

Report of External Evaluation and Review

Eastern Institute of Technology

Date of Report: 28 September 2010

Contents

Purpose	3
Eastern Institute of Technology in Context	4
General Conclusion	5
ITP Response	6
Basis for External Evaluation and Review	7
Scope of External Evaluation and Review	8
Findings	10
Recommendations	21
Further Actions	21

Purpose

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

Eastern Institute of Technology in context

Location:	Gloucester Street, Taradale, Hawke's Bay
Type:	Institute of Technology/Polytechnic
Size:	3,097 EFTS (from 2009 Annual Report)
Sites:	The main campus is at Taradale, with regional learning centres at Hastings, Flaxmere, Maraenui, Wairoa and Central Hawke's Bay (Waipukurau)

Characteristics of Eastern Institute of Technology

Eastern Institute of Technology is the major provider of tertiary education in Hawke's Bay, a region containing the largest population not directly serviced by a New Zealand university. In implementing its mission to provide high quality, relevant and accessible tertiary education for the well-being of the region's diverse communities, the Institute has established a major vocational, applied professional and higher education programme portfolio. Certificates and diplomas are offered in 22 subject areas, with ten bachelor's degrees (in which about a third of the Institute's students are enrolled), a master's degree and 13 postgraduate certificates/diplomas and degrees being offered in a range of subject areas.

A flourishing research culture and its commitment to vocational and professional education assists the Institute in building and maintaining its connections to industry, business and the social and health services within Hawke's Bay. The Institute has also built strong partnerships with secondary schools, and has established five learning centres in surrounding communities to foster their participation in tertiary education.

In refreshing its strategic direction, the Institute has identified five priorities: *Pursuing success*, *Enquiring minds*, *Thinking smarter*, *Flourishing people*, and *Being connected*, which guided the selection of focus areas for this external evaluation review.

Quality Assurance History

ITP Quality conducted a full audit of Eastern Institute of Technology in May 2006, awarding Quality Assured status for four years. Ten examples of good practice were identified, and eight recommendations were made. One low-risk corrective action was notified and subsequently resolved. A subsequent Mid-Term Quality Review was conducted in August 2008 which endorsed the Institute's Quality Assured status, making three recommendations and identifying two areas of good practice.

General Conclusion

Statement of confidence on educational performance

ITP Quality is **highly confident** in the *educational performance* of Eastern Institute of Technology

Eastern Institute of Technology provides a range of programmes from foundation to postgraduate level, with strong student achievement overall, both in terms of retention and completion of programmes and in terms of work readiness. Strategies are in place to address issues in those programmes in which students do not achieve as highly as the Institute benchmark. The programmes are highly valued by students and industry and the wider community, and are developed with the needs of stakeholders firmly in mind. Highly effective teaching is by a competent staff that generally has industry or business experience and undertakes and affirms the value of teaching observations and peer review. Students are well supported in their learning and staff are actively involved in professional development and have the opportunity to undertake research. The Executive fosters a collaborative approach in its management of strategic educational initiatives through using project management methodologies that are highly inclusive of staff at all levels in the organisation.

Statement of confidence on capability in self-assessment

ITP Quality is **confident** in the *capability in self-assessment* of Eastern Institute of Technology.

There are many areas at Eastern Institute of Technology in which self-assessment is being undertaken well and its results incorporated into improvements in programme design and teaching practice. However, self-assessment is not consistent across the Institute. To address this, an Institute-wide self-assessment regime underpinned by its model for effective learning is being implemented, following a pilot project undertaken in 2009, building on general reviews of the Institute's evaluation tools in 2008. The centrally initiated Foundation Education Project has itself been a trial of self-assessment methodologies, and has been effective in enhancing teaching and learning in participating programmes. It is anticipated that each Faculty will adopt the methodologies of the project in self-assessment and continuous improvement of its foundation programmes. The success of the wider self-assessment project will depend similarly on 'buy-in' from Faculties at the project stage and subsequent 'ownership' of its implementation. If this is achieved, the resulting permeation of self-assessment across the Institute will complement and add consistency to existing reflective approaches that result in further improvements to teaching practice, learning outcomes, and enhanced relationships with industry. The Institute recognises that there are difficulties in 'tracking' the employment of graduates, and is in the process of improving its

systems for collecting and collating this information, including participating in a sector review of graduate destination surveys and through the use of various social media tools.

ITP Response

Eastern Institute of Technology has confirmed the factual accuracy of this report.

Basis for External Evaluation and Review

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

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance of the polytechnic sector, and the New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities. This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the guidelines approved by the ITP Quality Board.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions through the investment plan agreed with the Tertiary Education Commission.

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

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

Scope of External Evaluation and Review

Identification of Focus Areas

Programmes chosen were drawn from a number of levels, from certificates to degrees; being representative of the polytechnic's faculties and schools, retention and completion characteristics and, overall, representing a significant proportion of the Institute's students and EFTS. In addition, it was decided that programmes selected would include examples of innovative teaching (indicative of the *Pursuing success* strategy), collaboration (indicative of the *Thinking smarter, Being connected* strategies), and programmes that target hard-to-reach communities (indicative of the *Flourishing people* strategy).

Cluster / Programme	Programme type(s)	NZQA Level	Notes	No. of EFTS (students)*	Retention* %	Completion* %
Nursing Cluster	Foundation Certificate	-		48.9 (94)	98	81
	Degree	7		252 (310)	98	89
	Postgraduate Certificate	8	(a)	30 (76)	50	91
Foundation Learning	General and also	2	(b)	166 (346)	varies	varies
	Cert. Collision Repair	2	(c)	12.0 (24)	88	84
Applied Social Science degree and underpinning certificate	Cert in Appl. Soc. Sci.,	5		25.6 (57)	89	50
	Bachelor of Applied Social Sciences	7		104 (177)	97	82
Computing programmes	National Certificates	2	(d)	137 (937)	41	40
		3	(d)	28.5 (219)	59	58
Business Studies degree	Bachelor of Bus. Studies	7	(e)	105 (221)	95	81
Maori Studies degree and underpinning certificate	EIT Cert. Māori Studies	4	(f)	26.2 (57)	89	72
	BA (Māori)	7		41 (52)	94	89
Tourism and travel diploma	EIT Diploma in Travel and Tourism	5		55 (79)	88	68
Fashion	Certificate in Fashion Apparel	4		34.0 (34)	77	69

Notes:

(a). Innovative teaching, including online and collaborative aspects

(b). The table shows the data for the first nine programmes at Level 1-3 in which literacy and numeracy were embedded in 2009. These are: Introduction to Food & Meat Processing, Certificate in Carpentry, Certificate in Collision Repair, Certificate in Trade Skills, National Certificate in Hairdressing (Year 1), Certificate in Introduction to Fashion, Certificate in Introduction to Social Services, Certificate in Maori Studies (Level 2), National Certificate in Community Support Services (Core Competencies). (All Level 1-3 programmes are included in the Foundation Education Project and will have literacy and numeracy embedded by 2011).

(c). Including the implementation of project-based approaches to teaching and learning

(d). These programmes are also offered at regional learning centres, of which Maraenui was visited during the External Evaluation Review.

(e). The first two years of this degree programme can be credited via an articulation arrangement to the BCA degree at Victoria University of Wellington. The degree also has NZICA accreditation, and has a significant enrolment of international students.

(f). Innovative teaching and learning

*Number of EFTS, and retention and completion statistics are from the 2009 annual reports

In addition, 'Research' (indicative of the *Enquiring minds* strategy) was identified as an Institute-wide focus area.

'Governance and management', and 'Achievement and Academic Support of International Students' were also included as focus areas. The latter was addressed through meeting with those responsible for international students at an institutional level, and meeting with selected international students as a group. Where international students were included in programme/cluster student groups, their comments on the nature and level of support achieved were also sought.

Findings

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

1.0 Key Evaluation Questions

1.1 How well do learners achieve?

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

Explanation

There is high student achievement in most programmes, with an overall retention rate of 74% and an average completion rate of 65.4%. Particularly in lower level programmes, personal growth and development, improved self-esteem and self-confidence that instil work-readiness are also achieved, attributes that graduates recognise and that employers value.

The Institute's management has a high-level focus on achievement and has set internal benchmarks based on completions. The Institute continually monitors EIT internal data, looking for explanations of trends, and compares it with other ITPs. This information is provided to the Executive, Deans and Heads of Schools, from which a variety of initiatives have been implemented for further enhancing retention and completion rates. These range from providing better pre-enrolment information to ensure that students are enrolled in the most appropriate courses and programmes, the re-packaging of courses within programmes to enhance engagement, monitoring of attendance with intervention where necessary, and the use of mentors and role models. These improvements are frequently a consequence of continual self-assessment. However, these initiatives have yet to be fully implemented in all programmes.

The Institute is principled, recognising that some low-performing programmes may be meeting real needs in some communities, although efforts have been made to raise achievement levels in these programmes also. More systematically, the Institute has been giving attention to enhancing retention and completion in the nine foundation programmes involved in a cross-Institute project, supported by the Institute's senior management. A central feature of the project has been to embed literacy and numeracy in all courses within the programme. While it is still too early to see statistical changes, the enrolment of Māori students has increased, students' confidence and motivation has been enhanced, and a culture of evaluation of teaching practice among staff involved has resulted. The project team plans to transfer understandings gained to higher level programmes in the Institute.

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

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

Explanation

Students invariably asserted that their programme was of high value to them and that they apply what they have learned. Students valued the confidence they gained in themselves as well as the knowledge they acquired through the learning experience. Courses in which there are work placements are particularly highly valued by students and employers. Staff-members use their strong industry connections to keep informed of employment opportunities and the skills valued by employers because advisory committees have proved to be not always effective in gaining the perspectives of industry.

Some formal graduate destination data are collected but this is not done on a systematic basis. However, staff generally know informally the destinations of their graduates, partly because of their links with local employers. The Institute has undertaken a recent self-assessment of its strategic direction, through which it affirms its commitment to community and industry relationships that may provide future benefits, and through which it can claim to be a good corporate citizen of the region. The applied nature of research undertaken is of unquestioned benefit and adds value to the region and its communities, as evidenced by the Institute's success in winning significant research contracts.

Students also value their qualifications as pathways to higher-level programmes, both within EIT and with other providers.

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

Explanation

The Institute's programmes have been developed with the needs of the learner, industry and community firmly in mind. Programmes are frequently reviewed to ensure that they continue to meet industry needs, and this seems to be most successfully achieved where the programme targets one particular occupation. Degrees which lead to a variety of occupations seem to pose greater difficulties in ensuring that the needs of industry stakeholder are met. Students frequently confirm that their programmes meet their learning needs, and many instances were given of needs assessment resulting in changes to the content or delivery of courses. As an

example, the evaluation of foundation programmes led to changes centred on embedding numeracy and literacy skills specifically to meet the needs of learners in these programmes and the programmes to which they might progress. Students cited a few examples where they considered their learning needs had not been met, but these are considered to be isolated occurrences.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is Excellent . The rating for capability in self-assessment for this key evaluation question is Excellent .

Explanation

The excellent student outcomes in terms of programme retentions and completions are invariably achieved by highly effective teaching by competent staff that generally has industry or business experience. Staff-members undertake and affirm the value of teaching observations and peer review. The foundation education project, in particular, has resulted in the establishment of communities of practice across faculties, which provides even wider opportunities to share learning and practice. This approach is consistent with the development of the 'EIT Model of Effective Learning', for which there was extensive consultation before its adoption and has been widely propagated throughout the Institute. While this model affirms the value to teachers of self-assessment and reflection, it is not consistently used to inform the approaches taken to teaching and learning. That said, self-assessment by staff of their teaching is complemented by analysis of the results of student evaluations, both formal (i.e., Institute-wide) and informal surveys (within courses), as well as reflection on discussions with students.

EIT provides a high level of support to teachers through professional development and the opportunity and encouragement to undertake research either related to teaching or in their discipline. The Institute aspires to have all staff teaching on degrees to be research active, recognising the benefits of research informing undergraduate teaching. While this has yet to be fully realised, strategic appointments of new staff in degree teaching areas have been signalled, which will boost capability not only in research but also in research-led teaching. Students frequently commented on the approachability, dedication and passion of teaching staff, albeit while encouraging them to develop critical thinking skills and strategies for becoming independent learners.

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 .
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Explanation

There are mechanisms for identifying the need for appropriate learning support for individual learners and for those students with disabilities that provide barriers to learning. Māori learners are supported by Māori facilitators/co-ordinators or mentors in a number of programmes. International students noted that the EIT environment constitutes a setting conducive to educational achievement, partly through the support of the International Centre, but also through EIT's Schools and Faculties. The regional learning centres offer a particularly supportive environment.

Diagnostic assessment for literacy and numeracy on entry is practised in many programmes at an early stage in a student's enrolment, in order to inform the teaching in these programmes. In some programmes this assessment occurs before the students enrol, to ensure they are undertaking the most appropriate programme. Embedding literacy and numeracy within programmes appears to have been effective in raising the level of these skills, particularly in foundation programmes. To this end, the Foundation Education project provides a blueprint for other pan-Institute initiatives to enhance teaching and learning. Students consistently report that they are well supported in their studies, either within the programme or through using the Learning Hub or the Library. However, the use of Institute-wide support systems is not consistently monitored; nor does the effectiveness of various types of intervention made within programmes appear to be assessed.

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

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

Explanation

Teaching staff generally felt supported by the manager of their programme, and managers, in turn felt supported by EIT senior management. There were several examples cited of additional funds being awarded for initiatives to enhance student achievement, and resourcing in terms of programme funding and facilities appeared appropriate. That said there were instances where managers could undertake more comprehensive evaluations of their programmes, a matter which will likely be addressed with the progressive roll-out of the self-assessment project across the Institute. This will complement and systematise self-assessment activities already being undertaken. Comprehensive data about retentions and completions by particular types of students within programmes are systematically collected and considered by the Institute's Executive. Although this information is available to programme managers, it could be more effectively used in evaluation activities than is currently the common practice.

Staff were clear about institutional strategies, policies and processes and had opportunities to make submissions, be consulted, or be otherwise involved in strategic discussions. Indeed, the Executive fosters a collaborative approach in its management of strategic educational initiatives through using project management methodologies that are highly inclusive of staff at all levels in the organisation.

There is clear evidence of Executive support for developing a strong research culture at EIT, most obviously by the appointment of research professors and the establishment of a physical 'Research hub'. These developments are particularly appropriate for an institute of technology for which a third of its students are studying for degrees.

The Institute's Council has invested significantly in supporting educational achievement through its continual upgrading of facilities, in particular in the new trades education building. The Council also takes an active interest in EIT's educational provision and the interface between EIT and other education providers in the region, particularly secondary schools. Members of the Executive and Council have developed strong relationships with the regional council, and community groups and agencies which complement the relationships built by programme staff with specific industries. In addition, the appointment of a Director Māori demonstrates the Institute's commitment to further enhancing Māori achievement, and will be beneficial in engaging with Māori stakeholders.

2.0 Focus Areas

2.1 Focus Area 1: Nursing – foundation certificate, degree and postgraduate certificate

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

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

Educational Performance

The Bachelor of Nursing has strong retention and completion outcomes with good employment opportunities within Hawke's Bay – in particular the District Health Board. Industry stakeholders confirmed that EIT nursing graduates are well prepared for work in the health sector and compare favourably with university graduates. The foundation programme prepares students well for the nursing degree. Students interviewed expressed great pride in their own achievements and spoke highly of the support they received from tutors and the learning hub. Collegial and innovative approaches to teaching across the degree were evident from discussion with staff.

Capability in Self-Assessment

Programme staff-members reflect on teaching practices and achievement results to identify strategies to further enhance learner achievement. A range of evaluation strategies is in place to ensure reflective practices, to provide an effective learning environment, and to maximise learner engagement. Improvement of self-assessment practices related to student feedback could allay student concerns about the effectiveness of this process.

2.2 Focus Area 2: Foundation Education Project (with Certificate in Collision Repair as an example)

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

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

Educational Performance

The Foundation Education Project, as a cross-institute initiative, has had a positive impact on the teaching practice of those involved, in particular, their ability to self-assess and improve their literacy and numeracy teaching for foundation learners. Learners expressed increased confidence in their abilities as a result of the changed teaching practice, apparent in the Certificate of Collision Repair wherein learners felt well supported to achieve. Tutors gained greater confidence in being able to effectively teach their subject, and openly share and discuss issues with others through communities of practice. The evaluation team commends the efforts of those involved in the Project and the leadership provided by the Steering Group in particular their intention to ensure ownership of these developments across Faculties.

Capability in Self-Assessment

Self-assessment was 'designed in' to this project. The benefits of the programme have yet to materialize in conclusive tangible outcomes for learners, because of the early stage of the implementation of the redeveloped foundation programmes. The steering group has appropriately planned for the changes to learning in these foundation programmes – and the self-assessment – to become 'normal business' when the project is closed.

2.3 Focus Area 3: Bachelor of Business

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

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

Educational Performance

The Business Studies degree consistently achieves high retention and completion rates. There is a strong focus on ensuring that the programme and its graduates meet the expectations of the Hawkes Bay community. Teaching staff are involved in research, have relevant business experience and are strongly focused on providing a supportive, inclusive learning environment.

Students, full-time and part-time, attested to the value of the industry projects within the degree and appreciated the emphasis on including business practitioners within their courses as well as the positive student support, especially the open door policy.

Capability in Self-Assessment

A range of evaluation strategies are in place to ensure currency of the programme, to ensure a collaborative, inclusive and effective learning environment is provided, and to maximise learner engagement.

2.4 Focus Area 4: Bachelor of Arts (Māori)

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

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

Educational Performance

The degree has a focus on Māori language, and stakeholders valued the fact that language and customs distinct to Kahungunu are part of the learning and are being offered locally, thus providing access to higher level learning for whanau. Students achieve well, and this is reflected in high course retention and completion rates. Out of 96 graduates for which data are available, 69 are in full-time employment, and 16 are engaged in graduate or further study. In spite of this record many students and stakeholders perceive the focus of the degree as being too narrow, and not providing sufficient opportunities to specialise in the workforce without undertaking further study. The review team was informed that the Faculty is planning to strengthen the elective offerings and thereby widen opportunities for graduates. Students spoke highly of the calibre of the teaching staff, in particular their dedication and passion for te reo Māori. The students felt supported to achieve. Tutors work

collaboratively, encouraging open debate and discussion to improve their teaching practice within a safe whanau environment.

Capability in Self-Assessment

There is a clear commitment to the programme by staff and the whanau nature of teaching within Te Manga Māori ensures that graduate outcomes are generally known informally. However there appears to be little systematic self-assessment of programme or graduate outcomes, or recognition that these outcomes may change over time.

2.5 Focus Area 5: National Certificates in Computing (Levels 2 and 3)

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

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

Educational performance

Up to 2009, the retention and completion levels of the National Certificates in Computing qualifications have been below EIT's expectations. During 2010 a number of initiatives have been identified and implemented with monitoring providing evidence of early improvement.

Key strategies leading to improved outcomes are the introduction of a diagnostic test on entry, restructuring of the programme and monitoring of enrolments, along with the energy, dedication and support for learner engagement and success from a positive and committed team of staff. Students value highly the flexible delivery of the programme and the responsiveness of staff with timely feedback on progress.

Capability in self-assessment

Continual self-assessment is an integral component of the teaching and management of these certificate programmes and is clearly recognized as important to the continued success of the community centres through which the programmes are delivered.

2.6 Focus area 6: Bachelor of Applied Social Science

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

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

Educational performance

Students in the Bachelor Applied Social Science achieve well, which is reflected in high course retention and completion rates. While stakeholders consistently mentioned that the kaupapa Māori component of the degree could be strengthened, this is a recognised consideration within a forthcoming review of the programme. Students felt well supported and guided in their learning and spoke highly of the teaching staff. A number of initiatives have been implemented to support the academic, cultural and pastoral care of students. Staff also felt well supported by the organization through professional development and research opportunities.

Capability in self-assessment

Management has recognised the need to review the relevance of the degree for learners and stakeholders and has undertaken an extensive review process which has involved input from both internal and external stakeholders. The revised programme is expected to be implemented in 2011. Staff-members use a range of mechanisms to assess their effectiveness as educators and also utilise communities of practice as a way to encourage and share learning across the School.

2.7 Focus area 7: Diploma in Tourism and Travel

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

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

Educational performance

This programme has been developed to align with and meet the needs of industry and learners. The diploma graduates are considered work-ready as a result of the very practical and industry-based programme of study. The school management and staff are aware of retention issues with the certificate, which constitutes the first year of the diploma, and have implemented some strategies to address these. Students spoke highly of the range of effective support strategies provided by the Programme Co-ordinator and teaching staff to enhance learner engagement and success.

Capability in self-assessment

Programme staff are involved in self-assessment activities of the Institute, but have yet to apply this methodology in a systematic way to their own teaching, student support activities, and stakeholder relationships.

2.8 Focus area 8: Certificate in Fashion Apparel

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

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

Educational performance

Achievement for learners extends beyond the qualification itself. The students' personal growth and development of life skills are highly valued by the staff and the students themselves. Students develop a high level of skills to produce quality garments for the fashion industry. Some have successfully competed in national fashion competitions and evidence of their successes is proudly displayed within the classrooms.

Students spoke with enthusiasm about the programme and, in particular, the field trips. They described how these trips challenged them academically and opened their minds to an array of career options. Student support for each other was impressive, and they held tutors in high regard and also had high praise for EIT's student support services.

The passion and dedication of the teaching team towards the students was clearly evident. Tutors take every opportunity to provide a stimulating learning environment and embed

literacy and numeracy within many aspects of the course. Programme staff use a variety of tools to inform the effectiveness of their teaching and expressed how much they learn from their students who each bring an individual dimension to the world of fashion.

Capability in self-assessment

A culture of self-assessment pervades the staff associated with this programme, especially with regard to teaching and student support. However, a more systematic and programme-wide self-assessment of graduate destinations and of the changing needs of the industry and its opportunities will further enhance self-assessment activities.

2.9 Focus area 9: Governance and management

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

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

Educational performance

The Institute's Council and executive management take an active role in monitoring the achievement of students through the information gained from a comprehensive and well managed database, complemented by sharing of other performance information from faculties through the Academic Board. The Executive has shown strong leadership in developing and supporting a project based approach to educational enhancement. Examples include the development of the EIT learning model, the foundation education project, and currently the teaching and learning plan, and, indeed, the roll-out of self-assessment across the Institute to Schools, Faculties and support units. The Executive clearly subscribes to the concept of being a "learning institution."

Management is well connected to the community and business sectors – relationships between members and external organizations complement those formed by other staff through advisory committees and work placements. The value of these activities is recognised by Council strategically and in terms of understanding the needs and prospects for additional or changed programmes. Council members take an active interest in EIT's educational provision and the ways in which EIT interacts with other education providers, notably secondary schools.

Capability in self-assessment

The Institute's Executive has instituted a culture of self-assessment, for which its review of its strategic directions, the development of the EIT learning model, the Foundation Learning project and the current roll-out of self-assessment across the Institute as a project are examples. The latter will complement self-assessment practices already implemented in many programmes.

2.10 Focus area 10: Research

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

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

Educational performance

EIT's offering of a range of degrees is underpinned by a developing applied research culture across the faculties. The appointment of research professors and the establishment of the research hub as a physical entity on campus are clear signals of commitment to research, and have enhanced support for staff research activity, disseminating research results in appropriate journals, and fostering increasing awareness of the structures and politics, particularly in scholarly research. The appointment of research professors has also led to EIT gaining major interdisciplinary research contracts.

Capability in self-assessment

The Institute is positioning itself for continuing participation in the Performance-Based Research Fund, and has strategies in place to foster the meeting of its aspirations in that regard. As befits the emergent character of EIT's research environment, the research derives from a self-assessment of research capability and strategic advantage – which is evident in the intention of making strategic research appointments of areas of existing strength and relevance to the region, as well as reflecting opportunities that have become available. Systems are in place for the continual review of the research performance of staff teaching on degrees, and to invest PBRF income to further enhance and support research activity.

<p>2.11 Focus area 11: International student achievement and support</p>

<p>The rating in this focus area for educational performance is Excellent.</p>

<p>The rating for capability in self-assessment in this focus area is Excellent.</p>

Educational performance

International students typically achieve better than domestic students at EIT. Students report that the environment of EIT is conducive to academic success. They are well supported by teaching staff within programmes, complemented by learning support services and the Library, with the International Centre playing an overall role in facilitating a welcoming and caring support system for these students. EIT meets its obligations under the Code of Practice for the Pastoral Care of International Students, and submits annual statements to the Ministry of Education as required.

Capability in self-assessment

There is a sustained commitment in the International Centre to a self-assessment regime that builds on existing strengths of provision of support services to international students within the Centre and elsewhere in the Institute.

Recommendations

No specific recommendations are made as a result of this external evaluation and review.

Further Actions

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