

Tertiary Evaluation Indicators

Outcome Indicators	Process Indicators Learning and Teaching		Process Indicators Brokering Needs and Expectations	Process Indicators Organisational Learning
Outcome indicators	Facilitating learning pathways	Minimising barriers to learning	Engaging with communities	Organisational learning
Graduates gain employment, engage with further study and/or contribute positively to their local and wider communities.	Comprehensive and timely study information and advice is provided.	The learning environment is inclusive.	There is active engagement with communities.	Purpose and direction is clear.
Learners complete courses and gain formal qualifications.	Continued support is provided to assist learners pursue their chosen pathways.	Policies and procedures minimise barriers to learning	Stakeholders are clearly identified and engagement is appropriate and ongoing.	Leadership is effective.
Learners acquire useful/meaningful skills and knowledge and develop their cognitive abilities (including learning to learn and self management).	Fostering effective environments	Assessment supports learning	Stakeholders are informed of developments, barriers and possibilities.	Resources are allocated to support learning, teaching and research.
Learners improve their well-being and enhance their abilities and attributes.	Learning environments are planned and structures for the benefit and needs of learners.	Assessment is valid, sufficient, fair and transparent.	Effective stakeholder and community engagement is encouraged at all levels in the TEO.	Policies and practices are legal and ethical.
Knowledge is created and disseminated.	Responses to the well-being needs of learners are appropriate.	Assessment provides learners and teachers with useful feedback on progress.	Providing relevant programmes	Recruitment and development of staff is effective.
Community/iwi development is supported.	Teachers and learners relate effectively to one another.		Programmes maintain relevance to stakeholders and communities.	Staff are valued.
	Learning activities and resources are effective in engaging learners.		Programme planning is informed by ongoing needs analysis.	Anticipating and responding to change.
	Learners have opportunities to apply knowledge and skills in a variety of contexts.		Programmes reflect changes in subject content, resources, teaching practice and technologies.	Self-assessment is ongoing, comprehensive, authentic, transparent, and robust - and leads to worthwhile improvement.
				Balancing innovation and continuity