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External Evaluation and Review Report

Christchurch Polytechnic Institute of Technology

The enclosed historical external evaluation and review report forms part of the quality assurance history of Ara Institute of Canterbury.

Ara was formed by the merger of Christchurch Polytechnic Institute of Technology and Aoraki Polytechnic in 2016.



Report of External Evaluation and Review

Christchurch Polytechnic Institute of
Technology

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 24 October 2012

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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:	Christchurch Polytechnic Institute of Technology (CPIT)
Type:	Institute of Technology/Polytechnic (ITP)
Location:	Madras Street, Christchurch
Number of students ¹ :	Domestic: 5,077 equivalent full-time students (EFTS) International: 755 EFTS (1,681 students)
Number of staff ² :	753 FTEs, 403 of whom are academic staff; 339, allied; 11, management
Sites:	Trades Innovation Institute, Sullivan Avenue, Christchurch
Distinctive characteristics:	CPIT is a large institute of technology providing vocational and professional education from foundation to degree level. There are also four 'Campus Connect' branches in Hornby, Bishopdale, New Brighton, and Rangiora which facilitate access to computing education in the

¹ CPIT 2010 Annual Report, p. xix.

² CPIT 2010 Annual Report, p. xx.

community, but there is no provision of programmes beyond Christchurch city.

Recent significant changes: Significant changes to the management team since 2009 include the appointment of a new chief executive in 2010. At the beginning of 2012 the Chief Executive implemented a whole-of-organisation change, in which CPIT was restructured into six divisions. One of these divisions – Education and Applied Research (EAR) – replaces the Faculty structure. It comprises nine departments/schools. A new management structure was also implemented.

Previous quality assurance history: CPIT's quality assured status for a further two years was endorsed following a Mid-Term Quality Review conducted by ITP Quality in September 2009.

Other: CPIT experienced disruption to its activities and services following the Canterbury earthquake of September 2010. Earthquakes in February 2011 were much more disruptive and required the re-establishment of classes in community facilities and other institutes in Christchurch and its environs. There have been consequent decreases in the number of students attending CPIT. The disruption to the regional economy has provided both opportunities and challenges to CPIT's engagement with business and industry and has had some influence on graduate employment outcomes.

2. Scope of external evaluation and review

Programmes to be evaluated were selected from across a range of qualifications and framework levels, from certificates to degrees (~40 per cent of CPIT's students are enrolled in degrees or postgraduate qualifications), across the subject areas offered in CPIT's programmes, but with some emphasis on the trades, creative, and hospitality areas. These are particularly pertinent given CPIT's role in training for the rebuilding of Christchurch. The programmes selected are shown in Table 1.

Table 1. Focus areas for EER, by programme area and NZQF level				
Levels→	Levels 1-2	Levels 3-4	Levels 5-6	Level 7
Programme areas	Programmes selected as focus areas			
Commerce and Business→				Bachelor of Applied Management ^a [95 EFTS]
Computing and ICT→			Diploma in Computer Aided Design (Level 6) [13 EFTS]	
Construction and Electrical Trades→	Certificate in Pre Trade Plumbing, Gasfitting and Drain laying (Level 2) [41 EFTS]	Certificate in Carpentry (Level 3, Level 4) [91 EFTS]		
Creative→		Certificate in Design (Level 4) ^b [33 EFTS]		Bachelor of Performing Arts (Music Theatre) [74 EFTS]
Health and Education→				Bachelor of Nursing [595 EFTS] ^c
Motor and Engineering Trades→		National Certificate in Motor Industry (Automotive and Mechanical) [13 EFTS]		
Science and Engineering→		Certificate in Pre-Health and Science (Level 3) ^d		Bachelor of Engineering Technology ^e [71 EFTS]

		[98 EFTS]		
Te Puna Wanaka →		Certificate in Sports Training and Indigenous Culture (Level 3) ^f [20 EFTS]		
Travel, Hospitality and Languages →		Certificate in Cookery for the Hospitality Industry (Level 3) ^g [110 EFTS]		
		Certificate in Professional Restaurant, Wine and Bar Service (Level 4) [15 EFTS]		
Focus areas				
No. of EFTS	41	380	13	835
% of EFTS	3%	30%	1%	66%
All CPIT				
% of EFTS ⑧	11 %	27 %	23 %	40 %
Notes to Table 1				
<p>a) This programme was developed in collaboration with Otago Polytechnic and NorthTec. CAPL (Centre for Assessment of Prior Learning) processes can apply. Programme has a wide mix of students and electives.</p> <p>b) This programme leads to the Bachelor of Design and Bachelor of Architectural Studies; focus area will include exploration of preparedness of graduates from the certificate to these degrees.</p> <p>c) Evaluators contacted the education manager of Nursing Council NZ (a principal stakeholder of the programme).</p> <p>d) Many students in this programme, which is undertaken by Tai Poutini Polytechnic students, intend it as a pathway to the Bachelor of Nursing degree; focus area will include exploration of preparedness of graduates from the certificate to this degree.</p> <p>e) This degree was developed by the Metro Group consortium of ITPs.</p> <p>f) Although this is a programme that seeks to foster enrolment by Māori students in its own right, it also provides a pathway to the Bachelor of Applied Science (Sport and Exercise Science or Physical Activity, Health and Wellness).</p> <p>g) This programme has a high proportion of Māori, Pasifika, and Youth Guarantee Students (see Figure 1). Its staff engage with CPIT's Centre for Māori and Pasifika Achievement.</p> <p>h) From The Performance of Tertiary Education Organisations (2010), www.tec.govt.nz.</p>				

CPIT has assessed programme capability in self-assessment, based on the assessment of its Annual Programme Evaluation and Reviews against NZQA rubrics, and capability in self-assessment within focus areas as determined by the head of department/school. The selected focus areas span the full range of possibilities on CPIT's grid of educational performance versus capability in self-assessment (Figure 1).

		Course completion %		
		78-100%	65-77%	0-64%
Programme capability in self-assessment	Excellent	99% Bachelor of Performing Arts (Music Theatre) 96% Bachelor of Nursing 90% Certificate in Design 82% Bachelor of Applied Management	67% Certificate in Sports Training and Indigenous Culture	60% Certificate in Professional Restaurant, Wine and Bar Service
	Good	83% Certificate in Cookery for the Hospitality Industry 78% Certificate in Carpentry	76% Bachelor of Engineering Technology 73% Certificate in Pre Health and Science	
	Adequate	87% Diploma in Computer Aided Design		
	Poor		72% Certificate in Pre Trade Plumbing, Gasfitting and Drain Laying	61% National Certificate in Motor Industry (Automotive and Mechanical)

Figure 1. Focus areas for EER, by course completions and capability in self-assessment. Colours on sections of grid are as used by CPIT.

Figure 2 shows there is no obvious bias to the selection of focus areas, either in terms of educational performance or capability in self-assessment.

		Course completion %			
		78-100%	65-77%	0-64%	All
Programme capability in self-assessment	Excellent	4 of 38 [11%]	1 of 16 [6%]	1 of 4 [25%]	6 of 58 [10%]
	Good	2 of 43 [5%]	2 of 11 [18%]	0 of 12 [0%]	4 of 66 [6%]
	Adequate	1 of 6 [17%]	0 of 7 [0%]	0 of 3 [0%]	1 of 16 [6%]
	Poor	0 of 1 [0%]	1 of 1 [100%]	1 of 2 [50%]	2 of 4 [50%]
	All	7 of 88 [8%]	4 of 35 [11%]	2 of 21 [10%]	13 of 144 [9%]

Figure 2. Number of focus areas compared with number of programmes, by course completions and capability in self-assessment. Percentages in square brackets [] are the ratios of the number of focus areas to number of programmes in that part of the grid, expressed as a percentage. Colours on sections of grid are as used by CPIT.

In addition, the scope of the external evaluation and review (EER) included the mandatory focus areas: governance, management, and strategy; and the achievement and academic support of international students.

3. Conduct of external evaluation and review

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

The evaluation of CPIT was conducted over a five-day period (30 April-4 May, 2012) by a six-person evaluation team. The team visited departments on the -Madras Street campus and the Trades Innovation Institute (Sullivan Avenue), and two-person sub-teams met with managers, teaching staff, external stakeholders, and current and former students of the programmes in the focus areas.

The governance, management, and strategy focus area was addressed through meetings of a sub-team of evaluators with the chief executive and leadership group, the academic board, the chair and members of Council, and senior representatives of external agencies with which the Council and CPIT have relationships, especially those pertinent to the post-earthquakes recovery of Canterbury. Governance, management, and strategy are also explored more generally through the investigation of focus areas and through key evaluation question six. The achievement and academic support of international students focus area was addressed principally through discussions with the relevant staff who have responsibility for enrolment and support for international students, and those staff whose role ensures CPIT continues to meet its responsibilities under the Code of Practice for the Pastoral Care of International Students.

In addition, the evaluation team perused an extensive range of corporate documents, programme reviews relevant to the focus areas, and information relevant to student support and international students (including that related to the implementation of the Code of Practice for the Pastoral Care of International Students).

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Christchurch Polytechnic Institute of Technology (CPIT)**.

The evaluation team considers that CPIT's achievements in its four strategic outcomes³ – successful student outcomes, responsive stakeholder partnerships, targeting equitable outcomes, and being a high performing organisation – contribute effectively to its strong educational performance. Student outcomes at CPIT include the attainment of life-skills, work-readiness, employment, and apprenticeships, and these are well demonstrated in the focus areas considered. In addition, CPIT continues to lead the ITP sector in course completions, the Tertiary Education Commission (TEC) educational performance indicator that is most appropriately compared across organisations with disparate programme offerings. Strong linkages with industry are revealed in the effectiveness of advisory committees and industry input into the redesign of programmes. The value and development of these links are particularly well demonstrated in the response of CPIT to the September 2010 and February 2011 earthquakes. After these events, the organisation took a leading role in assisting businesses to re-establish themselves, particularly in the creative industries and information technology sectors.

The quality of staff is a critical element in determining whether an organisation is high-performing. The results of course and staff evaluations undertaken by students, student comments about the staff made to and read by the evaluators, as well as evidence of the commitment of staff to their students and Christchurch business and industry, collectively lead the team to the view that CPIT is a high-performing organisation.

Within the focus areas, surveys of student perception of employability indicate that 87 per cent of respondents consider that their programme of study prepares them well for further study, and that 78 per cent of respondents consider that they will be employable as a result of their current programme of study. Aggregated graduate destination survey data across the selected focus areas shows that 67 per cent of respondents found employment directly related to their field of study. A further 17 per cent found employment not specifically related to their field of study. It is difficult to determine the effect of the Canterbury earthquakes on actual and prospective employment. Perceptions of members of key organisations involved in the post-earthquake recovery with whom discussions were held were that employment in trades

³ CPIT Strategic Plan 2011-2013. Christchurch: CPIT.

was likely to benefit.⁴ As an example, graduate employment from the Certificate of Carpentry has increased from 54 per cent in 2009 to 84 per cent in 2011. In the trades, employment unrelated to the area of study decreased while employment related to the area of study increased. In the hospitality industry, the location of many cafes and hotels in the severely earthquake-affected 'red zone' made many worksites at least temporarily unavailable. However, although the response rates to the surveys are low, over 80 per cent of respondents to the 2011 Student Experience Survey from the Certificate in Cookery for the Hospitality Industry and the Certificate in Professional Restaurant Wine and Bar Service anticipated being employed. The 2011 Graduate Destination Survey indicated that about 70 per cent of graduates from these programmes were employed.

Enrolments at CPIT increased from ~4,800 EFTS in 2008 to 5,280 in 2009, but declined in 2010 and again in 2011 (Table 2), inferred by the evaluation team to be a consequence of the September 2010 and February 2011 earthquakes.⁵

	2009	2010	2011	% change from 2009 to 2010	% change from 2010 to 2011
EFTS	5,280	5,076	4,502	-3.8%	-11.3%
Students	14,945	11,456	8,725	-23.3%	-23.8%
Māori students	1,046	802	698	-23.3%	-12.9%
Pasifika students	299	229	175	-23.4%	-23.6%

The EFTS forecast for 2012 is 5,112, suggesting that the effect of the earthquakes should be considered as a short-term interruption to an overall trajectory of growth. CPIT's course completion rate (see Table 3) has continued to increase over the period

⁴ These comments are supported by an independent study: Boiser, A., Wilkinson, S., Chang, A.Y. 2011. Skills availability for housing repair and reconstruction in Christchurch. Auckland: The University of Auckland and Resilient Organisations.

⁵ The evaluation team's inference is supported by: 'Christchurch city's resident population decreased by 8,900 people (2.4 percent) in the June 2011 year' (from: http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/SubnationalPopulationEstimates_MRJun11.aspx), 'with 7.9 per cent of the Christchurch population likely to have sustained serious damage to their homes, to the point of being uninhabitable, at least in the short term' (from: Love, T. 2011. *Population movement after natural disasters: a literature review and assessment of Christchurch data*. Wellington: Sapere Research Group.)

from 2009-2011; and, in fact, CPIT has improved its rating on that measure to first among ITPs, while progressions have changed little and retention has increased.

Table 3. Educational performance indicators for CPIT and ranking with other institutes of technology*						
Educational performance indicators	2009		2010		2011	
	%	Rank	%	Rank	%	Rank
Course completions	78%	1	81%	2	85%	1
Qualification completions	54%	9	63%	3	71%	2
Progression	26%	14	32%	10	30%	11
Retention	44%	13	44%	15	53%	13

*<http://www.tec.govt.nz/Reports/2009/CPIT.pdf>, and similar pages

Qualification completions improved in 2011 despite disruption caused by the earthquakes, the work of the ‘nursing army’ being an example of the latter. The increase in retention may have been influenced by CPIT’s focus during the initial aftermath of the earthquakes on supporting students and staff, with a priority for re-establishing its operations, albeit in a range of temporary and shared facilities. CPIT also provided temporary accommodation in its premises to displaced businesses and agencies, and played an important role in the immediate post-earthquake recovery in re-establishing community arts and supporting the development of a hub for information technology businesses in Christchurch.⁶

In 2011, CPIT established Canterbury Tertiary College – a partnership between Linwood College and the region’s tertiary education providers to facilitate study by school students at their school as a way to facilitate study by students at their secondary school as well as a trades orientated programme at CPIT. Indirect measures of the success of these initiatives are the increases in course and programme completions for under 25-year-olds (U25) in most pre-trades, early trades, and foundation programmes included in the focus areas, as shown in Table 4.

⁶ CPIT received a Champion Canterbury Award in February 2011 for ‘showing leadership in a time of crisis’ (<http://www.stuff.co.nz/the-press/news/christchurch-earthquake-2011/5670893/People-rose-above-quake-says-Key>).

	Course completions			Qualification completions		
	2009	2010	2011	2009	2010	2011
Certificate in Pre Trade Plumbing, Gasfitting and Drainlaying (Level 3)	51%	58%	69%	32%	32%	73%
Certificate in Carpentry	53%	66%	78%	49%	39%	73%
Certificate in Motor Industry (Entry Skills) (Level 2)	64%	60%	58%	38%	25%	34%
Certificate in Design (Level 4)	75%	83%	89%	63%	74%	-
Certificate in Sports Training and Indigenous Culture (Level 3)	-	48%	70%	-	6%	28%

Together with the employment trends discussed earlier, these initiatives will contribute to the post-earthquakes trade workforce required in Christchurch.

There is a continued commitment to improvement to the success of Māori and Pasifika students. The Centre for Māori and Pasifika Achievement, established in 2011, is intended to assist in addressing the lower achievement of Māori and Pasifika students. Although there have been significant recent improvements in qualification completions by these students in specific programmes (an example for Māori students particularly is shown in Table 5), it is too early to gauge the new centre's effectiveness. Given that other support services provided by CPIT are well regarded by students (as evidenced both in student surveys and in conversations the evaluation team had with students), this initiative is likely to be successful.

	Māori students		Pasifika students	
	2010	2011	2010	2011
Course completions	41%	78%	68%	51%
Qualification completions	8%	23%	39%	30%

Although these educational performance measures are important, students in this programme commented on how the programme had been 'life-changing': giving them enhanced self-esteem, building their confidence, and reconnecting them to their

whānau and culture. The annual programme report for the Certificate in Sports Training and Indigenous Culture notes:

‘What has been going well? Learners revising and learning together as a whānau. Including teachers and support staff as part of that whānau unit. Learners commented that they are given opportunities that enable them to succeed personally and thus has an impact on whānau....Learners also commented on the confidence gained from being part of this type of learning environment. They are aware of the long-term goal, are committed to achieving that goal and developing strategies within the whānau to assist with meeting their goals. Changes in attitude and motivation are also evident, things like being punctual and the importance of this.’

Conversations with students from other CPIT programmes elicited that the teaching staff fostered similar attributes.

Although the participation rate in the Student Experience Survey varies markedly by programme, aspects such as teaching effectiveness, meeting learning needs and expectations, and administrative efficiencies (e.g. returning assignments, providing feedback, etc.) were highly rated. Student rating of learning services and other support has increased in recent years in most programmes. Even so, after a recent review, CPIT restructured these services in 2012 to initiate a more ‘student-centred’ rather than a ‘service-centred’ approach to their provision, to better address student learning needs.

As mentioned previously, effective connections of staff to industries and communities helps ensure that programmes are fit for purpose and reflect the needs of industry. Students gaining awards (such as Toque d’Or in cookery) during the course of their study are another demonstration of this connectedness. The Canterbury earthquakes provided an unusual opportunity for staff to connect with their respective communities, and this resulted in a number of community ventures related to the arts (e.g. Art Box) and involvement in business recovery projects (e.g. Creative Hub, EPIC – the IT hub). The CPIT Council and management have forged relationships at high levels with organisations associated with the post-earthquakes rebuild. It was clear in conversations with representatives of these organisations, and separately with Council, that such relationships are valued and will benefit CPIT’s provision of training, especially in the trades. They will also help revitalise business and industry and sustain the wider community, but progress towards these outcomes is slow and largely beyond the control of CPIT and its immediate stakeholders.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Christchurch Polytechnic Institute of Technology (CPIT)**.

CPIT's overview of its self-assessment provided to the evaluation team identified four stages in its development: (i) transformation and review, focused on improving operational efficiency; (ii) planning for change, essentially a refocusing on the organisation's role as a 'community-focused vocational education provider in Canterbury'; (iii) a movement away from a decentralised model of programme design and quality management to a systematic and more centralised approach in which faculties are in partnership; (iv) participation in the trial of evaluation-based quality assurance in 2008, its implementation, and its recent focus 'on ensuring coherence throughout all levels of the organisation with respect to self-assessment and continuous improvement'. While the first of these stages was undoubtedly centred on financial matters, the latter stages are inferred by the evaluation team to be concerned with ensuring that programmes offered by CPIT are fit for purpose and meeting the needs of Canterbury, that there is a more consistent approach to programme development across the organisation, and that self-assessment is embedded as part of the culture in both the educational and service units of CPIT (see Table 6).

Table 6. Introduction and expansion of self-assessment at CPIT, 2008-2012				
2008	2009	2010	2011	2012
Annual programme evaluation and review				
Part of NZQA trial	Internal trial	First APER cycle	Second APER cycle	Third APER cycle
No. of programmes undertaking self-assessment				
2	4	245 (in 48 clusters)	238*+ (in 46 clusters)	238* (in 46 clusters)
Support services evaluation and review				
		<ul style="list-style-type: none"> • Library • Finance 	<ul style="list-style-type: none"> • Registry • Human Resources • Centre for Educational Development • AEU 	<ul style="list-style-type: none"> • International • IT • Marketing • Learning Services • Research
No. of service areas undertaking self-assessment				
		2	4	5
Student feedback				

First impressions survey	First impressions survey disestablished			
		Student Experience Survey	Student Experience Survey	Student Experience Survey
		AUSSE ⁷ trial	AUSSE at CPIT trial	AUSSE at CPIT
Graduate Destination Survey	Graduate Destination Survey	Graduate Outcome Survey	Graduate Outcome Survey	Graduate Outcome Survey
<p>*The decrease in the number of programmes evaluated since 2010 is because of the non-delivery of the Hairdressing and Circo Arts suite of programmes</p> <p>†Earthquake disruption meant that programmes were subjected to 'light' or 'full' APER, depending on the educational performance indicators (see text).</p>				

CPIT has used the APER as a central feature of its self-assessment system. Templates are initially populated by the institution with quantitative data relating to academic success, student experience, and graduate destinations, and these are used in facilitated evaluative conversations. From these conversations planned actions are reported and on-going monitoring occurs. It is apparent from Table 6 that CPIT's surveys of student experience and graduate outcomes have evolved; the system is now comprehensive across programmes and focus areas.

Data are currently used as a snapshot in time to provide a backdrop to the remainder of the self-assessment process, but has the potential to be used to establish longitudinal trends (e.g. in employability, meeting needs, or satisfaction with services, from the Student Experience Survey; or employment trends, from the Graduate Destination Survey), with cross-correlation between the results of various survey results or between elements of these surveys and performance measures for programmes.

The survey-derived data for each programme is appended to the APER, but is also amalgamated within themes and 'up' to the level of 'cluster' – a collection of programmes of a similar nature and often taught by the same staff. It is at this cluster level that an evaluative conversation with staff, students, and stakeholders takes place, using the prompts: 'What has been going well?' and 'Opportunities for improvement'. Records of discussions in APERs make use of the quantitative data described above, and of the educational performance data of the cluster. This

⁷ The Australasian Survey of Student Engagement (<http://www.acer.edu.au/research/ausse>) was originally developed as a comparative survey of student experience at university, but has been adopted and adapted by other educational providers.

approach to self-assessment gives ownership at the cluster-of-programmes level. Some staff expressed some concern that issues affecting a particular programme might be submerged in the cluster evaluative conversations, particularly when the cluster included both lower-level programmes and degrees. However, the evaluation team found no definitive evidence of this.

From these discussions, a self-assessment report (summary, actions, and recommendations) is prepared for each cluster and forms the basis of action plans for improvement, which are provided to and scrutinised by faculty boards of studies and monitored by the academic board on a six-monthly basis. The format of the report requires that the actions taken to address the issues identified be time-bound, and also requires the addition of comments about the effectiveness of the intervention. Two examples are shown in Table 7.

Table 7. Examples of effective intervention via the self-assessment procedure		
Programme	Food cluster (which includes the Certificate in Cookery for the Hospitality Industry – KEQ4	Bachelor of Applied Management – KEQ4
Issue identified	The ability to maximise use of contemporary modes of delivery is often hampered by technology. Aim to simplify and streamline the set-up processes for use of technology	Too much reliance on Moodle by students, and they are not attending classes
Action	Identify technology options that will assist in streamlining classroom set-up procedures where electronic media or similar methods of presentation are employed	Develop teaching and learning strategies for F2F teaching that incentivise students to be in class Provide opportunities for staff discussions on methods to support this Link with staff development to bring in others to facilitate discussions with staff
Success criterion	Staff feedback indicating a reduction in set-up time	Student class attendance and participation increases
Timeframe for completion	March 2010	End 2011
Progress	All theory rooms have resident computers. Tutors report significant set-up time savings for theory classes	Smaller classes and a reduction of staff teaching loads have been planned for 2011 so as to enhance student/staff relationships
Completed	Completed July 2010	Not completed at time of EER

These examples serve to demonstrate not only the process by which interventions are implemented and monitored, but also the contribution of service units and other staff in

making such improvements, which implies involvement of management at the programme level and more widely in the implementation of responses to self-assessment. Although the specific examples cited in Table 7 relate to key evaluation question 4 (KEQ4), the issues identified and proposed actions from the evaluative conversations span all the key evaluation questions.

A powerful demonstration of CPIT's capability in self-assessment was its rapid and effective response to the Canterbury earthquake in September 2010, and particularly to those in February 2011. The institute's ability to rapidly assess the best ways to ensure continuity of educational programmes, retain the engagement of students, and be responsive to the professional and personal needs of staff enabled CPIT to resume educational activities promptly in a range of venues, and by adapting teaching schedules and delivery mechanisms. In addition, CPIT assessed the needs of some of its external stakeholders, and thereby enhanced its stakeholder engagement in the immediate post-earthquakes period. Examples include accommodating in the CPIT buildings a variety of arts organisations displaced from their own premises, spearheading the Artbox community arts initiative, both as a means of providing continuing activity for performers and artists, and as a means of building resilience in the wider community, and involvement in the EPIC computer firms cluster as a demonstration of its commitment to the business continuity. Together with its participation in Government-funded opportunities for trade training geared to the Canterbury rebuild, CPIT is well positioned to be a significant participating organisation in the post-earthquake recovery of Christchurch and Canterbury. Members of representative organisations involved in the post-earthquake reconstruction were complimentary of CPIT's own business recovery and its commitment to contributing to the workforce that will be required.

At a programme level, advisory groups and informal industry networks provide valued input into programmes, ensuring continued relevance of the programmes to industry needs. Apart from anecdotal comments, a measure of the effectiveness of CPIT's continuing to meet industry needs is the continued high level of graduate employment.

For its part, CPIT has recognised that some restructuring towards a more centralised model would serve immediate future needs better than its previous more devolved management structure, and has also reviewed its Student Support Services and introduced a Centre for Māori and Pasifika Achievement to better provide the learning support and pastoral care services that the post-earthquake community needs.

Findings⁸

1.1 How well do learners achieve?

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

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

The combination of achievement of life-skills, work-readiness, employability, employment, and quantitative measures of course and qualification completions led to the evaluation team's rating of excellent for performance in this key evaluation question. However, the extent of CPIT's analysis of the factors that have led to its historic and continued high performance, particularly in respect of course completions, is limited.

For the focus areas considered in the EER, the student survey indicated that 78 per cent of respondents considered that their course would make them employable. From the graduate destination survey, 84 per cent of graduates in the sample of programmes found work, exceeding the pre-graduate expectations of students, as reported in the Student Experience Survey.

Some programmes are designed to increase engagement in learning activities, improve self-esteem, and provide the confidence and ability to progress to further tertiary study, rather than necessarily leading directly to employment. The Certificate in Sports Training and Indigenous Culture is one programme in which self-esteem and personal development are important graduate attributes that are achieved. Students involved in this programmes told the evaluation team how much their confidence had improved, and their attitude to life, study, and employment had been positively influenced by enrolment in this programme; this was confirmed by staff comments and APER documentation. The team infers that continued success with these programmes contributes to CPIT's retention and progression.

Academic success in other programmes, such as the Certificate in Pre-Health Science, provides effective pathways to the higher-level programmes in specialist areas of study to which students aspire. In the trades area, programmes such as the Certificate in Motor Industry can lead to an apprenticeship even before the programme of study ends. In other programmes, there is industry recognition of students still in the

⁸ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

programme, as in the continual success of students enrolled in the Certificate in Professional Restaurant, Wine and Bar Service in the national Toque d'Or competition.

CPIT achieves high rates of course completions, being first- or second-ranked among the ITPs. High course completions predispose pre-qualification employment and qualification completion. Qualification completion rates are rather more variable, and in 2011 were significantly lower than in the previous year, inferred by CPIT to have been adversely affected by the disruptions to CPIT, and more particularly to the changed circumstances of students as a result of the Canterbury earthquakes. The team notes that this is consistent with independent studies of post-earthquake demographic trends and domestic damage.⁹

The educational performance measures of Māori and Pasifika students generally are lower than that of students overall. In 2011, the course completion rate for all students was 83 per cent; for Māori students the rate was 74.6 per cent, and for Pasifika students the rate was 70 per cent. The development of a Māori and Pasifika Student Support Team in 2010 has developed into a Centre for Māori and Pasifika Achievement to match the needs of these students through the provision of pastoral care and learning support. Although a number of factors potentially contribute to student achievement, in the Certificate in Sports Training and Indigenous Culture a 30 per cent increase in course completions by Māori between 2010 and 2011, and the fact that the completion rate for Māori students in 2011 was 11 per cent higher than that for the programme overall, can be fairly attributed to the work of the centre and programme staff to raise Māori achievement. CPIT has also developed an online Māori Exemplar Tool as a staff resource which is intended to bring a cultural inclusivity to teaching by non-Māori staff.

Statistics of qualification and course completions for individual programmes are compiled for and appended to the APER documents. Completion, retention, and enrolment data are aggregated across clusters of programmes which are taught by the same staff or are in cognate learning areas. Tables showing trends in these data are used for triggering discussions about, for example, the cause of withdrawals (which affect both retention and completions) or non-completions (which may, for example be caused by the availability of apprenticeships). Individual programme data are available in the appendices to the APERs; however, both the evaluation team and CPIT recognise that more emphasis needs to be placed on data at the programme level, as

⁹ Christchurch city's resident population decreased by 8,900 people (2.4 percent) in the June 2011 year (http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/SubnationalPopulationEstimates_MRJun11.aspx), with 7.9 per cent of the Christchurch population likely to have sustained serious damage to their homes, to the point of being uninhabitable, at least in the short term. (Love, T. 2011. *Population movement after natural disasters: a literature review and assessment of Christchurch data*. Wellington: Sapere Research Group.)

there is the potential for aggregation of data to result in trends in specific programmes being overlooked.

The data from the Student Experience Surveys and Graduation Destination Surveys is similarly aggregated and used to prompt discussion about the causes of trends in employability and employment, which may sharpen insights and suggest interventions, to help address a particular issue that has been identified. An example of the former is the comment in the hospitality APER in respect of 85 per cent of students identifying their programme as appropriate preparation for employment:

‘Students indicate that because of the course they are able to gain employment and grow individually. They can see the potential or the calibre to reach higher levels. However, some skills which are needed in the industry are not taught, but students learn the basic skills and build on that. Staff say that you can train the students the best they can, but eventually they [the students] are the ones who choose their own direction.’

An example of the latter is in the Certificate in Design. Although this programme was intended primarily as a pathway to degree study in the creative industries, the recognition that a percentage of graduates from the Certificate in Design go into industry has prompted a change in the composition of the advisory committee to include industry/employer representatives rather than art teachers.

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**.

CPIT’s strategic plan includes having ‘responsive stakeholder partnerships’ which are being realised through the 16 actions and associated outcomes and measures identified in its Business Development Function Plan. Because many of these actions are associated with the Canterbury rebuild, the extent to which these outcomes can be achieved by particular milestones is not necessarily within the control of CPIT. However, Table 8 gives an interim indication of success in these areas, and indicates that there is a continued process of interaction with industry, business, and the community to develop programmes and build and maintain links to industry and business partners that add value to external stakeholders.

Table 8. Selected actions and extent of implementation from the Business Development Functional Plan which contribute to valued outcomes for external stakeholders	
☞ Action	Extent of implementation at end of 2011 ☞
Screen opportunities to identify and implement projects that enable, enhance, and align CPIT activity with business to support a stronger regional economy in post-earthquake Canterbury	10%
Find a mechanism to engage and develop business development partnerships	15%
Identify and develop a mechanism to share business development success (showcasing) with partners and industry	15%
Identify opportunities for developing new capability and capacity – people, resources, systems	35%
Develop and implement CPIT Recovery Canterbury Strategy (which ensures that products and institutional responses meet community and regional recovery needs)	35%

In a meeting with senior external stakeholders involved in the Canterbury rebuild, the value of CPIT’s qualifications was affirmed to the EER team, and CPIT’s re-shaping of programmes (e.g. by modularising) to better fit the needs of the workforce was noted. The stakeholders noted that the slower-than-envisaged start to the Canterbury rebuild and the overall depressed state of the economy provided challenges to ensuring continued employment of graduates in some areas, and therefore CPIT will need to be preparing graduates for a changing and probably unpredictable employment market for some time to come. The stakeholders were convinced that CPIT would respond to these challenges, and this is clearly articulated in CPIT’s revised (post-earthquakes) strategic plan.¹⁰ At a programme/cluster-of-programme level, the evaluative conversations that inform APERs show evidence of staff recognition of the changes occurring in local industries, and suggestions for response.

The value of relationships that CPIT has built with community organisations has been particularly evident since the 2011 earthquakes. The most obvious examples are the interim accommodation on the CPIT Madras Street campus of a variety of arts-related enterprises and activities as a ‘creative hub’ when these organisations were displaced from their buildings; CPIT’s initiation and involvement in the ArtBox project¹¹; and the

¹⁰ The strategic goal, Responsive Stakeholder Partnerships in CPIT Strategic Plan 2011-13 indicates that ‘CPIT’s strategic partnerships will consolidate its position as the leader of skill based training essential to the recovery of Christchurch’.

¹¹ ArtBox is a unique project dedicated to establishing gallery and studio spaces for Christchurch artists, ensuring that its artists can get back on their feet. It meets an immediate need to provide exhibition and retail space for approximately 100 Christchurch artists, craft practitioners, and design retailers who have lost workspace and outlets following a year of devastating earthquakes. The project will begin with 18 mobile and flexible modules placed in and around the CPIT

involvement of CPIT staff in the development of EPIC¹², a Silicon Valley-style 'hub' for firms involved in developments in information technology. By contributing to the maintenance of business continuity, these large-scale activities add value to CPIT's external stakeholders, and complement smaller-scale activities such as the relationships that have developed with community organisations (e.g. Sport Canterbury) and schools.

CPIT's applied research is also of value, typically contributing about 200 research outputs annually to national and international research and development communities, particularly those in education (39 in 2010), health (28 in 2010), and information technology (21 in 2010). By their involvement in professional organisations associated with research and development, staff also add value to these communities of practice, there being 27 such occurrences in 2010.

For learners, the outcome is either gaining employment or acquiring the requisite knowledge and skills for admission into a higher-level programme.

About a quarter of CPIT's students progress to further study, but there is currently little formal tracking of the success of students who move to higher-level programmes. Nevertheless, the programme staff in programmes such as the Certificate in Pre-Health Science and the Certificate in Design have knowledge of the preparedness of students for the programmes to which foundation learning progresses, and also of their subsequent success.

Work-readiness and an improved sense of self-worth are also outcomes valued by students. This perception of value is also shared by advisory committee members and employer representatives, who frequently commented on the self-confidence and work-readiness of graduates. This indicator of the value of CPIT's programmes to business and industry is confirmed by the high rate of employment of graduates (83 per cent according to the Graduate Destination Survey). To complement these data, teaching staff have considerable anecdotal knowledge of graduate success and the contribution that former students make to business, industry, and the community, although it is not necessarily systematically collected and analysed. Another measure of the value of CPIT programmes is that in 2010 students received 82 awards sponsored by local and national business and industry interests.¹³

campus, with the hope that with the community's support it can branch out to support the River of Arts through the city. From: <http://artboxnz.weebly.com/>

¹² <http://www.idealogue.co.nz/news/2012/04/government-commits-18m-christchurch-tech-hub>

¹³ CPIT 2010 Annual Report, pp. 67-70.

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**.

The response of CPIT to the Canterbury earthquakes clearly demonstrated the commitment and ability of CPIT to undertake short-term self-assessment activities in order to ensure that in such changed circumstances it could continue to meet the needs of its students and that it could attend to those needs of the wider community that it could realistically address (see also Table 8 in section 1.2). Initiatives already referred to that support existing activities and businesses (e.g. ArtBox and EPIC), as well as the development of trades training initiatives to support the rebuild, are clear examples of this commitment and ability.

The examples below are indicative of the pervasive culture at CPIT through which the needs of students and external stakeholders are identified and then matched in the development and modification of programmes.

In recognition of the need to better engage youth, consistent with the Tertiary Education Strategy to enhance learning outcomes for under 25-year-olds, CPIT established Canterbury Tertiary College in 2011. This is a partnership between Linwood College and the region's tertiary education providers to facilitate study by school students at their school as well as in a trades-oriented programme at various locations: CPIT Trades Innovation Institute, Sullivan Avenue, CPIT Madras Street, and CPIT Campus Connect, Hornby; Aoraki Polytechnic, Hornby; Southland Institute of Technology, Christchurch Campus; or Tai Poutini Polytechnic, at CPIT Trades Innovation Institute.

Without exception, discussions with industry representatives and employers at programme level confirmed that CPIT programmes were developed and updated to reflect changes in technology and practice and matched industry and business needs. These stakeholders considered that their contribution to programme development was valued by CPIT, and that even when changes were not able to be implemented, CPIT gave sound justifications for its stance. A particular example of the effectiveness of the responsiveness to industry needs has been CPIT's involvement in the development of the Bachelor of Engineering (Technology) degree, which, as a joint initiative of the Metro Group of ITPs, also matches the accreditation needs of the Institute of Professional Engineers New Zealand for a nationally offered engineering degree.

CPIT provides bridging and foundation courses to match the needs of students who are initially not well prepared for programmes at higher levels; in 2011 the progression rate from level 1 to level 3 programmes was 28 per cent. To match student needs for

literacy and numeracy, 92 per cent of levels 1-3 programmes at CPIT have embedded literacy and numeracy. Literacy testing of samples of students before and after the programmes showed that this provision was effective in matching needs. Specifically, for those at Step 1, 23 per cent showed a significant gain in literacy and 54 per cent showed a gain in literacy; while for those at Step 2, 33 per cent showed a significant gain in literacy and 35 per cent showed a gained in literacy.¹⁴

An example of a foundation programme from the focus areas is the Certificate in Design, which is intended to lead to a range of programmes in the creative arts. In 2010, of 25 students who completed this foundation programme, 13 entered the Bachelor of Design programme; of these 13 students, ten completed year one of the degree in 2011. These figures suggest that the foundation programme matches the students' need for an appropriate introduction to the creative arts. Similarly, the Certificate in Pre-Health Science provides a foundation, principally for the Bachelor of Nursing, but to other science-based programmes as well.

Respondents to the Student Experience Survey consistently assert that their needs are being met and express satisfaction both with the teaching, learning support, and other pastoral care services. The response rate to these surveys is variable, but across the focus areas the rate averages 35 per cent. Recognising that response rates exceeding 20 per cent are generally considered the minimum for which inferred conclusions from a survey can be justified, the evaluation team considered that respondents' views were at least indicative if not representative.

There is a considerable amount of qualitative and quantitative information gathered from learners and stakeholders that demonstrates the effectiveness with which the needs of learners and other stakeholders are matched. The action plans derived from the APERs and their associated evaluative conversations provide evidence of planned improvements at the cluster/programme level (for examples, see section 1.2, Table 7).

1.4 How effective is the teaching?

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**.

Students in all programmes evaluated spoke very positively of the dedication and willingness of staff in encouraging learning, and this is reflected in the APERs. In several programmes, students were appreciative of the small size of classes – especially in comparison with schools and other tertiary education providers of which

¹⁴ Functional plans. Fourth Quarter Report to CERG, TKM, Managers Group, 31 December 2011.

they had previously had experience, and they considered that this contributed to the high quality of the teaching experience.

CPIT makes extensive use of an internet-based system for delivering e-learning programmes for educational and training organisations as a platform for online resources, and in some programmes a platform for interacting with staff and other students. Most students appreciated the opportunity this provides for self-directed study and report that it is useful in enhancing learning. Some programmes use iPads, Smartphones, and other e-technologies effectively to enhance engagement of learners. As a recent example, students in the Certificate in Professional Restaurant, Wine and Bar Service used iPads to showcase their skills to tutors and future employers. As a measure of the benefit to students, the proportion of students satisfied with the use of technology to support learning has increased from 84 per cent in 2009 to 100 per cent in 2011; however, it is too early to tell whether it will benefit these students' employability. More generally, students were satisfied with information technology services and facilities and with their teachers' use of technology to support learning. The online Student Experience Survey includes several questions related to the students' perceptions of the quality of teaching and the organisation as a whole. While students generally rate these teaching attributes highly, tutor and course evaluations provide more specific feedback, which the evaluation team was informed is more likely to be used by staff to effect changes to course content and teaching styles, although this is not necessarily reflected in the APER reports.

Tutor evaluations form part of the annual discussions between teaching staff and their manager, and inform professional development and, where appropriate, research expectations. Staff commitment to improvement is demonstrated by about two-thirds of staff having had teaching appraisals completed and having undertaken professional development in a particular year. In most of the focus areas there was evidence of informal self-assessment activities, where staff were constantly reviewing their teaching practice. Team teaching was common in many programmes, as were activities that involved the whole teaching team, e.g. development days, reviews of assessment and moderation practice, and feedback from students received outside of the formal tutor and course evaluation processes.

An indicator of the quality of teaching is the extent to which external moderation requirements are met. In mid-2011, the academic board was advised¹⁵ that in respect of unit standards within its programmes 'nine out of seventeen units [were] requiring minor modification' – a slight improvement over earlier years, but a result which led to process improvements, particularly in the Centre for Assessment of Prior Learning, and professional development being offered to staff involved. A more satisfactory

¹⁵ NZQA Moderation 2010 Results, Memorandum to Academic Board from NZQA Moderation Liaison, 20 June 2011.

moderation result was reported to the academic board in respect of moderation of the New Zealand Diploma in Business:

'In all seven of the courses moderated by NZQA, results received indicate that key assessment requirements have been met in all courses. This is an outstanding result for the school as usually less than half of the providers who submit materials meet the key assessment requirements.'

With 47 per cent of CPIT's learners enrolled in degrees and postgraduate programmes, a culture of research is to be expected among staff who teach on these programmes. Overall, 56 per cent of teaching staff are actively involved in research¹⁶, and this involvement is not restricted to staff teaching at degree level. As an example, there are staff in areas such as hospitality who have attracted funding from Ako Aotearoa¹⁷ for educational research, which has led to changes in the way they teach. In three of the degree programmes evaluated, a high proportion of staff were research-active, evident from the number of research outputs being generated; in the fourth, the degree programme was new and a pervasive research culture was yet to be established. Of 215 research outputs listed in the 2010 Annual Report¹⁸, the majority reported applied research, and 29 related directly to tertiary teaching. These measures provide firm evidence of a research culture at CPIT. Effective degree teaching is also demonstrated by external monitor reports making few suggestions for improvement.¹⁹

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 **Good**.

Teaching staff across CPIT are very supportive of their students, not only in assisting with understanding course content, but also in providing learning support and appropriate pastoral care. Students at CPIT during the post-earthquakes period were

¹⁶ ARC Report to Academic Board, 17 November 2010.

¹⁷ Ako Aotearoa is New Zealand's national centre for teaching excellence, hosted by Massey University; it focuses on building strong and collaborative relationships with tertiary organisations, practitioners, and learners to enhance the effectiveness of tertiary teaching and learning practices.

¹⁸ CPIT Annual Report 2010, pp. 59-64.

¹⁹ Documented examples provided to the EER team were: Bachelor of Medical Imaging – three suggestions from the Medical Radiation Technologists Board; Bachelor of Social Work – four requirements from the Social Work Registration Board; Bachelor of Nursing – all Nursing Council NZ standards met; Bachelor of Applied Management (accounting major) – approved by NZICA.

particularly complimentary of the commitment of staff and to their determination that the disruption to teaching should be minimised and a supportive learning culture should be maintained. As might be expected, the pragmatic approach adopted by staff during this time is generally not reflected in self-assessment commentaries associated with the APERs.

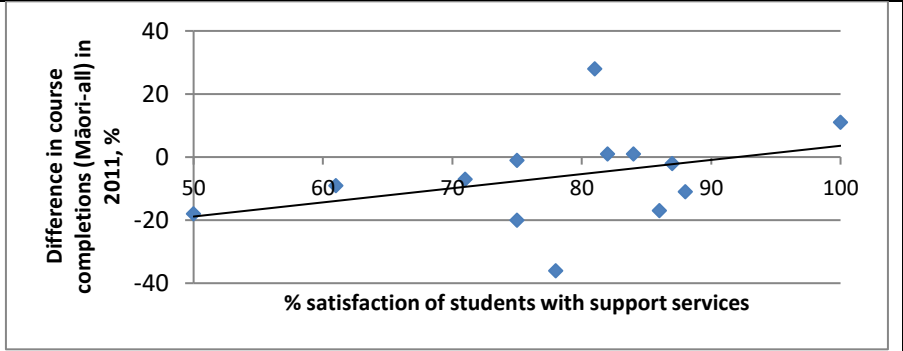
Students are provided with appropriate information both prior to enrolment and during orientation. Monitoring student attendance and individual assessment results, followed up by relevant and prompt actions where required, is a common feature at CPIT. The Student Experience Survey indicated that most students considered that the teaching staff provided excellent guidance and support, and when needed referred them to the relevant central support service, and this was confirmed in discussions with students.

Students in all programmes commented on the ready availability of centralised learning support services (Learning Services) that complemented the support given by tutors. Examples include peer support, which is arranged by Learning Services when such a need is identified by the teaching staff; information literacy provided by library staff; and assistance with essay writing, additional mathematics, and study skills provided by learning advisors. Programme staff referred to their use of the TEC's Literacy and Numeracy Assessment Tool to determine whether early interventions were required for learners. Other examples were: the 360 degree feedback by tutors mentioned in the Bachelor of Applied Management, the 'safe and family environment' in the Bachelor of Performing Arts, and the home tutor initiative in the Certificate in Carpentry.

The Student Experience Survey generally records a high level of student satisfaction with these services. Moreover, the records that Student Support Services keeps of students who use its services enable it to follow student progress and to demonstrate that its assistance with study skills and related activities influences student success.

CPIT reviewed its Student Support Services in 2011, resulting in it implementing an integrated and student-centred (rather than service-centred) unit from early 2012. A Centre for Māori and Pasifika Achievement was also established in 2011, which has been broadly utilised by Māori and Pasifika students from across the institute. It is possible that the combined improvements in these services contribute to the correlation of satisfaction with student support with a decrease in the difference between Māori and overall course completions in 2011 (Figure 3).

Figure 3. Plot of satisfaction with support services and the difference in course completions between Māori and all students, for the EER programme focus areas in 2011.



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

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 **Adequate**.

CPIT's leadership team has established 13 functional plans relating to its four strategic goals (Table 9).

Goal ▶	Successful graduate outcomes	Responsive stakeholder partnerships	Targeting equitable outcomes†	High performing organisation
Functional plans ▶	<ul style="list-style-type: none"> ● Educational product needs and development ● Teaching and learning capabilities ● Learner support ● Evaluative quality assurance 	<ul style="list-style-type: none"> ● Business development* 	<ul style="list-style-type: none"> ● Māori ● Pasifika ● Canterbury Tertiary College 	<ul style="list-style-type: none"> ● Workforce ● Collaboration ● Capital asset management ● Business systems/information and communications technology ● Environmental sustainability
<p>*See also section 1.2 of this report, in respect of the value of stakeholder engagement to educational programmes</p> <p>†See also sections 1.1 and 1.3 of this report</p>				

Within the seven actions in the Educational Product Needs and Development functional plan, CPIT identified the need for improvements in the relevance of the portfolio for domestic students, and the alignment of programme design with student demographics and needs. A measure of success of these improvements is that 90 per cent of respondents to the Graduate Outcome Survey were either satisfied or very satisfied that CPIT met their needs while studying, and that high proportions of graduates are employed. CPIT is also involved in the NZQA-led Targeted Review of Qualifications, and is keeping in mind the design rules established during this process as it redevelops its degrees, an approach that will assist in ensuring appropriate pathways to degrees are maintained.

Among the nine actions cited in the Teaching and Learning Capability functional plan, CPIT has undertaken reviews of assessment in programmes, with a view to improving

assessment provision and practices in the expectation that this will enhance student progression and success. Staff workshops on assessment have been provided. Although CPIT reports a 2 per cent increase in progression of level 1-3 students and a 6 per cent increase in retention of all students, it is probably unrealistic to attribute this increase solely to the assessment reviews. Also within the functional plan is the commitment to ensure staff participate in professional development initiatives that are relevant to meeting needs identified by the institute. Examples include an increased access to current technical and professional knowledge by staff, one measure of which is improved student access to information using web-based blended delivery – which is commented on favourably in the Student Experience Survey; and the development of flexible programmes that are multi-purpose. Examples of the latter include the development of the Bachelor of Engineering degree as part of CPIT's collaboration with the Metro Group, and the delivery of the CPIT nursing degree by Nelson Marlborough Institute of Technology in 2012.

In activities related to the Learning Support functional plan, the leadership team has been proactive in targeting for improvement student groups that have below-average retentions and completions, making explicit pastoral care positions available for supporting Youth Guarantee and Canterbury Tertiary College students, and developing the Centre for Māori and Pasifika Achievement. A new Student Services Division was established in 2012, following a whole-of-institute review from a student-centred perspective, reflecting on the effectiveness of previous initiatives such as those associated with learning services, the establishment of the Centre for Maori and Pasifika achievement and the Canterbury Tertiary College, consideration of good practice modelled at other institutions, and the Whānau Ora model.²⁰ The success of the new Division in further enhancing student success through learner support will not be able to be gauged for some time, but the review process appears to the evaluation team to have been sound and an effective application of a quality cycle. As part of this plan, the requirement that all level 1-3 students undertake literacy and numeracy assessments to ensure targeted literacy and numeracy support has had the following quantitative effects, the value of which the evaluation team affirms:

- 92 per cent of all level 1-3 programmes or courses of study contain embedded literacy and numeracy in some courses
- 2,986 learners completed literacy and or numeracy tests
- 167 students who were enrolled in level 1-3 provision were referred for learning support

²⁰ This is particularly appropriate given Ngāi Tahu's commitment to this philosophy; see http://www.hop.org.nz/Whanau-Ora/Whanau-Ora__I.2748

- 46 per cent (13) of those at Step 1 were reassessed, and of those, 77 per cent showed gain (seven) or significant gain (three)
- 53 per cent (72) of those at Step 2 were reassessed, and of those, 68 per cent showed gain (25) or significant gain (24).

In terms of actions contained in the Evaluative Quality Assurance functional plan, two stand out. The first is the intention to complete the process of establishing a benchmarking partnership with the University of Southern Queensland, particularly around flexible delivery. Given that CPIT already makes extensive use of online and blended learning, it is entirely appropriate that it should benchmark itself against an organisation with an acknowledged reputation in this area.²¹ The prospect of at least another benchmarking partner is foreshadowed in the functional plan.

The other particularly important action identified in the Evaluative Quality Assurance functional plan was to 'align data gathering for APERS to the six KEQs through analysis of evidence required'. Although the plan foreshadows 'more automated collation through 2012', progress to this end is evident in the implementation of Student Experience Surveys at both programme level and aggregated to cluster level, and pre-populating the APERs with this information, standardised across the organisation. Although the evaluation team identified some concerns with the design of the survey instruments, it recognised that these surveys – coupled with the student achievement data, also at programme level and aggregated to cluster level – provides a background of quantitative data to staff as a prelude to the evaluative conversations that accompany self-assessment at these levels (specific examples of which are given in section 1.1). If by its proposed 'automation', CPIT includes an intention to analyse and cross-correlate data from these discrete datasets, this will materially improve CPIT's understanding of its educational 'business'.

CPIT has an 'integrated planning framework', presented in its investment plan, which identified a number of focus and priority areas. While many strategic initiatives were implemented during 2010-2011, and high performance maintained, the Canterbury earthquakes resulted in a significant reduction in enrolments. An important initial focus that was developed after the earthquakes was ensuring that all education performance indicators were maintained or increased and staff were appropriately supported through a whole-of-organisation approach to resource allocation. This approach seems to have led to rapid and effective decision-making during the earthquakes' aftermath, and has prompted the leadership team to adopt a more centralised stance

²¹ As indicators of USQ's reputation in online education, in 2008 the university was ranked among the world's top ten online colleges, in 2005 it was accredited as a quality distance learning institute by the Distance Education Training Council of America, and in 2004 it won the Commonwealth Open Learning Award (from: <http://whichuniversitybest.blogspot.co.nz/2010/06/university-of-southern-queensland-usq.html>).

in some areas, including in research and development and the professional development of staff, consistent with a stance foreshadowed in CPIT's strategic plan.

Strong leadership at CPIT was well demonstrated after the Canterbury earthquakes. Staff were well supported and resources were deployed to good effect on campus, and alternative teaching spaces were found throughout the city so that teaching and learning could continue. There is a clear post-earthquakes commitment expressed by Council and management to reconsider the use of buildings and resources so that they are appropriate to the needs of CPIT's students, recognising the changes in city demography and employment prospects since the earthquakes. There have been some changes to resources and facilities available since the earthquakes, but staff in all programmes evaluated commented that their teaching and other activities were appropriately accommodated and resourced.

The CPIT Council has a regularly updated dashboard view of progress towards investment plan targets and other key performance indicators. A current master plan addresses likely educational needs in the future, recognising post-earthquake demographic and workforce changes, and their implications for CPIT's buildings, facilities, staff, etc. This seems to be an appropriate approach, particularly if it is linked to those that may be developed by other agencies involved in the economic recovery of Canterbury and the rebuilding of Christchurch.

It is evident from conversations with CPIT, industry, and community stakeholders that CPIT is viewed as an important and active participant in the post-earthquakes recovery strategies. There is a recognition by external stakeholders that there are a number of significant issues and challenges facing the Canterbury community that are still to be worked through, not least the challenge of creating a comprehensive and transparent process agreed by all stakeholders which can provide a reasonable understanding of industry needs and related employment demand both in the short and long terms. This in turn can assist with identifying the knowledge and skills needed and how educational institutions can meet the rebuild timeframes for skills development appropriate for employment requirements.

The last three years have demonstrated the capability of the Council and senior staff to rapidly assess situations and take timely and effective action to effect necessary changes to ensure CPIT's 'business continuity' and, thereby support educational achievement and foster productive relationships with industry and the wider community.

Focus Areas

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

2.1 Focus area: Certificate in Motor Industry

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 foundation course provides a comprehensive introduction to automotive trades and the opportunity for students to progress to apprenticeship training or employment in related trades. Employers and students value the programme, and student satisfaction can be attributed to the quality of teaching and student guidance and support.

The students enrolled in this full-time, 23-week programme are typically male, 18-25 years of age, and a large proportion of whom are school leavers. An increasing number are enrolled with Canterbury Tertiary College. Qualification completion rates are low (32 per cent in 2011), but course completions are higher (55.7 per cent in 2011). Completion rates can be affected by a number of factors, such as students leaving to take up an apprenticeship or to go into other employment. Some withdraw because of lack of interest, having used the course to explore their capabilities for working within the automotive trades. Tutors understand the many reasons for lack of completions, although the information is not collated and tracked but held informally by the tutors. The numbers of students leaving to take up an apprenticeship offered through work experience can be seen as a successful course outcome, but do not add to the completion statistics.

However, the low level of completions and lack of data on employment outcomes, including apprenticeships, leads to questions about the size, focus, and level of the programme. Tutors have a good understanding of student needs and there is a wealth of information about achievement that needs to be collated, analysed, and used in the review of the programme which is currently in progress, to align it with other ITP pre-trade programmes of similar size and outcomes, and facilitate entry to the level 4 national certificate.

2.2 Focus area: Diploma in Computer Aided Design

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

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

In terms of course completions (typically around 85 per cent), this is a high-performing niche programme which attracts students, including degree graduates, from a range of disciplines to develop this particular skill. However, qualification completions have declined from ~60 per cent in 2009-2010 to 24 per cent in 2011. Recognising that some students are using the programme as a path to career change, a diverse range of elective courses is offered. The programme is adequately resourced with up-to-date software, and the staff demonstrated interaction with industry that contributed to the development of learning experiences for the students (e.g. guest lecturers) and professional development and research opportunities for staff.

Students commented favourably on the accessibility of staff, the effective support provided for their learning through advisors in Learning Services, the library, and the after-hours access to computers running specialist software. The Student Experience Survey informs the self-assessment of the quality of teaching, and there is a developing culture of peer observation and sharing effective practice in teaching within the cluster. Staff had knowledge of the effect of Learning Services and departmental staff interventions on individual students' achievement.

The Graduate Destination Survey indicates that about half of the respondents are employed, often in fields other than CAD. This is consistent with CAD skills being used in a range of occupations. However, there is no systematic collection of graduate destination data for the programme, although there was anecdotal evidence cited of successful employment outcomes.

2.3 Focus area: Certificate in Cookery for the Hospitality Industry

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

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

There has been a steady improvement in course completion rates over the past three years. In 2011, an 83.2 per cent completion rate was achieved, which exceeds institutional expectations.²² Similarly, there has been a significant improvement in

²² CPIT sets annual course and qualification completion forecasts for its programmes, and shows these and actual performance figures in the APERs. For this programme, the forecasts increase by 0-5 per cent annually, with lower forecasts (~10 per cent) for Māori and Pasifika students than the overall completions.

qualification completion rates, increasing from 34 per cent in 2009 to 64 per cent in 2011. The number of Māori students enrolling in the programme is low (~10 per cent of EFTS), and their level of achievement is lower than for students overall. The Student Experience Survey demonstrates that the majority of students believe the programme prepares them for employment and/or further study. Students considered the work experience component to be an important contributor to their employment readiness.

Teaching effectiveness is evident through consistently high student satisfaction levels over the past three years. The 'passion' of staff for food and their students' learning needs are important factors in student success. Staff believe CPIT's investment in facilities enhances students' learning experiences. Staff have also been successful in attracting external research funding to look at the use of technology for teaching in this area. The APER is engaged with by all staff, although there is little evidence of any comprehensive analysis of trends in the different demographic groups. There is positive feedback from advisory committee members on graduate readiness for work, evidenced by most, if not all, committee members preferring to employ CPIT graduates. There is good anecdotal information on graduate outcomes, including qualitative data obtained through ongoing interaction with graduates and through the use of Facebook. However, no effective systematic processes are in place to establish and analyse graduate outcomes for the purpose of relevance and improvement.

Staff share their ongoing experiences with each other, both informally and at staff meetings, to improve their practices. The use of 'home rooms' as a way of sharing information and raising problems means that problems can be solved before they escalate. In addition, staff discuss feedback from student survey results and actively engage with students on an informal basis, although robust analysis of such discussions and engagement is not flowing through to the APER document or used in the formal process of bringing about improvements.

2.4 Focus area: Bachelor of Engineering Technology

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 programme was developed by members of the Metro Group consortium of ITPs. It is well managed and resourced and has effective leadership. The programme will produce its first graduates in 2012. Learner achievement at this stage is represented by good levels of course completions (76 per cent), which are the same as the larger consortium partner. Obviously, qualification completions for this new programme are not yet available; however, in 2010 the predecessor programme, the Bachelor of Engineering Technology (Electrotechnology), had a course completion rate of 81 per

cent and a qualification completion rate of 84 per cent. The new programme is being taught and managed by many of the same staff, and at least comparable educational performance between the former and new programme is likely. The programme has had extensive input from industry partners who rate it very highly in terms of graduates being able to meet the needs of industry. This includes industry partnering students in their final-year projects. The earthquakes have provided some unique opportunities for students to become involved in projects, along with staff, related to the rebuild of Christchurch, thus adding value to local industries, as well as to staff and students. This is a result of the very strong relationships between staff and industry. These opportunities are assisting in building on the research culture established in the previously offered and now discontinued degree. Students appreciate the industry experience that staff bring to their teaching.

Students report that the programme matches their needs well as they are supported by staff and industry to explore their own interests within the programme, many of which are related to their previous studies or employment. Students are acutely aware of the differences between a university degree and this qualification, citing the CPIT degree's more applied and less academic nature, and consider that the CPIT degree will prepare them well for employment in industry.

Students appreciate the small class sizes and the approachability of staff. Students have a very positive view of the support services provided by CPIT, especially by Learning Services. Staff provide additional support in mathematics for students who may require this. The heavy investment in technology made by CPIT to support the delivery of the course, and in particular the delivery to other ITPs via video-link, is enabling courses with small numbers of students at CPIT to be successfully offered and delivered as part of the Metro Group. Ongoing support for staff will be necessary to enhance delivery through electronic media as the courses develop over time.

A programme of ongoing self-assessment is in place and there is good use of quantitative data and feedback from students to make improvements (e.g. offering additional help in mathematics to students identified as at-risk through testing; and attending to course organisation and timetabling issues identified by students). Some further attention to the use of qualitative data is likely to enhance self-assessment, especially if this is linked more closely to the APER process. Continued use of an established database to track graduates, as well as the use of Facebook or other social networking media, will enable contact to be maintained with a wide variety of graduates. This information has already been useful for contacting alumni for input into the new degree.

2.5 Focus area: Certificate in Carpentry

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 educational performance of this programme is good, because course completions increased from 47 per cent in 2009, to 64 per cent in 2010, and 78 per cent in 2011; qualification completions increased from 48 per cent in 2009 to 82 per cent in 2011. The programme is highly valued by all stakeholders, examples of which are support by the Building and Construction Industry Training Organisation (BCITO) and Fletcher Construction in the modularisation of the programme as a response to post-earthquake workforce needs. Fletcher Construction commented that almost all of its successful apprentices have come from CPIT. In addition, the programme meets a range of needs that include formal qualifications, basic construction skills, learning capabilities, and confidence.

Through involvement with Pasifika church groups and the initiative of collaborative Māori Trade Training (between CPIT, Te Tapuae o Rehua, The Office of Te Runanga o Ngai Tahu, and the BETA cluster of ITOs, and supported by Te Puni Kokiri), the programme is making a contribution to the workforce for the Canterbury rebuild, including the Māori and Pasifika Trade Training initiative. Staff and students were positive about the use of technology to complement learning and teaching activities, along with the integration of theory with practical learning, which allows them to apply their learning on site. The teaching is rated as highly effective by students and is attributed to a committed and highly experienced staff who use professional discussions and feedback from peers and students to develop changes to the programme. Students feel very well supported by staff and commented, in particular, about the advantage to learning that they perceive in the 'home' tutor model. Students come from a variety of backgrounds and indicated appreciation for the interview process which gave them good information about their progress and what to expect.

Capability in self-assessment is excellent, based on reflective practice and the analysis of information and identification of learner needs outside of the structured APER process. Tutors are very clear about the achievements of their students and, as far as possible, track graduate destinations. Staff engage in reflective practice using feedback from learners, BCITO, industry, and each other. They refer to their 'tool-box' talks as an effective means of evaluating each lesson, what has gone well, and what needs to change. Tutors saw pastoral care and student engagement as critical to learner achievement and success.

2.6 Focus area: Bachelor of Applied 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**.

Course completion achievement rates are high for this programme, and have been progressively increasing for the past three years. In 2011, overall course completion results were 82 per cent, a substantial increase over the 2009 rate of 67 per cent. The qualification completion rate in 2011 was 55 per cent, a significant increase from 34 per cent in 2009. These increases have been achieved while enrolments have almost doubled, although any obvious reason for this has not been identified.

Feedback from employers indicates that 50-60 per cent of students undertaking internships as part of their study programmes are offered jobs. Those who do not secure work are given assistance from their internship employer to secure work elsewhere or, at the very least, receive employer references they can add to their CV, which, together with the work experience, increases their employment prospects. Exposing students to the workplace through an internship is an integral aspect of the programme. This enables students to experience real-world learning in a community of work practice, which in turn maximises their work preparedness and employment prospects.

It was clear from staff, industry, and student meetings that staff are passionate about their teaching and are focused on maximising student learning and success. Team teaching, peer observation, and mentoring are key features of staff commitment to continuous improvements in their teaching practices. The programme team regularly looks at completion trends, including student appraisals, in order to analyse performance, although there is no evidence of any internal and external benchmarking and comparative analysis.

Engagement with advisory committee employers along with internship employers is used on a continuous basis to assess industry needs and the preparedness of graduates. Such information is shared with staff and students and is used to assist future internship placements and preparation.

2.7 Focus area: Bachelor of Nursing

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 Bachelor of Nursing at CPIT has a track record of producing high-quality graduates who are sought after throughout New Zealand. Qualification completion rates have been consistently high over the past three years (79 per cent in 2009,

increasing to 88 per cent in 2011), as have the numbers entering employment on graduation (from the November 2011 graduation, 82 of the 88 graduates – 93 per cent – entered the workforce), and the programme continues to meet stakeholder expectations. Much of this success is due to the very close working relationship that has been formed between CPIT, various key staff within the Canterbury District Health Board, and other health providers in the region. This includes a programme of clinically oriented collaborative research which is beneficial to all involved.

The use of technology in teaching the programme is informed by educational research and is largely research-based to ensure that it is pedagogically sound. There is a collegial and supportive team of staff who are supported in their teaching by specialists (e.g. in the use of technology), but who also invite each other to join classes and provide feedback on their teaching. This is in addition to the formal performance appraisal system. The support and guidance of students is effective in assisting them to achieve.

Programme leadership is strong and there is a strong, clinically oriented research culture based on good collaboration with health providers, particularly the Canterbury District Health Board. Self-assessment is ongoing and systematic; however, the EER team considered that more attention to learner achievement data could have improved the level of understanding about the performance of this programme, but understands that since the APER report for 2011 was compiled, the variation of grades at a course level is now reviewed.

2.8 Focus area: Bachelor of Performing Arts (Music Theatre)

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 programme has excellent course completion rates, increasing from 93 per cent in 2009, to 97 per cent in 2010, and 99 per cent in 2011. Although the formal statistics do not show this, staff asserted that all third-year students graduated.²³ External stakeholders confirm that the performing arts industry is very broad, and the programme also prepares graduates for other forms of employment because of their skills in communication and expression. CPIT's National Academy of Singing and Dramatic Art has a very high reputation, as confirmed by external stakeholders and students. The programme is staffed by people who are highly respected in their

²³ There were 72 EFTS in this programme in 2009. If it is assumed that all students were full-time, then about 25 of these students will be third-years. The graduate outcome data shows 20 graduates in 2010. On this basis, the evaluation team infers that about 80 per cent of the cohort graduated.

profession, as again confirmed by external stakeholders and students. Theory and practice are fully integrated into the programme. Staff are passionate about their work and their students. They are working professionals, which helps maintain their currency and enables them to bring back into the programmes their experience and current industry practice. Students place a high value on the resources and support they receive, especially from the teaching staff.

Capability in self-assessment in this programme is excellent, primarily due to the consistent approach to reflective practice and continuous improvement demonstrated by the programme team. Staff regularly keep in touch with their graduates, who work all over the world. Current students and graduates also connect regularly with each other through social networking media. Staff commented that the degree of self-assessment in the programme was very strong as every piece of work is judged both internally, and externally where public performances occur. An active advisory committee provides major support and input into the programme and the performance opportunities for students.

2.9 Focus area: Certificate in Design

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

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

This level 4 foundation programme serves as an effective pathway to a range of degrees in the creative industries and architecture, both within CPIT and other providers. The programme attracts a wide range of students including school leavers, mature students, second-chance learners, and people from other industries. Students say that the course provides a very good introduction to creative industries as well as preparation for further study. Approximately 40 per cent of certificate students progress to the CPIT Bachelor of Design, Bachelor of Fashion, and Bachelor of Architectural Studies degrees, and tutors affirmed the high success rates of certificate graduates in these degree programmes. However, there is no systematic analysis of data relating to the numbers of students who attain the certificate entering these degrees, nor their performance in at least the first year of the degree.

Employment outcomes for this programme are seen to be further 'down the track', after students have completed the degree programmes that lead from the certificate. However, in fact, a high proportion of students do go into industry (67 per cent on the basis of the Graduate Destination Survey). Currently, the programme has its own advisory committee, comprising art teachers in secondary schools. Given that transition to higher level programmes is an important outcome for this programme, representatives of these destination programmes might be more appropriate members of the Committee, since they are obvious stakeholders in this programme. Employment

is a significant outcome of this programme, and a measure of its success; accordingly, there is a case for the advisory committee to include wider representation from the arts community. The creative cluster, of which this certificate is one programme, hosted the creative hub temporarily after the Canterbury earthquakes and developed the ArtBox initiative. As a consequence, community stakeholder engagement in the cluster is strong.

2.10 Focus area: Certificate in Sports Training and Indigenous Culture

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

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

This level 3 programme uses a combination of developing students' knowledge of both Te Reo Māori and their sporting skills as vehicles for preparing students for study at a higher level, and for enhancing their self-esteem, cultural identity, and attitude to life and employment. Learning occurs in a wānaka environment. This means teaching and learning are inextricably interwoven within a Māori context. In 2011, 67 per cent of students enrolled completed the programme (a significant increase from 48 per cent qualification completions the year before). Of the Māori participants, 78 per cent completed the qualification in 2011, an increase from 41 per cent the previous year.

Most students who complete the programme proceed to further study and/or employment. Some of the extensive anecdotal evidence of graduate outcomes reveals that the experience of the programme has been truly transformational of students' lives. This is demonstrated by the guidance and support for learners occurring through the teaching and learning in a hauora (health) setting. This means kai and karakia for the learners are important and are described by the kaitaunaki (student support person) as a key practice that guides and supports the learners' wairua (spiritual state), taha hinengaro (emotional state), and taha tinana (physical state). These dimensions encourage progress, with conscious changes noted being improved time-keeping and caring about appearance. These are small increments, but are important in increasing the learners' likelihood of remaining engaged in education.

Staff who teach on the programme are well connected to sporting bodies in Canterbury and have effective links with secondary schools (through which opportunities are provided for the students to demonstrate the skills acquired through coaching school pupils). Moreover, other sports agencies recognise the value of the training to their activities and seek to form relationships with the programme. Learning and teaching is characterised by a strong wānaka environment, in which students are empowered to develop their communication skills in both Te Reo Māori and English, and their interest in sport (including conditioning and competence) is increased by their participation in traditional Māori sports such as kiorahi and waka ama, and their involvement in and

contribution to their communities. There is continual reflection by individual staff on their teaching, complemented by regular interaction of staff at retreats at which teaching strategies are discussed, and through processes related to more formal tutor and course appraisal.

The programme is clearly responsive to student needs, and students' evaluations of teaching and teachers are positive.

The programme manager is driving a culture of informal self-assessment, complemented by better use of information. As the evaluative conversation records of July 2011 note, 'Compared to earlier years there is now a system that provides a lot of early information about students and their characteristics and needs, and that leads to changes in teaching practices and support'. There is clear evidence of discussions to improve pathways from Te Puna Wanaka – in which this programme resides – to programmes in other parts of CPIT, including progression to the sports degree, but outcomes from such discussions have yet to be realised.

2.11 Focus area: Certificate in Pre Trade Plumbing, Gasfitting and Drainlaying

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

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

In 2011 this programme was redesigned, reducing the number of credits from 120 to 70. This is likely to have been a contributor to the increase in course completions from 60 per cent in 2010 to 72 per cent in 2011.

The redesign of the programme involved input from the local industry, resulting in a revised graduate profile and redesign of the new programme and its delivery. The redesign resulted in relevant improvements to the programme's connection with and pathway into the national certificate. While many graduates obtain an apprenticeship either through the Plumbing, Gasfitting, Drainlaying and Roofing Industry Training Organisation, Apprenticeship Training Trust, or the Managed Apprenticeship System, it is recognised that some are unable to do so. Although industry demand and the state of the economy appear to be contributing factors, greater clarity in the range of outcomes that students can aspire to needs to be communicated to the students.

The Student Experience Survey data shows that most students were satisfied with the assistance teachers gave them. Tutors use a project-based learning approach, the applied and practical nature of which was valued by the students who felt that it engaged and motivated them. To maximise student achievement, tutors have introduced a 'Warrant of Fitness' check of assessment progress and attendance, which

results in follow-up and relevant guidance. This is very much appreciated by the students.

While it is early days for measuring the programme's effectiveness in meeting learner needs, tutors assert that learner progressions are good, and the programme appears to be meeting the needs of industry, based on employer feedback (industry advisory group). Nevertheless, improved analysis of other employment/destination outcomes would be beneficial.

2.12 Focus area: Certificate in Professional Restaurant, Wine and Bar Service

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 is structured to meet the diversity of the hospitality industry at entry level into employment. It also provides a pathway to higher learning. Course completion percentages for this programme have consistently been in the mid-80s, but in 2011 dropped to 60 per cent. This was attributed to students withdrawing from the programme owing to the earthquakes, and the closure of many hospitality businesses in the city. The qualification completion rate for 2011 also dropped to below 50 per cent, inferred to be for the same reason. Despite these short-term influences, the fact that CPIT continues to perform well in the Toque d'Or competition²⁴, winning this annual event 13 out of 19 times, indicates a sustained high level of educational performance.

There is significant involvement by and engagement with the hospitality industry. The advisory board is very proactive and employers invariably contact CPIT first when staff are being recruited. Graduates taken on as employees were described by representatives of the hospitality industry as motivated and well able to progress into supervisory roles. The highly motivated and passionate staff were awarded the CPIT Teaching Excellence Award in 2011.²⁵ They are very proactive in the implementation

²⁴ Nestlé Toque d'Or is a student culinary and restaurant service competition with a 20-year history. Teams of two culinary students and one restaurant service student go head-to-head in a live kitchen cook-off to produce six covers of a three-course meal in just two and a half hours. Students are scored across a number of areas, including food preparation, hygiene, presentation, taste, and service of food, meeting strict time deadlines for delivery of each course and developing their own unique menus using predetermined ingredients. Many past competitors now hold positions as industry leaders (from: <http://www.nestle.co.nz/Community/Pages/NestleToqueDOOr.aspx>)

²⁵ In July 2012, this teaching team was awarded a Teaching in Excellence Award in 2012, for which the citation notes, 'The strengths of this team lies in its diversity of the skills and

of the use of technology in teaching and have won external funding to support successful projects in this area. Students were also very supportive of these initiatives, which for them have brought the use of i-Pads, Smartphones, and e-portfolios into their teaching and learning. The students report very high levels of guidance and support from both Learning Services and teaching staff, citing as an example that staff went beyond the call of duty following the earthquakes to ensure the well-being of students. The teaching team considers that they are well resourced with specialist hospitality facilities to support learning. In particular, the CPIT training restaurant, Visions, provides a commercial environment and caters for a number of external functions staffed by students from this and other associated programmes.

Capability in self-assessment in this programme is good; self-assessment is occurring at several levels within the department and involves industry feedback in addition to the APER process. In addition to the institutional surveys, staff conduct an orientation questionnaire and a mid-course and end-course survey to ensure they receive regular feedback from students. A one-to-one mid-year interview is held by the programme coordinator to discuss with each student their progress and, where appropriate, to create an action plan. Staff engage in development days, and lunch-time discussions are utilised to exchange information and ideas for improving the teaching. There are a number of informal and ongoing opportunities for determining student needs and providing guidance and support. Examples of self-assessment leading to improvements in the programme are the students' support for greater use of technology in teaching, and the students' affirmation of the effectiveness of an integrated approach to assessment.

2.13 Focus area: Certificate in Pre-Health Science

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

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

This foundation course for health and sciences attracts a large number of enrolments from mature students and school leavers who do not hold the prerequisites for entry to degree courses. The programme is also an opportunity for students to test their suitability for a career in health sciences. The course completion rate has risen from 56 per cent in 2009 to 73 per cent in 2011. Although qualification rates in 2011 were less than 50 per cent, this can be attributed to the earthquakes: a number of students who enrolled in the first semester of 2011 (both online and based at Lincoln University) withdrew and re-enrolled in the second semester. For those who succeed, the course

personalities, sealed with a common drive and ideal for vocational training'.
(ako.aotearoa.ac.nz/ako-aotearoa/ako-aotearoa/resources/pages/cpit-team-ttea-citation-2012)

is an effective preparation for higher-level study in the health sciences, and is taught by tutors who also teach on the various degree programmes. Although indicators of how well this programme meets its primary objective of preparation for success in the first year of the subsequent degree are not readily available from the current student management system, tutors are aware that most of the 'continuing' students progress to the nursing degree, with a few progressing into midwifery and medical imaging programmes. Graduates of the certificate progressing to the degree programmes commented that they would not have been able to achieve at the higher level required for degree study had they not first completed the certificate. Tutors hold a considerable amount of anecdotal information about graduate destinations, and those who teach on both the foundation and degree programmes are able to track progress and achievement at higher levels.

Tutors are aware of the value of this 50-credit programme to the stakeholders, as it serves as a pathway to a number of other, higher-level programmes at CPIT and other institutes of technology. Moderation of assessments is continuous and rigorous; changes to assessments have been made following moderation. Tutors from subject areas, e.g. science and mathematics, meet regularly to consider student achievement and feedback, identify problems, and adjust teaching practice and assessment tasks. Tutors of this programme are actively involved with local secondary schools, for example in the Canterbury Mathematics Association, science fairs, and other local groups. Tutors are held in high regard and their teaching methods are seen as effective for this diverse group of students. The purchase of the programme by Tai Poutini Polytechnic is an indicator of its success in preparing students for degrees, particularly nursing.

2.14 Focus area: Achievement of and support for international students

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

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

There were 900 international students at CPIT prior to the February 2011 earthquake, of whom 300 were in the English Language School. Most of the students in longer programmes, such as degrees, have remained at CPIT, but enrolments in English language programmes have decreased significantly – to about 100 students. In order to regain its earlier numbers of international students, CPIT is a leader in the city-wide initiative, Study Christchurch, which includes schools and tertiary providers. An example of this initiative is CPIT's participation in a recruitment campaign in Japan which will involve primary, secondary, and tertiary institutions attending fairs and agent meetings. Although targeted at primary and secondary school students, the campaign will also promote later study at CPIT and the University of Canterbury.

The orientation programme specifically for international students is complemented by programme-related orientations. Staff within the International Office who speak a variety of languages enable clear communication, especially when students first arrive in New Zealand. There are also staff in schools and other service areas who can speak other languages and who assist with communication issues. International students indicated that a number of staff identify with particular ethnic groups and therefore understand the students' culture, enhancing the ability of staff to provide guidance and support to the students. Students also indicated that they are provided with assistance to obtain accommodation to suit their personal needs. A comparison between the educational achievement of international students and domestic students of CPIT is given in Table 10 and shows increases in course and qualification completions by international students during the period, but a decrease in achievement relative to domestic students.

Table 10. Educational performance of international students relative to domestic students, 2009-2011						
Programme	Course completions			Qualification completions		
	2009	2010	2011	2009	2010	2011
<i>Excluding English for International Students programmes</i>						
International students (C_I)	76%	78%	81%	55%	63%	75%
Domestic students (C_D)	77%	81%	85%	54%	63%	71%
Difference ($C_I - C_D$)	+1%	-3%	-4%	+1%	0%	-4%
<i>Including English for International Students programmes*</i>						
International students (C_I)	77%	64%	84%	38%	46%	59%
Domestic students (C_D)	77%	81%	85%	54%	63%	71%
Difference ($C_I - C_D$)	0%	-17%	-1%	-16%	-17%	-12%
*For these programmes course completions are recorded but no qualification completions are achieved as the students are not at CPIT long enough to gain the full qualification.						

Table 11.						
Programme	Course completions			Qualification completions		
	2009	2010	2011	2009	2010	2011
	(International %) – (Overall %)					
Bachelor of Applied Management (Level 7)	-10	-8	-4	-9	-15	7
Bachelor of Nursing (Level 7)	5	-4	-3	-8	-13	-
Bachelor of Engineering Technology (Level 7)	-	-10	-39	-	-	-
Diploma in Computer Aided Design (Level 6)	5	-2	8	-7	5	-16
Certificate in Professional Restaurant, Wine and Bar Service (Level 4)	7	15	-	-	-	-
Certificate in Design (Level 4)	-3		-45	-31	-	-
Certificate in Carpentry (Levels 3 and 4)	53	-46	-	-52	-	-
Certificate in Pre-health Science (Level 3)	-	-	2	-	-	-18
Certificate Cookery for Hospitality (Level 3)	12	19	7	-	13	23

Students appreciated the assistance they received from the online platform for lesson catch-ups, and communication generally about their courses. The platform was also helpful for access to part-time tutors who were not always on campus. International students were very positive in their comments about the support they received from Learning Services.

In addition to the institutional course and tutor evaluations in which international students may participate, CPIT scores well in the sector International Student Barometer survey which provides a comparison of the quality of services provided by comparable institutions in New Zealand and overseas.²⁶ The team also conducts its own survey on international student satisfaction with their services. The 2012 Support Services Evaluation and Review does not highlight any issues derived from this survey, implying that services provided are meeting the needs of CPIT's international students.

²⁶ New Zealand ITP Sector: The International Student Barometer 2011 (http://www.educationcounts.govt.nz/__data/assets/pdf_file/0016/105064/New-Zealand-ITP-Executive-Summary.pdf)

CPIT annually meets the requirements of the Code of Practice for the Pastoral Care of International Students and has policies and procedures in place that are made known to international students. Supporting documentation showing the institutional internationalisation strategy and improvement plans was provided to the Ministry of Education with CPIT's annual report on the Code of Practice, but there is no clear evidence of systematic self-assessment that triggers and assesses the effectiveness of improvements.

Recommendations

In addition to those recommendations already expressed or implied within the report, the evaluation team makes the following recommendation:

- Enhance quantitative and qualitative data collection systems and capability in data analysis and interpretation.

Appendix

Regulatory 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 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.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) 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 by 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 policies and criteria approved by the NZQA 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 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).

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.nzqa.govt.nz/for-providers/keydocs/index.html>

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