningful employment in industry and some go to further study. The evaluators witnessed that there were overseas scholarships available for students, and five students will travel to China to engage in studies in international management.

Students and teachers alike noticed considerable development in students' personal and academic development during the programme. There are a variety of career choices available through the selection of majors, and these can be determined during the first year of study.

The BAppMgmt programme was adopted to replace the Bachelor of Business Studies programme to better meet industry requirements and to ensure that it is appropriate to meet students' career aspirations. There is very good use of industry feedback to refine the programme and there are strong, systematic connections with community and industry. This programme is offered across a number of ITPs and this gives rise to useful collaboration and identification of issues among these providers. More systematic gathering and use of graduate feedback would be useful to gauge long-term meeting of needs.

The procedures for ensuring the high quality of teaching delivery are strong. Teachers engage in professional development and teacher training, and the use of MyPlan for individual staff member capability building is a positive initiative. There is a strong emphasis on professional development and staff members are actively encouraged to enhance their skills and qualifications. There is an active research culture with at least 80 per cent of teaching staff engaged in research, and staff members produce dissertations for presentations and publication. Student satisfaction is generally good but there are some issues over the introduction of electronic delivery systems which are being worked on. Self-assessment and reflective practices are strong and teachers are reactive to student feedback issues.

Programme management shows good lines of communication and a very good understanding of industry requirements. Management is facing up well to the challenges of changing the degree programme and has good liaison with the consortium of ITPs on degree-related matters. The centre director has good lines of communication with the senior management group and there is a good grasp of strategic goals for the school. The implementation of the degree is still developing at Wintec. There is good use of external contacts and advisory committees to influence programme development. More awareness of Māori and Pasifika needs at programme level would assist these groups of learners.

2.3 Focus area: National Diploma in Journalism (Multimedia) (Level 5)

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

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

The National Diploma in Journalism is the requirement for entry into industry as specified by Competenz, the industry training organisation responsible for this sector. At Wintec it can be completed in two consecutive semesters, as the third year of the Bachelor's degree, or as a part-time or distance option over three

years. The journalism industry also prefers its workers to have a degree and this is encouraged by combining the national diploma with the Bachelor of Media Arts (Communication) at Wintec.

TEC figures show 58 per cent course completion in 2014, but this figure belies the actual achievement rate as most people do not complete the programme in a calendar year. While this figure could be improved, it reflects the enrolment circumstances of the cohorts in the programme, and the part-time nature of many of the students. The Bachelor of Media Arts programme, which students may progress to or complete concurrently, has good retention rates, with 80 per cent for 2014 and a successful course completion rate of 82 per cent for 2013. Sixty per cent of students enrolled in the Communications endorsement of the degree also take the diploma in the third year.

The School of Media Arts has made efforts recently to track its graduates from the previous three years. It is notable that 79 per cent of graduates in this time have retained jobs in the journalism industry.

The rates of Māori enrolment in the National Diploma in Journalism was 17 per cent in both 2011 and 2012. In 2013 the proportion of Māori enrolment in the degree programme was 24 per cent, and the achievement rates for Māori have been on a par with those of the overall achievement rates for the courses. Māori students are typically strong performers and have been the top students in the past.

Graduates of Wintec achieve highly, with three graduates in the last three years having received nominations for the prestigious Canon Media Award, which is open to all learners nationally, with Wintec graduates winning on two occasions. There are good employment outcomes, with graduates obtaining a range of jobs in media. Feedback from stakeholders and graduates is overwhelmingly positive. The evaluators heard that students gain in confidence, personal development and work-readiness.

Exposure to industry during the programme is valued by the students and staff, and this is facilitated in a variety of valuable ways. The editor-in-residence is a highly regarded national journalist who facilitates learning by promoting the Press Club and through his personal networks. The Press Club is strongly supported by the management, staff and students. Students have received jobs as a result of networking through the Press Club. The industry internships for the students are 120 hours minimum, often over a period of six months, and many translate into job offers.

Industry feedback indicates that graduates are generally ready to enter the industry and many find high positions. However, there are questions about dwindling student numbers over the last few years and the continuing relevance of the programme as the print media undergoes dramatic changes. It is not clear that there is a contingency plan around the continued future of the programme.

Student feedback about the teaching is very positive. Teaching staff are passionate and dedicated, with many years industry experience. They keep current and up to date by constant and ongoing interaction with industry stakeholders. All teachers have completed teacher training programmes. The staff engage in contact with all regional editors of community newspapers to keep up to date with industry requirements. A road trip to further develop these contacts is planned. The school engages in joint research with other departments and cross-collaborative research with Christchurch Polytechnic Institute of Technology. Senior teachers are involved in the NZQA Targeted Review of Qualifications (TRoQ) process for the realignment of qualifications.

Students said they were well supported but do not need help with literacy and numeracy. Teachers are always accessible to the students, and there are many good resources available to the students.

There is strong management and good stakeholder involvement, and relationships with local and regional-based newspapers are strong. The school makes good use of the Employer Partnership Group, but the evaluators heard that the group would like more feedback on the way their advice is used.

2.4 Focus area: Certificate in English as an Additional Language (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 **Excellent**.

This 60-credit programme aims to provide graduates with strategies and skills to make the transition from general to academic English and to be independent and confident language learners who are able to manage their own learning and also have the ability and confidence in skills essential for successful study in tertiary courses. These students are international or resident migrants.

Student achievement has been consistently high as demonstrated by the course and qualification completion rates over the last three years, as shown in the following table.

Indicator	2011	2012	2013
Successful course completion	93%	85%	88%
Qualification completion	92%	81%	84%

Following graduation, students are likely to continue to study at Wintec, with 77 per cent of the 2013 student intake continuing to study in 2014 in a variety of Wintec programmes. Students are well prepared for further study, and the English

language assessment carried out by programme staff is a good indicator of success in further study. The stakeholder group for the programme is active and is consulted frequently.

Programme staff monitor the performance of graduates when they progress to other programmes at Wintec and have undertaken extensive research to identify ways to improve the programme based on the graduates' experience and the experience of teaching staff from the destination programmes. It was evident to the evaluators that this research was used to inform improvements in the delivery of the programme and to align teaching with the teaching methods graduates will encounter in future study at Wintec.

Student surveys report very high levels of satisfaction with the programme and this is supported by minutes from student forums and interviews with students. In particular, students reported very high levels of satisfaction in support and teaching. Students have access to a wide range of support services offered to all Wintec students and they found the use of the academic advisor appointed by the Centre for Languages and support from teaching staff particularly useful. Peer observation and formal (management) observations are used effectively to inform decisions about teaching effectiveness, and there is a regular forum for staff to share good practice. Students commented on the usefulness of the formative feedback they received during the programme. Early in each offering of the programme, students 'at risk' are identified and strategies and monitoring are put in place for each student. The successes of the at-risk students indicate that these strategies are effective.

It is evident that self-assessment is integrated into the operation of the programme. There have been clear responses to identified issues. There are good systems for getting feedback from students and the programme is responsive to identified student needs.

2.5 Focus area: International and General Student Support Services

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

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

The evaluation panel found that Wintec supports its students very well, and has a good understanding of student needs. The evaluators learned that international students generally perform on a par with the rest of the student body in the programmes they attend. Māori achievement rates for successful course completions are 6-8 per cent lower than the rest of the student body, according to Wintec figures.

Wintec pays particular attention to the care of its international students. The recruiting overseas agents and marketing teams give detailed programme information to applicants and provide advice and guidance for prospective overseas students. To ensure the consistency of advice and services to international

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students, overseas recruitment agents receive training from Wintec as to current programme information and legislative requirements. To support students on their arrival in New Zealand, support services at Wintec provide a number of orientation and cultural acclimatisation activities – assistance to cope with bureaucracy, medical services, and language assistance, and help with local academic requirements. Student activities and trips are organised so that international students experience ‘kiwi culture’ and students are assisted to celebrate their own national festive days.

Feedback shows that student satisfaction with international student support is very high at around 90 per cent. Staff are being trained in the requirements of the Code of Practice, and currently 70 per cent have completed this training.

As a matter of course, literacy and numeracy enhancement is embedded into the vocational courses at levels 1-3. To facilitate this enhancement, all teachers of these programmes are required to pass their NCALNE (National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace)) qualifications, and to date 71 per cent have done so. To ensure quality and effectiveness of literacy and numeracy, there is a system of formalised observations of how well the integrated literacy and numeracy is being taught.

Student support is strong at Wintec. Note takers and reader/writers can be organised where necessary. Specialised equipment is available for disabled students. The evaluators learned that support of a similar standard is available at the satellite campuses and the School of Trades, and that there is much cooperation between the campuses.

There is a working system of Māori support at Wintec, but it does not completely solve the lower achievement rate of Māori students. The Māori support drop-in centre is effective, with some improvements in achievement being noticed. The evaluators learned that since the School of Māori Studies closed down, there has been an attempt to integrate aspects of te reo and tikanga into ‘mainstream’ programmes to enhance the learning experience for the Māori learner. It is not clear how this works or whether it is effective, given that Māori learners still have a lower successful course completion rate of 70 per cent, compared with 78 per cent for the overall student body in 2013.

Pasifika support is integrated into Māori support services, and while currently only 4 per cent of students are Pasifika, this number is set to grow in the future and a specialised Pasifika support service may be required to service the difference in cultures and learning styles. At Wintec, Pasifika students generally perform lower than the overall achievement rate – at 71 per cent compared with 78 per cent overall for all SAC funded students in 2013.

2.6 Focus area: Kopu Workshop Cluster

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

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

Three Waikato Trades Academy programmes are taught at the Kopu Workshop: Manufacturing and Technology Year 1, Introduction to Construction and Infrastructure, and Manufacturing and Technology Year 2, which includes the National Certificate in Mechanical Engineering (Level 2). The programmes target secondary school students at risk of dropping out of school. Students come from surrounding secondary schools to study at Kopu one day each week during school term, with some block courses. The evaluators interviewed programme management, tutors, students and stakeholders to gain evidence to support the ratings for the Key Evaluation Questions. Documentation was also scrutinised to provide triangulation of evidence. Staff teaching on these programmes are part of the School of Trades.

Since classes began in Kopu in 2013, 84 per cent of a total of 61 students enrolled in Waikato Trades Academy programmes, of which approximately 50 per cent identify as Māori, have successfully completed their studies. Eight students successfully completed the second-year programme (100 per cent).

Most students enrolled in Kopu Workshop programmes have remained in school; several year 1 students from 2013 went on to complete their second year at the Waikato Trades Academy in Hamilton. Several have been offered jobs and/or apprenticeships. The Competenz regional contact person works with programme staff to identify students to fill apprenticeship places in local businesses. The engineering projects are highly valued by the students, and the programme has a positive impact on their schoolwork. Teachers reported that students are gaining in confidence and learning transferable skills.

The standard of teaching and student support through these programmes is very high. Tutors are experienced industry practitioners and have all completed teacher training. Regular professional development is available, for instance in blended delivery. More senior staff mentor new tutors especially to assist them in working with young people.

Although Wintec support services are available to all students in Kopu, the tutors capably provide most of the immediate student support including pastoral care. Literacy assessments and individual learning plans help tutors to understand what support students need, and this leads to improvements in student performance in this area. Student satisfaction with teaching and the programme content is high.

Teaching staff are well connected with management which is based in Hamilton. Team managers visit the site regularly. The programme is well resourced, and students travel to Hamilton to use workshop equipment not available in Kopu.

Self-assessment is generally robust and staff regularly obtain feedback from students and stakeholders. Staff have excellent relationships with secondary

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schools, and it is evident that the schools value the programmes highly. The programme is constantly being refined using feedback from industry. Thorough collation, analysis and dissemination of graduate feedback would help the learning activities towards focus on creating effective outcomes.

2.7 Focus area: Master of Nursing (Level 9)

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

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

This focus area includes the Master of Nursing (Level 9), a postgraduate qualification that can be undertaken on completion of the Postgraduate Diploma in Nursing (Level 8). The evaluators interviewed programme management, tutors, three students and two Nurse Coordinator Postgraduate employers, to gain evidence to support the ratings for the Key Evaluation Questions. Documentation was also scrutinised to provide evidence and triangulation of evidence. This programme of study is part of the Centre for Health and Social Practice.

The Master of Nursing, while attracting small numbers of students (11 students in 2014), sustains a good level of education performance, with completion rates in 2011 of 95 per cent, in 2012 of 86 per cent, and in 2013 of 100 per cent. A student may take anywhere from six to eight years to complete the qualification, and most students pass.

Students are funded by regional health boards using Health Workforce New Zealand (HWNZ) funding. HWNZ recommends that a student complete one paper a year, as students are normally employed full-time and are managing busy family lives. They also need clinical relief from their employer, which has an impact on other employees as they may be required to work a shift for the student.

Delivery of the programme is by blended learning including online learning and two-day workshops, two to three times a semester. Outcomes from completing the Master of Nursing include enhanced critical thinking skills, respect from other professionals, and the ability to apply for nursing positions with greater responsibility. All these factors increase a nurse's professional standing. The standard of teaching and student support throughout the programme is very strong. Tutors are very experienced industry practitioners, observe teaching regularly, and have professional development opportunities that align with their performance appraisals.

While self-assessment is generally strong, a greater focus on external benchmarking with tertiary providers of the same qualification, formal capture of qualitative data from students, and a focus on improving online accessibility for students would be beneficial. However, the Master of Nursing is an important response to the increasing complexity of clinical practice and the need for nurse practitioners who can respond to these complex scenarios for their local communities. The programme is informed by clinical practice and community

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health needs and there was evidence that changes to programme content had been made as a result of input from external stakeholders, including the nurse practitioners themselves.

2.8 Focus area: Certificate in Cookery (Level 3)

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

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

This level 3 certificate is a one-year, open-entry programme. The evaluators interviewed programme management, tutors, students and members of the Employers Partnership Group for this programme to gain evidence to support the ratings for the Key Evaluation Questions. Documentation was also scrutinised to provide written evidence as well as to triangulate interviewee/stakeholder feedback. Cookery is part of the School of International Tourism, Hospitality and Events.

Wintec sustains a very good level of educational performance in this programme. Course completions are consistently high, with 86 per cent in 2012 and 90 per cent in 2013. Programme completions are also high (81 per cent in 2013). Both course and programme completions are above the Wintec average for level 3 and 4 certificates. Youth Guarantee students are integrated into the programme (35 per cent of students in 2014) and their achievement is high. In 2013 and 2014, Māori retention was poor (47 per cent and 48 per cent), although those students who were retained had high achievement levels. In addition to achieving academic requirements, both staff and students reported that students are learning important work skills.

Each year approximately half of graduates progress to the Certificate in Cookery, also a one-year programme. Students gain excellent technical skills and experience working in the Wintec restaurant. A high proportion either work during their study or find jobs in the industry when they graduate. Students are very satisfied with the skills they gain from this programme. The inclusion of City and Guilds of London Institute qualifications enables the students to gain an internationally recognised qualification.

The standard of teaching and student support is high, with literacy and numeracy embedded. Tutors are experienced industry practitioners and all complete the Wintec tutor training programmes. Tutors clearly have excellent relationships with students; students report that they are approachable and responsive to their needs. Students receive an excellent induction to the programme, and are supported through Wintec's comprehensive student support services, with support staff coming into the classroom as required. Internal moderation is comprehensive and external moderation is carried out by ServiceIQ, the organisation responsible for the assessment standards relating to this sector.

Wintec resources this programme well, and the management team has a comprehensive plan for ongoing maintenance and replacement of equipment.

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There are good lines of communication between management and the teaching team.

Self-assessment is generally robust, but better management of Māori student engagement and retention is required. This is an issue already identified by tutors, with improvements planned for 2015. Engagement with industry stakeholders is another area that could be improved. Industry contacts reported that Wintec graduates had good technical skills, but lacked experience in working in high-pressure kitchen environments. Programme staff have not yet decided on new hospitality qualifications following the TRoQ. Given the feedback from industry stakeholders, team managers would be advised to consider how work experience might be incorporated into the new post-TRoQ qualifications that will be implemented in 2016.

2.9 Focus area: National Diploma in Agribusiness (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**.

The programme sits in the Centre for Science and Primary Industries at Wintec. It was introduced as a pilot project in 2013 and is the culmination of a collaborative effort between Wintec, which enrolls the students and provides academic and administrative support, DairyNZ which has an ongoing, high-level investment in the programme, Dairy Training Ltd, the training subsidiary of DairyNZ which delivers the programme and assessments, and Primary ITO which monitors the progress of learners. The project is managed by a project management company, Scarletti, which has close contact with the four parties to keep everyone apprised of all facets of the programme's progress. Approximately 20 people across the five organisations meet quarterly at Wintec. All parties project that the programme will become the industry standard for key decision-makers in farming in New Zealand.

The programme is in its second year. The enrolment target for 2013 was surpassed (30 target, 50 enrolled) and targets for 2014 are projected to be 60-80 enrolments. The programme aims to have 1,000 learners enrolled by 2020 to meet the needs of industry. The learners are currently working on dairy farms around the Waikato, Bay of Plenty and Taranaki. Learners are enrolled by Wintec. Wintec entered the agreement as part of its commitment to the farming community in the Waikato.

Benefits of the qualification are that learners are work-ready and able to understand the management and financial skills required of people employed in positions of responsibility in the industry now and in the future. An integrated approach to the learning results in an end-of-course project that is relevant and directly applicable to the job. Previously the qualification showed poor completion rates due to a perception that learners were only enrolling to gain pieces of knowledge on a 'need-to-know' basis. This perception has changed rapidly in 2013 with the

introduction of academic procedures by Wintec. Prior to Wintec's involvement as part of the pilot programme in 2013, course completions were less than 30 per cent. This was raised to 85 per cent in 2013, and is directly attributed by Dairy Training Ltd to the input and academic support of Wintec.

Issues and challenges with the programme continue to be learners finding time to study as they are all working on farms, and a propensity for the farming community to use learning on a need-to-know basis, previously disregarding the usefulness of a qualification. Wintec offers support for the students and there is a contract in place to provide student support. However, there is no evidence to show that this is being fully used by the students at this point.

The programme is delivered in modules containing clusters of unit standards. In order to complete the programme, students complete two national certificates, both of which are being reviewed under TRoQ, plus an additional module. The impact of this has been mitigated by the stakeholders of the programme who are represented at all levels of the TRoQ.

2.10 Focus area: Certificate in Introduction to Study (Level 4)

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

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

This level 4 certificate is an 18-week programme providing an introduction to tertiary study. In 2013 a Māori Health stream (Te Tūāpapa Hauora) was introduced. The evaluators interviewed programme management, tutors, students and stakeholders of these programmes and reviewed relevant documents to gain evidence for the Key Evaluation Questions. Introduction to Study is part of the Centre for Foundation Studies at Wintec.

Wintec sustains a good level of educational performance in this programme, with course completions over the past three years consistent at around 65 per cent. The Māori student course completion rate is lower at 53 per cent, and the Māori qualification completion rate was 47 per cent in 2013. Te Tūāpapa Hauora has improved Māori completions to over 73 per cent in 2014. Successful course completion rates are lower than Wintec averages for programmes at this level, but many of the learners are 'second-chance' learners returning to study or who have not achieved NCEA credits at school.

There are excellent pathways into other Wintec programmes, particularly nursing, midwifery, occupational therapy and social work via the Health pathway. Between 2011 and 2013, 73-75 per cent of graduates pathwayed into further study each year. The programme is well aligned to the needs of other programmes, and graduates are achieving well in their further studies.

The standard of teaching and student support is high. Staff identify at-risk students early and embed literacy and numeracy support in the classroom in ways that do

not single out students, so that learning support is 'normalised'. Because many students have previously had negative educational experiences, staff work hard to improve confidence and self-belief. Formative assessment provides students with early experiences of success. Students also access wider student support services available at Wintec.

Teachers are actively involved in professional development, attending conferences and conducting research to support their teaching. Students engage well with online resources via Moodle and can access resources in a range of ways.

Team managers work well with the teaching team and the programme is well resourced. Staff have excellent relationships with other programmes and are responsive to the feedback they receive from the teachers and management of those programmes that receive the graduates.

Self-assessment is generally robust, with staff tracking the achievement of their graduates and regularly meeting with other programme staff. Early data suggests Māori achievement is improving. Further improvements in student outcomes could possibly be made by incorporating the successful Te Tūāpapa Hauora strategies across other programmes. Attention to moderation of assessment is advised as a way of reducing inconsistencies across the teaching team.

2.11 Focus area: Certificate in Engineering Automotive Trades (Level 2)

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

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

The evaluation team met with and interviewed the management of the programme and travelled to Otorohonga to meet resident tutors, the Employer Partnership Group, students and administration staff and stakeholders.

The programme is delivered at Wintec's satellite campus in Otorohonga. Students are from the local region of Otorohonga and surrounding rural towns and the general district. Students complete the programme in 12 months. The campus has good facilities available to students including a full computer suite and Wi-Fi capabilities. Two part-time administrators meet the immediate needs of the students. The programme also supports student work skills development and this year a local consultant was hired to assess student employability at the beginning and end of the programme. The method used was developed for the local WINZ and adapted by Wintec for their own use.

The programme is marketed through the usual Wintec training streams, and at a local level the team manager, graduates of the programme, and the current tutor also carry out some school visits promoting the programme. Current students who met with the evaluators were positive about the programme and all felt they would be able to establish a pathway into apprenticeships, and a job once they are fully

qualified. The evaluators spoke to a range of students, from those currently enrolled to those who have a pathway into apprenticeships locally, and also graduates who were employed in supervisor roles locally in the industry. They all valued the start in the industry the programme gave them and were highly appreciative of the expertise of the teaching team. While there is evidence of informal contact with graduates by teaching staff and administrators, there is no systematic data collection and analysis of graduate destinations. This process could be formalised and the data analysed.

The programme is targeted at youth in the community and provides a pathway into apprenticeships offered in the town and surrounding district once they graduate. The programme has an active Employer Partnership Group with representatives being available to discuss the programme with evaluators in detail. They value the programme from the point of view that they have a pool of graduates who are work-ready and have the basic engineering and automotive skills required to undertake an apprenticeship. The Employer Partnership Group sees a sustainable future for the programme. As stated by one local employer, they would not be able to fulfil their employment requirements without the programme.

There is one full-time tutor and one part-time tutor/supervisor who is also the Motor Industry Training Organisation apprentice supervisor and who maintains close links with local councils and employers. The councils have reduced their input into the programme which was originally started by the then mayor as a means of reducing unemployment for youth (0 per cent target) policy almost 10 years ago. Wintec is fully responsible for the programme and its management, but the networks created that support the establishment and ongoing sustainability of the programme are largely due to the incumbent School of Trades team leader and tutor. The programme is valued by students, staff, management and stakeholders.

Recommendations

NZQA recommends that Wintec:

1. Continue to focus on the effectiveness of its recently introduced integrated Māori learning strategy as this is not yet fully implemented throughout the organisation. This is significant as achievement for Māori is currently tracking at 8 percentage points below that of all students.
2. Develop a well-defined support strategy for Pasifika learners which will recognise the specific characteristics, culture and learning styles of this group of learners.
3. Identify and utilise the factors contributing to the good levels of success of Youth Guarantee students in the Cookery programme at Rotokauri, which could be used in other Youth Guarantee programmes at Wintec where achievement rates are not as high.

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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External Evaluation and Review Report



Waikato Institute of Technology

Date of report: 8 March 2019

About Waikato Institute of Technology (Wintec)

Wintec operates primarily in the Waikato region. Wintec's stated mission is: 'To build stronger communities through education, research and career development. Mā te mātauranga, te rangahau, me te whai mahi e ora ai te iwi'.

Type of organisation:	Institute of Technology and Polytechnic (ITP)
Location:	Tristram Street, Hamilton
Number of students (2017):	Domestic: 12,747 enrolments (4,500 Tertiary Education Commission (TEC)-funded EFTS (equivalent full-time students)). On average, there are 25 per cent Māori and 5 per cent Pasifika student enrolments each year. International: 1,725 enrolments (1,064 EFTS)
Number of staff:	Over 600 full-time equivalent staff
TEO profile:	Wintec has two campuses in Hamilton and operates from other sites throughout the region. Wintec ranks sixth among ITPs for Māori enrolments, and seventh for Pasifika. A significant proportion of the student body is international students. Wintec also provides education in China and Saudi Arabia. In 2017, more than 6,000 students studied Wintec courses off-shore. ¹ By audited income (2017), Wintec was the third largest-ITP in New Zealand.
Last external evaluation and review (EER) outcome:	At Wintec's previous EER in 2014, NZQA was Highly Confident in the ITP's educational performance and Confident in its capability in self-assessment.
Scope of evaluation:	See Focus Areas
MoE number:	6019
NZQA reference:	C31988
Dates of EER visit:	30 October-8 November 2018

¹ Non-NZQF listed programmes.

Summary of Results

Wintec is an innovative ITP and a consistent performer across almost all measures of performance. It has the confidence of key stakeholders and meets the learning needs of most students. Wintec has numerous areas where management is effective, programmes are performing well, and student achievement and outcomes are strong. This occurs within a context of sound financial management, academic quality and regulatory compliance. Some areas of performance and self-assessment are weaker or have not led to either significant improvement or strong evidence of outcomes and their value. Self-assessment is strong overall, and recently implemented changes to self-assessment processes are timely.

Confident in educational performance

Governance and management are focused on supporting educational achievement, enabling participation by all student groups, and meeting skill needs within their region. They have achieved this while maintaining the financial viability of the ITP and improving facilities.

Confident in capability in self-assessment

Student achievement and outcomes are generally strong and consistent. Educational performance data shows that an achievement gap for Māori and Pasifika students continues to challenge Wintec.

Self-assessment is accurate in understanding the trends and patterns of achievement and outcomes, but needs to more convincingly contribute to closing the achievement gap and provide more robust evidence of the value of outcomes.

Teaching staff are suitably qualified, knowledgeable in their subject areas, and engaged in ongoing professional development, research or other forms of contact with industry, which maintains their currency.

Numerous new organisational processes and educational strategies have been well implemented and closely monitored since the previous EER. These aim to modify and update teaching and learning practices or improve other aspects of how

resources are used to support learner achievement and overall sustainability.

Internationalisation of education, international student recruitment, and strong support and achievement of international students are particular strengths at Wintec.

Wintec demonstrates responsiveness to te Reo me ngā tikanga Māori. There is resourcing of management, professional development and staff initiatives to reflect iwi aspirations, Tiriti o Waitangi, Wintec values² as well as learner aspirations.

Wintec is also responsive to the needs and aspirations of Pasifika students and communities. Course completion by Pasifika students has trended upwards since 2014.

There is a dynamic and busy campus environment. Students have numerous helpful services as well as avenues to express their views and make their needs known. The investment in campus facilities, and the ongoing course redesign and modifications to programme delivery intentionally build upon existing services.

² Working together – Mahi tahi; Challenge and Innovation – Whakaaro whānui; Customer Focus – Manaaki tangata; Valuing People – Whakamana i te tangata; Taking Ownership – Kia tika; Improvement and Opportunity – Kia tupu, kia hua.

Key evaluation question findings³

1.1 How well do students achieve?	
Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>An accurate theme in Wintec’s self-assessment of achievement since the last EER in 2014 is ‘consistency’. Course completions reached a six-year high of 80 per cent in 2017, and a consistent 77 per cent year-on-year for students under 25, who comprise about half of enrolments. Participation by priority group students⁴ is also consistent year-on-year. International student numbers have grown steadily, and these students achieve well across the range of programmes they enrol in (see also 2.1).</p> <p>Qualification completion rates are similarly consistent at Wintec. However, using the newer cohort-based qualification completion measure, a year-on-year decline in achievement is indicated (56 per cent in 2014 and 51 per cent in 2017). Rates for retention of first-year students compare well with the overall ITP sector, surpassing the median in 2017. Wintec exceeded the ITP sector median for progression of students from levels 1-4 into further study at a higher level.</p> <p>Wintec states: ‘our performance in [TEC-funded] course completions has improved slightly. We were 1 per cent below the sector ... in 2014 and 2015 but achieved the ITP sector [median] of 78 per cent in 2016 and 79 per cent in 2017. This is considered an indication of the short-term success of the long-term measures that have been proposed and piloted over recent years. As our completion rates for Māori, Pasifika and Youth have been on average 8 per cent lower than our overall average scores across the period, many of the targeted support activities developed for launch in 2019 will aim to explicitly minimise this gap’. This is an accurate and credible assessment.</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

⁴ This links to the Tertiary Education Strategy 2014–2019 which sets out specific goals for participation, achievement and outcomes for Māori, Pasifika and students under 25.

	<p>A recommendation from the 2014 EER report was to ‘focus on the effectiveness of [the] recently introduced integrated Māori learning strategy as this is not yet fully implemented throughout the organisation. This is significant as achievement for Māori is currently around 8 percent below that of all students’. In 2018, educational performance data indicates that an achievement gap remains. Although some programmes have improved markedly, the overall gap has increased. For those students not indicating Māori and/or Pasifika ethnicity upon enrolment, successful course completion was 9 percentage points higher than their peers in 2014, increasing to 12 percentage points in 2016 and 2017 (see Appendix 1, Table 3).</p> <p>Quite intentionally, Wintec does not allocate educational performance improvement targets for teaching staff. This was evident to the evaluators at the focus area programme level in particular. There has been improvement in data quality and representation for use in self-assessment, but it is not clear that it is being used powerfully to either monitor or drive targeted improvements. For example, programme review reports vary in quality when it comes to reviewing achievement, and teachers’ knowledge of targeted improvements was variable.</p> <p>The programme portfolio at Wintec has been renewed through the NZQA-led review of qualifications and by the addition of new degrees. Wintec was a strong contributor to the sector groups convened by NZQA for the qualification reviews. The skills, knowledge and overall programme content within the focus areas for this EER are well considered and relevant to the Waikato region and beyond. Engagement with industry occurs regularly and students are having more frequent workplace experiences during their programme.</p> <p>Strategically, Wintec has a clear focus on the sectors it needs to serve, and the success factors and programme pathways required by students. This includes valuable linkages with secondary schools through to postgraduate study.</p>
Conclusion:	<p>Achievement as measured through performance indicators is generally strong, but there are limitations. Relevance and currency of programme content is strong. Wintec’s self-assessment is accurate in understanding trends and patterns but needs to better address the priority group achievement gap.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Wintec offers qualifications and activities that contribute significantly to satisfying local and regional sector needs. This leads to employment, career progression and other valuable outcomes. Strong examples of this were seen in the nursing, trades, dairy and postgraduate focus areas. Wintec also has significant research and commercial activities which link directly to the third of six strategic priorities (see Appendix 1, Table 4). Numerous programmes, activities and externally recognised projects show highly valued outcomes.</p> <p>Graduate destination survey findings for 2014-2017 show that between 75 and 79 per cent of respondents reported that they were now 'employed'. Using a broader measure over that same period, on average, 90 per cent reported that they were either 'employed or in study'. Respondents' overall satisfaction with their programme of study at Wintec is high.</p> <p>Employer and industry satisfaction and employer engagement satisfaction surveys are conducted annually. This sample also includes some employers identified through the graduate destination survey. Employers commented favourably on graduates' work-readiness and relevant skills and knowledge. In 2017, of 479 surveys administered, 80 responses were received.</p> <p>Wintec acknowledges limitations in evidence about the value graduates and industry gain from the programmes – in particular, understanding how well graduates' skills and attributes match employer requirements once in employment. The International Students' Barometer Survey results are used as a proxy measure for international students. These showed 90 per cent satisfaction with Wintec programmes in 2017.</p> <p>Wintec is strengthening its processes for capturing graduate data by, for example, developing an outcome measurement framework. The evaluation and review committee workstreams in 2018 included enhancing external stakeholder engagement, better graduate tracking, and a means of assessing graduate learning outcomes. These are needed improvements which</p>

	should provide clearer evidence of value.
Conclusion:	Wintec graduates contribute significantly to local and regional social and economic needs. There is also a wider value-add through Wintec's research, commercialisation and community contribution. Wintec's knowledge of this value and graduate outcomes is based on reasonably sound but not exceptional self-assessment.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Wintec has effective programme design and delivery expertise, and this is reflected in a broad and regularly refreshed portfolio of programmes which match the needs of students and other stakeholders. The foundation of Wintec's philosophy for programme design and delivery are the strategies of Ako⁵ and Te Ngāwhā Whakatupu – The Māori Capability Framework, 2014-2018. Key examples and sources of self-assessment include the monitoring of the strategies, the academic board, programme committees, and student survey methods.</p> <p>Additional self-assessment acumen and programme design expertise is provided by the quality and academic unit. Across the relevant tertiary education indicators, performance is strong and the focus areas for this evaluation were mostly rated Good or Excellent under the key evaluation question.⁶ As seen under 1.1, the needs of students from priority groups in terms of educational achievement are inconsistently met. However, there is strong support for all student, including priority groups, in other valued needs such as work-readiness.</p> <p>The academic board and sub-committees function well. These</p>

⁵ Ako: Teaching and Learning Directions, 2017-2020: 'The Directions provide an overview of the foundation of ako, outlining three core principles (learner centred, authentic, inquiry based) and five approaches (project-based learning, blended learning, work-integrated learning, inclusive practices, flipped classrooms) that underpin Wintec's teaching and learning approach' (source: Wintec Annual Report 2017).

⁶ One outlier was rated Poor. These rating statements are derived using the EER rubrics.

	<p>also ensure that Wintec’s guiding philosophies are reflected in the programmes. The composition of these groups is appropriate and decisions are suitably recorded. The setting and monitoring of research strategy is robust and brings together a range of areas into a balanced and achievable programme.</p> <p>Programme committees are the formal mechanism for staff to engage with and influence decision-making at programme, centre and institutional levels. Recently, programme committees have been revitalised. As the key programme monitoring activity, for example receiving programme reviews and results, there appears to be a need for closer scrutiny of programme delivery. This need has been identified by Wintec’s own Programme Health Check pilot in 2018.</p> <p>Closer monitoring includes assessment and moderation. Wintec generally performs well in industry training organisation and NZQA moderation.⁷ Recent monitoring of the business diploma programme by NZQA found weaknesses which have affected ratings in that focus area (see 2.7). More broadly, there was some variability in some focus areas in achieving internal moderation goals as planned and as per Wintec academic policy requirements.</p> <p>Literacy and numeracy embedding and related staff development is at a mature stage at Wintec. At the level of research, self-assessment is robust, but at the programme level, evidence of the use of the tools and processes and their impact was variable.</p> <p>Student evaluations indicate high and ongoing rates of overall satisfaction, albeit with variable response rates. Domestic and international graduates rate their overall experience highly.</p> <p>Wintec has numerous degree and postgraduate programmes, and the records of extensive and recent monitoring of these by NZQA shows a pattern of strong performance and responsiveness when any issue is identified. Wintec was recently approved to become New Zealand’s first new school of physiotherapy in 45 years.⁸ The new Bachelor of Physiotherapy will be delivered from 2019.</p>
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⁷ In 2017 NZQA moderated Wintec for 24 standards covering 11 systems. Overall, Wintec met moderation requirements. There were two non-compliant results out of the 24 moderation submissions – one in business and management and one in communication skills levels 4-6.

⁸ Approved by the Physiotherapy Board of New Zealand. Wintec joins AUT and Otago University as New Zealand’s physiotherapy degree providers.

Conclusion:	Wintec has a strong record in programme design and delivery which matches the needs of students and other stakeholders. Academic quality is generally well managed, and strategies for change and development are well considered and were apparent in their effect in most focus areas. Where reviews have highlighted weaknesses, these are being addressed.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are well supported to achieve at Wintec. The progressive implementation of the Ako concepts into both teaching and programme design are deepening student involvement in their learning.</p> <p>Students from focus area programmes and student representatives positively described the ways students are supported and can express their views. One common theme emerging was that students would like to have more formal feedback on changes made as a result of online surveys. This is an area that Wintec is addressing.</p> <p>Student Voice 24/7, which was launched in 2018, is an effective online tool in Wintec’s approach to timely response to student feedback. Wintec reports that this is proving to be a successful solution – resulting in a 50 per cent drop in formal complaints between 2017 and 2018. Concerns are being addressed more promptly, leading to fewer complaints, according to monitoring data.</p> <p>Students indicated some survey fatigue with scheduled online surveys and the response rates are variable. Work is being undertaken to improve this.</p> <p>Student representatives provide a valuable component of the interaction between students, their programmes and management. Representatives spoke favourably of their role and the difference it makes. Representatives meet regularly but would like to have more training in their role and to see meetings minuted with actions or responses by management reported so that the students can see changes as a result of the surveys.</p>

	<p>A report summarising proposed changes to student support at Wintec is a particularly rich example of self-assessment. It is well reasoned and shows both qualitative narrative and quantitative measures and targets. This strong example of rigorous self-assessment is linked to measurable, time-bound improvements. Other examples of ongoing, in-depth self-assessment include the more recently implemented 'Health Checks' and 'Temperature Checks' which are rigorous, fair in their critique, and include appropriate commendations.</p>
Conclusion:	<p>Student support is effective and subject to review and improvement. Wintec seeks to innovate and provide an enhanced learning and campus environment where rich interactions can occur and students can thrive. In this the ITP demonstrates elements of leading practice.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Governance and management at Wintec are focused on supporting educational achievement. This is reflected in the steady performance in delivering government-expected participation for all groups; maintenance of achievement as expressed by global educational performance indicators; and managing these factors within a constrained funding environment with decreasing student enrolments nationally.</p> <p>Wintec's programme portfolio has been significantly redeveloped in response to the review of qualifications, TEC funding policy changes and the ITP's self-identified eight sectors of strategic importance. Programme relevance is continuously maintained.</p> <p>The goal of 'tackling the disparity between Māori and non-Māori learner satisfaction, retention and achievement' (as Wintec have described it) is being pursued in a deliberate and non-reactive way. Embedded and sustainable change is being pursued. Drivers for this are Council and their expectations; another is TEC expectations as the funder. These goals are interwoven through the levels of documentation which reflect effective self-assessment at this level of the organisation.</p> <p>Wintec has managed its finances and assets well since the</p>

	<p>previous EER. Campus investments have been ongoing; for example, the Rotokauri Campus and Student Hub are fully operational. Investment in 'business solution' tools and processes is evident. The facilities and services are appreciated and used by the students. This was apparent throughout the EER process and is also captured in survey feedback.</p> <p>Internationalisation of education, and international student recruitment, support and achievement are particular strengths at Wintec. Programming in health, as reflected in the nursing focus area but also other related programmes, reflects high capability in managing complex, multi-level, multi-stakeholder projects and programmes. Fostering innovation and creativity is reflected in The Design Factory⁹ and Greenhouse human-centred design processes, the Soda Inc. business incubator, and Mental Health First Aid courses. Staff and students are involved in the design and piloting of new ideas wherever possible.</p> <p>Three key initiatives relevant to this key evaluation question and connected to findings (in particular those under 1.1) bear mention:</p> <ul style="list-style-type: none"> • The launch of MyPlan – Te Mahere-ā-tau annual staff performance management process. This is designed to ensure staff are explicitly aware of how their performance directly contributes to the achievement of institutional strategic goals and Wintec values. This process is becoming embedded in practice. • From 2017, staff teaching Māori students are required to complete a cultural capability module – Te Tauihu. The impact of this is being monitored. Numerous staff have engaged with and gained benefits from this professional development. Some have also completed the subsequent modules. Wide participation in useful professional development and institutional support to do so were apparent across the focus areas. • In 2018, a peer review panel was established to review work to date and comment on the fitness-for-purpose and impact of the initial phase of Te Ngāwhā Whakatupu – The Māori
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⁹ The Design Factory teaching model at Wintec is based on the growing global network of design factories that began at Aalto University, Helsinki, Finland. They provide a context where students work with industry partners in positive learning environments to solve complex, real-world problems (source: Wintec).

	Capability Framework, 2014-2018. This is timely and important self-assessment, showing that a critical and evidence-based logic is being applied to an important challenge.
Conclusion:	Wintec governance and management effectively support educational achievement and ongoing staff development. Self-assessment is comprehensive and effective, and resources (financial and human) are clearly being deployed to ensure Wintec remains viable while addressing gaps in performance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Wintec has effective compliance management. This includes a strengthened focus on ensuring that policies and practices are legal and ethical. The audit and risk committee of Council is fulfilling its role. Examples include: close scrutiny of human resources practices and risk; Audit New Zealand was commissioned by the Wintec Council in early 2018 to conduct an extension of audit assurance work around expenditure and restructuring costs; effective management of off-shore education; and risk management oversight. Health and safety compliance management is described and noted in Council and management minutes, and overseen by the new people and culture committee of Council. This was also reflected, for example, specifically in relation to trades programmes, in meetings with teachers and management at Rotokauri.</p> <p>Relevant legislation, rules and regulations are complied with. Engagement with NZQA approval and change processes, degree monitoring, moderation, consistency reviews and the review of qualifications provide evidence that Wintec is a consistently positive performer.</p> <p>TEC funding and rules compliance are well managed and the TEC Audit in 2016 found no significant concerns. Wintec's own teaching hours audit was thorough and well documented. It found considerable curriculum drift, with some over and some under-teaching. The four recommendations – involving adjustments to the curriculum for programmes not already being phased out – were well reasoned. EER checks of focus area programmes</p>

	<p>noted this analysis, and agree that more attention is needed to the monitoring of non-contact learning hour usage by students. Nothing found suggested major variances.</p> <p>Code of Practice compliance is a component of Wintec's programme review process, but it was unclear to what extent staff managing that process are knowledgeable and/or have time to ensure that the assertions made are accurate. The overall Code review at Wintec is more convincing.</p> <p>The strategy and approach to managing international agents is well informed and credible. Visa renewal date bring-ups have reportedly led to a reduction in non-compliant visa holders. Verification of English language requirements is robust. Wintec uses a sound attendance monitoring process. Immigration New Zealand visa approval rates are sound.</p>
Conclusion:	Wintec has well documented and effective processes for compliance monitoring and management.

Focus Areas

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

2.1 Focus area: International students: support and wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The organisational structure and responsibility for international education and the Code of Practice are clearly defined. Staff interviewed are experienced and knowledgeable in their respective roles. They have a clear understanding of the Code of Practice and the functions and services needed by and provided to students. Self-assessment and professional development involve all parts of the organisation. Online Code-related training is also available for all Wintec staff who have contact with international students. A range of shared tools and processes are used to record and share pastoral information, depending on the particular need or issue and any confidentiality requirements. These factors contribute to the very positive support and wellbeing, achievement and satisfaction of international students who enrol at Wintec.</p> <p>Study skills, employment assistance networks, health and library services are all used, reflecting the range of in-class and out-of-class support available. Students interviewed from the relevant focus areas spoke positively about their interactions with these services. There are increased numbers of students at induction. Efforts to improve the quality of induction reflect good use of self-assessment data. Students are regularly provided with opportunities to give feedback on all aspects of their experience. Reflecting effective self-assessment and consideration of student feedback, efforts are being made to continue to increase awareness of Wintec services and also increase social activities on campus.</p> <p>Wintec arranges homestay and some on-campus accommodation. Management of these is subject to ongoing monitoring and review and professional development for providers. Support processes for under-18 students are effective for the small number of students. Some improvements to or reasonable tightening up of processes were described to the</p>

	<p>evaluators. The 2016 homestay analysis was an extremely thorough review of current status and future needs and led to changes.</p> <p>Mental Health First Aid training for staff is one unique and innovative aspect of support developed at Wintec. Monitoring of health service usage led to a better and cheaper connection with a local health provider. Positive examples were also provided of supporting students who have known health conditions and are ready to graduate, to ensure their ongoing wellbeing.</p> <p>Achievement data shows that pass rates for international students are generally comparable with or higher than domestic students across programmes. Course completion rates of 88 per cent in 2014 and 87 per cent in 2017 reflect the general trend between EERs. Also notable is that these students are (aside from the English language programmes) most often studying alongside domestic students and gaining an appreciation of the local context. General benefits of internationalisation for Wintec staff and students include cross-cultural engagement and learning. The international student experience at Wintec is positive and this is also evident through the International Student Barometer ratings.¹⁰</p>
Conclusion:	All students appear to be supported well in the transition to their New Zealand learning context and throughout their studies. Monitoring and review of international student support and wellbeing is suitably documented, strong and effective.

2.2 Focus area: Māori learner achievement

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	Overall, Wintec management's commitment and leadership under this focus area is positive, but there remains a persistent achievement gap for Māori students. Resources have been applied to raise Māori achievement, but these have not yet contributed to any significant shifts in performance. Wintec has recently reviewed its institutional strategy (Te Ngāwhā

¹⁰ Data from International Student Barometer global survey 2017: 90 per cent 'Satisfied', just ahead of the overall New Zealand rating; 80 per cent would recommend Wintec, 4 percentage points above the overall New Zealand rating.

	<p>Whakatupu – The Māori Capability Framework, 2014-2018) and identified a number of areas that need strengthening over the coming years.</p> <p>A range of activities are in place to lift Māori achievement (as described under key evaluation questions 3, 4 and 5 where performance is generally good). However, achievement for key evaluation questions 1 and 2 is less convincing in terms of consistent performance supported by a strong body of evidence.¹¹ Moreover, there is variable analysis and self-assessment of Māori achievement at the programme level to determine innovative kaupapa Māori and Māori solutions. Where specific programme innovations are contributing to improvements, these have yet to be shared more widely across the organisation. Some processes appear disconnected from their intended outcomes.</p> <p>There needs to be a more targeted drive towards lifting Māori achievement – ensuring that programmes and staff that need support receive it, and that this is monitored – with good practice and examples of success shared widely.¹² Wintec is also committed to engaging with iwi and more effectively meeting their needs.</p>
<p>Conclusion:</p>	<p>Educational performance data indicates that an achievement gap for Māori students continues to challenge Wintec. Related self-assessment recognises this and has led to a range of strategies to improve it. Pass rates since the previous EER do not show much improvement, leading to the marginal ratings for this focus area.¹³</p>

¹¹ This includes evidence about the changing nature of the Māori learner profile; the distance travelled for taura and/or rōpū; and other valued outcomes at programme level.

¹² There are scholarships which recognise high performers. A recent publication was also developed by Wintec on celebrating Māori learner success: *A gathering of stars, a gathering of stories / He huinga whetū, he huinga kōrero* (Wintec, 2016.)

¹³ Wintec contends that their self-assessment and related strategies 'have had a demonstrable impact on individual staff, and students collectively, by improving the cultural environment of Wintec as a whole, for Māori and other cultures and neutralised cultural bias'. Further, that 'Māori learner success and closing the disparity in achievement between Māori and non-Māori learners is an acknowledged sector-wide challenge and solutions with maximum impact may lay outside of Wintec's control'.

2.3 Focus area: New Zealand Certificate in English Language (Academic) (Level 4)

Performance:	Good
Self-assessment:	Good
Programme profile:	This English language programme is designed to prepare students with a level of English appropriate to enter degree-level study. There were 102 students enrolled in 2018. Some domestic students also enrol on the programme. Course completion rates have been variable (2015, 56 per cent; 2016, 38 per cent; and 2017, 55 per cent) but slightly higher for international students who make up the larger proportion of enrolments.
Findings and supporting evidence:	<p>The first offering of this competency-based qualification posed difficulties, and subsequent revisions were made to better match student needs. The Centre for Languages at Wintec has been constructively engaged with NZQA and the sector throughout this process. Implementation of the newer level 3 applied programme from 2017 has led to students being better equipped for the academically focused level 4 qualification.</p> <p>Achievement rates are not currently meeting the centre's targets. Teachers are aware of this and discussed some strategies they have implemented, albeit with mixed success to date. Despite these challenges, students are well supported and fully involved in their English language learning.</p> <p>Systems are in place to track students and graduates and their outcomes. Around 80 per cent of the students pathway to further English language study or to a diploma or degree.¹⁴</p> <p>All teachers engage in planned and appropriate professional development. Some staff are also involved in research, which is supported by Wintec. Some have travelled to China to teach at Wintec's partner institution, benefitting their practice.</p> <p>The Centre for Languages demonstrates a strong commitment to the wider ESOL¹⁵ sector in relation to this and other</p>

¹⁴ Some non-completers are still able to achieve their targeted test score (for example, by taking an IELTS test) to pathway to their intended diploma or degree programme.

¹⁵ English for Speakers of Other Languages

	<p>qualifications, professional networks and sharing of practice. The need to focus on refining competency-based assessment and moderation has been consuming and time-draining. There remains a tension between competency and language progress for assessment of student achievement.</p> <p>A high level of pastoral support is available to and is used by the students. This comes from within the teaching team, the wider centre and the International Centre. The Code of Practice and the integration of services at Wintec were strong performers in this focus area.</p>
Conclusion:	<p>Although achievement has been variable, this has been managed by offering additional non-programme specific English learning opportunities. The Centre for Languages' focus on refining assessment and programme delivery, and their work with other stakeholders (including NZQA) to ensure that the NZCEL qualifications are fit for purpose, is particularly notable.</p>

2.4 Focus area: Māori Pasifika Trade Training (MPTT)

Performance:	Excellent
Self-assessment:	Good
Participation and achievement profile:	<p>In 2018, MPTT enrolled 400 students aged 16-40 years. Course completion rates against a 71 per cent target were: 2015, 78 per cent; 2016, 74 per cent; 2017, 76 per cent. These rates exceed the overall course completion rate for Māori students at Wintec. Employment outcomes have increased year-on-year: 2015, 45 per cent; 2016, 65 per cent; 2017, 98 per cent. These figures include an apprenticeship uptake of 15 per cent, course-related employment, and 'other employment'. In 2017 around 50 per cent of the students who enrolled achieved a qualification.¹⁶</p>
Findings and supporting evidence:	<p>MPTT has been delivered at Wintec since 2015. It is an increasingly effective initiative aimed at assisting Māori and Pasifika people into apprenticeships and sustainable employment. In 2018 there are 17 eligible level 4 programmes (initially there were nine programmes enrolling 50 students). MPTT has one designated manager, three student support advisors and two work brokers. Self-assessment has led to</p>

¹⁶ Data has been rounded and/or averaged by NZQA to illustrate overall patterns.

	<p>numerous refinements in all aspects of the delivery model.</p> <p>Student advisors use Wintec's Te Kete Konāe: He raranga awhina model, incorporating whanaungatanga, manaakitanga and whakamana. This assists students towards greater independence. Tikanga and mātauranga Māori are incorporated, but this was less apparent across programmes.</p> <p>Programme oversight and links with industry are effective and are facilitated through a board of representatives.¹⁷ MPTT also has a wider group of employers and representatives in a strategic partnership group. These are all fundamental to monitoring, self-assessment and employment pathways.</p> <p>The MPTT team could strengthen its understanding and self-assessment of graduate outcomes and analysis and understanding of those programmes where MPTT students do very well and not so well, as examples of effective practice for Māori learner achievement for the organisation.</p>
Conclusion:	MPTT meets student, stakeholder and funder needs. It is an important area of programming where Wintec is making significant gains in achievement and outcomes for priority group students. The ITP's strategy and innovation are evident in MPTT.

2.5 Focus area: My Career Pathway – leading to the New Zealand Certificate in Foundation Skills (Level 2)

Performance:	Good
Self-assessment:	Marginal
Programme profile:	My Career Pathway is a Youth Guarantee-funded, single-semester programme offering a pathway into a variety of trades qualifications. The programme it replaced in 2017 was listed by Wintec as a 'poor performing programme' for 2015-2016. There were 152 students enrolled in 2018.
Findings and supporting evidence:	The programme was modified based on learnings from 2017, which was variable in terms of student achievement. Course completions of 62 per cent compared favourably with Wintec's overall 65 per cent completion at level 2, but were below Wintec's target of 70 per cent at this level. Students under 25

¹⁷ Waikato-Tainui, Pasifika, industry, industry training organisations, employers.

	<p>achieved 67 per cent course completion. Māori course completions were 49 per cent, while none of the 11 Pasifika students who enrolled completed.</p> <p>Students' literacy and numeracy development is embedded within the programme and is well monitored. Improvements for most students are evident. In addition to the Certificate in Foundation Skills, 59 per cent of these students achieved their NCEA in 2017. Fifty-seven per cent of the students had achieved NCEA at the time of NZQA's visit in 2018.</p> <p>The student profile includes many with personal challenges such as health and housing issues. Many are experiencing their first educational success. Retaining students on the programme continues to be a challenge. Tutors are mentoring students on their work-readiness on a daily basis, and so some leave early to take up employment.</p> <p>Students gain introductory manual skills in a trades-related area. These are relevant, transferable and applicable to entry-level employment. There is also intentional soft-skills development. Students spoke favourably about the programme.</p> <p>Pastoral care practices are embedded in the programmes. Pastoral care is well resourced and has led to improvements, for example in retention of Pasifika students and in course completions overall. The teaching team is supported by a Kaiwhakamanawa who is the primary connector between the teachers, student support and/or resources, and whānau.</p> <p>Management has worked well with stakeholders (including teaching and support staff) to initially develop, then review and reshape the programme. Some measurable improvements were made following the first delivery. The curriculum is innovative, using enquiry/project-based practical work with integrated assessment. This works well for this student profile.</p> <p>The programme exceeded its target of 35 per cent moving on to a level 3 programme. More attention could be made to identifying and celebrating the various important and intended outcomes and achievements (such as NCEA achievement, which is a Youth Guarantee funding goal) and monitoring these along with gains in educational performance indicators.</p> <p>A central quality assurance check on the programme was robust, noting areas of weak and descriptive self-assessment. Programme review occurs, focused on making the programme work effectively rather than being outcome or achievement</p>
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	focused. Records sighted by the evaluators suggested that despite the intensive work in redesigning and testing assessment approaches, moderation frequency did not match Wintec policy requirements.
Conclusion:	My Career Pathway has improved on the programme it replaced; notably, Māori students' course completion improved by 8 per cent. The programme is important in addressing the learning needs of underserved students and providing skills, a qualification and a pathway to employment.

2.6 Focus area: Industrial Measurement and Control (Theory) (Level 4)

Performance:	Excellent
Self-assessment:	Good
Programme profile:	Most students who enrol in this programme are employed and in training as instrument technicians. There were 73 students enrolled in 2017, of whom 14 were Māori. Course completions were 96 per cent for all students, 95 per cent for Māori students, and 95 per cent for under-25s.
Findings and supporting evidence:	<p>This niche programme is offered only by Wintec and is highly valued and well supported by industry. Students are motivated and well supported in their programme, leading to high pass rates. Outcomes for priority group students are positive. No Pasifika students were enrolled, which is something for industry and Wintec to consider together.</p> <p>The block course mode of teaching is working well. The Rotokauri Campus facilities are new and designed to suit trades training. Although some challenges have been highlighted by students around conditions for their practical tests and some equipment they consider to be 'out of date', learning environments, activities and resources appear to be engaging students well. Health and safety is embedded into the programme, for example through regular staff 'tool box meetings' and documented protocols which all workshop users are required to follow.</p> <p>Staff feel empowered to make decisions in the best interests of students and are trusted to do so, although they do not always feel particularly valued. Staff feel well supported by the centre director and team manager. Management arrangements on the campus have been significantly updated since the previous EER.</p>

	<p>Succession and transition planning are positive, with new staff participating in Wintec's formal induction processes.</p> <p>Self-assessment is generally strong. The main area of weakness that needs to be improved is internal moderation. Evidence of moderation occurring was available for 2017 and early 2018. No moderation evidence was available after January 2018. Informal assessment and moderation are taking place but need to be formalised to meet Wintec academic policy requirements.</p> <p>Growth in student numbers year-on-year is apparent, and this will require close monitoring to ensure the quality of delivery and strong outcomes are maintained. The plan to move from paper-based to blended and online learning resource delivery is possibly overdue. Programme changes need to happen in a more timely way to ensure the programme maintains currency with industry. Wintec should drive this rather than wait for the industry training organisation to make changes.</p>
Conclusion:	This is a strongly performing niche programme. It is well taught, delivered in modern facilities and meets stakeholder needs.

2.7 Focus area: New Zealand Diploma in Business (Level 5 and 6)

Performance:	Poor
Self-assessment:	Marginal
Programme profile:	The New Zealand Diploma in Business was selected by ITP chief executives for inclusion in all ITP EERs. This focus area provides an overview of the transition from the retiring national qualification to newer qualifications. In 2018, 112 students were enrolled in these programmes, including 28 internationals, 13 Māori and 10 Pasifika.
Findings and supporting evidence:	<p>Overall course completion rates were high in this focus area, generally exceeding 80 per cent. Highlights include Māori students achieving higher than other students at both levels 5 and 6, and Pasifika at level 5 achieving higher than other students. International students also have high pass rates. However, NZQA has concerns about assessment validity following external monitoring and moderation in 2018.</p> <p>Teachers are well connected with industry, and some tutors undertake industry placements to maintain currency. Industry and stakeholders interviewed were supportive of Wintec, the business programme, its staff and graduates. Degree staff feel that the diploma graduates are prepared well for the next level of study. There is</p>

	<p>tracking of graduates, but as outlined in 1.2, this can and is being strengthened at Wintec. Work is underway to complete the embedding of work-ready skills into the programme to support verification that the student has achieved the intended skills and knowledge.</p> <p>Processes for oversight and quality assurance include the programme committee (which was critical of some course outlines reviewed). Internal moderation has occurred as planned. There is evidence of external post-moderation occurring, with another ITP supporting the assessor decisions. Wintec's Ako-related and self-directed professional development and peer observations of teaching also occur.¹⁸ Teachers are supported and supervised in their practice.</p> <p>Feedback provided to students on the quality of their work reportedly varies by teacher along with the time to return marked work. Some students noted that towards the end of the year numerous assessments fall due within a short time. Students have provided feedback about this, but have not seen a change. Students do not receive information from the surveys they complete. Students also raised a concern about variability of teaching style. When a student did complain, the response was inadequate as students from the next class experienced the same issues. Overall, the students felt that the programmes and teaching were meeting their expectations.</p> <p>Students are clear about what needs to be done to successfully achieve the programme, and support appears to be strong for all student groups. For example, learning contracts and English support in class support international student achievement. A range of appropriate mechanisms support Māori student success.</p> <p>The recorded analysis of educational performance within annual programme reviews is inconsistent. It reflects analysis on volume of students rather than educational performance and what is working and why. Material provided for the November 2018 consistency review indicates analysis is occurring with another ITP. Currently, however, data is not used to inform decisions or evaluate key initiatives in depth. The annual programme review process, although documented, has limited effectiveness because not all staff are involved in the review and development of the resulting action plan.</p>
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¹⁸ Fifty per cent of teaching staff have completed the Te Tauihu module, and management expects 70 per cent will have completed by the end of 2018. Three staff are waiting to attend the next step, Te Taurapa module.

Conclusion:	There needs to be an immediate focus on assessment and moderation capability to ensure practice is fit for purpose, enabling students to meet the intended learning outcomes.
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2.8 New Zealand Diploma in Dairy Processing (Level 6)

Performance:	Excellent
Self-assessment:	Good
Programme profile:	There are 71 students enrolled in 2018 (28 per cent Māori, with the number of Māori students more than doubling since 2015). Retention is 88 per cent and course completion rates are: 2015, 95 per cent; 2016, 94 per cent; 2017, 97 per cent; 2018, 100 per cent. Qualification completion rates vary somewhat, but have averaged 75 per cent since 2015.
Findings and supporting evidence:	<p>This is a relatively new programme at Wintec, first run in 2015. The links with industry need are apparent and contribute to high achievement and high value of the outcomes. All students are employed, and experienced to some extent, in dairy technology. Some have a previous qualification in a related STEM¹⁹ area. Success at the NZQA consistency review in 2017 was built on a clear knowledge of the high value of the outcomes for graduates.</p> <p>Initially there were significant weaknesses in delivery, and stakeholders commented critically about this. Wintec appointed a programme leader and rectified many of the issues from 2016 onwards. There is parity of achievement for those enrolled, although there are fewer female students and Pasifika are conspicuously absent in the ethnicity data. Student selection is by companies and independent of Wintec. The teaching staff are primarily dairy industry specialists, with support from Wintec staff.</p> <p>The demands for pastoral support, although modest, complement the delivery model. This, along with course design, online components and assessment have all been modified and improved based on self-assessment. The student and stakeholder voice has led to improvements in programme delivery. Building confidence with all industry stakeholders will be imperative to the future success of this programme.</p>
Conclusion:	The programme is performing soundly. Key challenges include

¹⁹ Science, technology, engineering, mathematics.

	ensuring all external teachers reflect Wintec's Ako teaching profile in their practice, understand and implement the academic quality components such as moderation, and participate in other components of self-assessment
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2.9 Bachelor of Nursing (Level 7)

Performance:	Excellent
Self-assessment:	Good
Programme profile:	Wintec is the only central North Island provider of a nursing degree. Around 800 students enrol in the degree each year (779 in 2017, 57 of whom were international). Course (and qualification) completion rates: 2015, 89 per cent (72 per cent); 2016, 91 per cent (93 per cent); 2017, 89 per cent (85 per cent).
Findings and supporting evidence:	<p>There are consistent high course completion and comparable international student pass rates. Although neither Māori nor Pasifika students are achieving parity (and that gap has grown), their course completions have exceeded that for similar groups at ITPs for each of the last three years. Māori students have averaged 84 per cent course completion for the last three years and Pasifika students averaged 77 per cent for the same period. A number of initiatives and research projects have been implemented to reach parity of achievement, although these have not yet made their full impact.</p> <p>The programme is highly valued by graduates (skills and knowledge gained, qualification gained, personal development, impact on whanau, employment). Graduates replenish an ageing workforce and fill growing regional and national employment needs. The programme appropriately prepares graduates to succeed in the requisite state exam and become registered nurses. Graduates have achieved 100 per cent pass rates with successful re-sits numbering fewer than five.</p> <p>Programme teaching and management staff are very responsive to monitoring by the Nursing Council and NZQA. Wintec has a positive working relationship with the local district health board at different levels: input into programme delivery; making available practical work experience for students; employing graduates. While teaching and management staff explained to the evaluation team how they have responded to students' concerns (online delivery, changes to learning support services), it was less clear how successfully they have communicated</p>

	these actions to the students.
Conclusion:	The programme continues to perform well, as affirmed by consistently high achievement data and positive state exam results and employment outcomes. While priority group achievement continues to challenge, staff are actively engaged in research and teaching or support strategies to engage students and achieve equity of outcomes.

2.10 Bachelor of Design/Bachelor of Communication (Level 7)

Performance:	Excellent
Self-assessment:	Good
Programme profile:	There are 64 students enrolled in 2018 (12 Māori, one Pasifika, two international students). Course completion rates of 85 per cent have been consistently achieved in the legacy programme (Bachelor of Media Arts), with Māori and Pasifika slightly lower. Qualification completion rates have improved significantly since 2014, reaching 85 per cent in 2017.
Findings and supporting evidence:	<p>The Bachelor of Media Arts has recently been replaced by a newly developed suite of degrees including the Bachelor of Design and the Bachelor of Communication. These are the first Wintec programmes to incorporate revised teaching roles, embed future work skills in the graduate profile, and focus on cross-disciplinary project experience for students. These features are included to make the respective outcomes more explicit for students, graduates and employers.</p> <p>The collaboration between the teaching team, and the cohesive programme content being offered in the short time the new programmes have been delivered, is impressive. Staff were enthusiastic about their work with the Wintec product team, particularly in the development of the new programmes and the ability to have their innovative ideas trialled.</p> <p>Students feel well supported in their learning. While the programmes are still in the first year of delivery, students see value in the practical, project-based aspect of the degrees. There are a variety of ways for students to provide feedback, and they were confident they were being heard and that changes occur in response to their feedback.</p> <p>Although staff were unable to discuss completions data confidently, they were knowledgeable about graduates' success</p>

	<p>in terms of employment and further study. There is good industry involvement internally with the programme, including through a strong employer partnership group. This group is informed and engaged with many aspects of the suite of qualifications, including the redevelopment phase.</p> <p>Resources are effectively allocated to support student learning and ongoing professional development by staff. There is a useful research framework which is guiding staff research. The School of Media Arts has systems in place that are consistent with the institute's overall quality assurance framework. For example, Wintec human resource management and Ako teacher development strategies and tools are in use, and management has annual business plans which are monitored and reviewed and link to the strategic plan.</p>
Conclusion:	<p>The new degrees are strong examples of effective programme design, subject expertise and teaching capability at Wintec. They provide students with flexibility through project work, allowing students to study areas of interest and relevance to them. Student achievement and outcomes are strong.</p>

2.11 Bachelor of Media Arts (Honours)/Master of Arts

Performance:	Excellent
Self-assessment:	Excellent
Programme profile:	<p>The Bachelor of Media Arts (Honours) has been offered since 2000, and the Master of Arts from 2005. In 2018, 31 students were enrolled. Qualification completions are around 80 per cent year-on-year across all learner groups.</p>
Findings and supporting evidence:	<p>The valued outcomes for students are enhancement and validation of their skills and talents in their particular creative field. A range of published material showcases graduate successes (e.g. musicals, exhibitions, books, etc). Some Master's graduates have gone on to complete a doctoral degree. Many notable industry practitioners have completed the qualification as part of their own professional development and creative journey.</p> <p>The School of Media Arts, and these particular programmes,</p>

	<p>have strong industry support and involvement. There has also been positive collaboration with another ITP.²⁰ Some concern was expressed by stakeholders regarding staff workloads and the potential pressure on them to innovate and take part in Wintec-wide initiatives.</p> <p>Staff at all levels of the team have developed good working relationships with the students. Students were positive about the programmes and the Wintec staff; they have developed meaningful relationships with teachers and find them supportive. The students place high value on this. Each student has a theory supervisor and a practical supervisor. Where Wintec does not have the subject expertise in-house, it will engage an industry expert to provide supervision. Learning activities are clearly defined, planned and structured for the benefit and needs of the students. The 'critiques', for example, are a valuable point of assessment. They provide an opportunity for students to maintain progress and to articulate their work to others, while bringing in outside influences and robust challenges to their work, as would be expected at this level.</p> <p>There is a strong research culture within the teaching team, and it is clear that this informs teaching practice. The School of Media Arts has 10 of the 83 recognised media arts researchers in New Zealand. There is recent capital investment in music facilities, which some students said was much needed. Overall, the facilities available to students are well outfitted and modern.</p> <p>The only minor concern identified by the evaluators relates to students' self-directed study hours, how they might be better evidenced or monitored.</p>
Conclusion:	The programmes are run effectively. Students achieve their learning goals. There is good management and resourcing and self-assessment is used to further refine and improve delivery.

²⁰ Ara Institute of Canterbury has delivered the Master's under Wintec's accreditation.

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Waikato Institute of Technology:

- Continue strengthening the monitoring and evaluative capability of programme committees; strengthening of cyclical programme reviews; and ongoing capability-building of teaching and support staff in interpreting and using the data being provided by the Wintec Knowledge Unit.
- Implement a more targeted drive towards lifting Māori achievement, ensuring that programmes and staff that need support receive it, and that this is monitored, with good practice shared widely. This needs to be underpinned by better monitoring of students' retention, achievement and outcomes and how they are tracking in relation to Wintec's goals and funder requirements.
- Gather more robust, meaningful and timely information about graduate outcomes, programme alignment with industry expectations, and the value being added to the Wintec sectors of strategic importance.
- Ensure that programme committees and the academic board have robust, ongoing reporting regarding the internal and external moderation of every programme, to monitor that moderation is in line with Wintec's stated policies and procedures and meets external requirements.
- Explore with industry partners how to achieve Pasifika participation in the dairy diploma and industrial measurement and control programmes.²¹
- Strengthen assessment and marking practices in the business diploma to match NZQA external moderation expectations.

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.

²¹ This recommendation is informed by the NZQA Science, Technology, Engineering and Mathematics (STEM) Taupulega strategy.

Appendix 1

**Table 1. Wintec educational performance indicator data, 2014-2017
(SAC funded; all students unless otherwise indicated)**

Educational Performance Indicator by year	2014	2015	2016	2017	2017 Māori students	2017 Pasifika students	2017 Students under 25
Course completion	79% *(80%)	78% (79%)	78% (78%)	79% (80%)	70%	71%	77%
Qualification completion old method	68% *(72%)	69% (72%)	70% (72%)	71% (n/a)	54%	56%	66%
Qualification completion cohort-based	54% *(48%)	53% (52%)	53% (50%)	53% (53%)	48%	47%	51%
Retention of 1 st year students - old method	65%	67%	69%	70%	61%	63%	62%
ITP sector retention	69%	69%	68%	63%	n/a	n/a	n/a
Progression rates	60%	49%	44%	47%	44%	45%	57%
ITP sector progression	35%	34%	35%	34%	37%	37%	41%
Sources: Ngā Kete and Wintec. *(ITP Sector median comparator)							

Table 2. Qualification completion rate by level of study 2014-2017 (SAC funded; cohort-based measure; % proportion of enrolments shown in brackets; international students are excluded)

	2014	2015	2016	2017
Level 1-2	57% (11%)	51% (11%)	54% (9%)	59% (9%)
Level 3-4	57% (44%)	54% (44%)	54% (42%)	56% (48%)
Level 5-6	47% (20%)	47% (19%)	46% (24%)	44% (19%)
Level 7-8	53% (24%)	55% (26%)	57% (25%)	52% (24%)
Level 9-10	92% (<1%)	73% (<1%)	88% (<1%)	68% (1%)

Sources: Tertiary Education Commission and Wintec

Table 3. Trends in course completion rates – priority groups 2014-2017 (SAC funded; % proportion of enrolments shown in brackets; international students are excluded)

	2014	2015	2016	2017
Students under 25	77% (59%)	76% (57%)	77% (57%)	77% (54%)
Pasifika students	69% (6%)	69% (6%)	70% (7%)	71% (6%)
Māori students	73% (25%)	70% (25%)	70% (26%)	70% (25%)
*Other students	82% (71%)	81% (70%)	82% (69%)	82% (70%)

*All other students = not indicating Māori and/or Pasifika ethnicity on enrolment. The proportion of EFTS in brackets represents the proportion of EFTS within each cohort. For example, 54% of SAC-funded EFTS were under 25 in 2017. The sum of these proportions for each year exceeds 100% as a student may be in multiple strategic groups (e.g. under 25 and Māori and Pasifika).

Sources: Tertiary Education Commission and Wintec

Table 4

RESEARCH AND COMMERCIALISATION

Indicator(s)	2017 Outcome	2017 Target	Audited 2016 Outcome
Number of research outputs	230	380	327
Output value indicator (OVI)	0.5	1.08	1.6
PBRF research revenue	\$658,331	\$665,000	\$585,000
Value of external (non-PBRF) research contracts gained	\$949,146	\$770,000	\$1,227,000
Value of external research income earned	\$917,000	\$500,000	\$398,000
The number of research degrees completed	21	30	36
Implement Te Whanaketanga strategy	This will now be picked up in 2018 as the strategy is under review.	Three new rangahau collaborations are identified, and implemented by year end 2017.	Achieved

Note: the indicators "number of research outputs" and "output value indicator" should be taken together.

Source: Wintec Annual Report 2017

Appendix 2

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.*

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 fraud²²*
- *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.*

²² 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.

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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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.

Scope of evaluation:	This targeted evaluation considered three focus areas: <ol style="list-style-type: none">1. Learner support – how effectively the subsidiary ITP supports and guides learners2. 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 stakeholders3. 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 personas² –

¹ Faculty-based new student enrolment and retention projects have led to Te Ara Ākongā 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 Pūkenga 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

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.

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 frustrations³ 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

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 Learners) 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 moderation⁴ 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

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.

Final

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 fraud⁵*
- *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.