

# Report of External Evaluation and Review

Eastern Institute of Technology

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 4 May 2015

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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:	Eastern Institute of Technology (EIT)
Type:	Institute of Technology and Polytechnic (ITP)
Location:	Hawke's Bay Campus – 501 Gloucester Street, Hawke's Bay, Napier  Tairāwhiti Campus – 209 Palmerston Road, Gisborne
Delivery sites:	EIT has two main campuses, one based in Hawke's Bay, Napier and the other in Gisborne. EIT also has a small campus in central Auckland which is primarily focused on delivering business and computing courses to international students.  In addition, EIT has regional centres based in Hastings, Waipukurau, Maraenui/Flaxmere and Wairoa in the Hawke's Bay; and Hicks Bay, Tokomaru Bay, Tolaga Bay and Ruatōria in the Gisborne region.  In 2014, EIT also supported the Cook Islands Tertiary Training Institute to deliver a training scheme to students across the island communities.
First registered:	1975 Hawke's Bay Community College  1986 rebranded as the Hawke's Bay Polytechnic  1996 rebranded as the Eastern Institute of Technology  2011 Tairāwhiti Polytechnic was disestablished and merged into Eastern Institute of Technology
Courses currently	In 2013, EIT had consent to deliver 187 vocational

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delivered: programmes and qualifications covering levels 1-8 of the New Zealand Qualifications Framework. See: <http://www.nzqa.govt.nz/nzqf/search/results.do?org=600737001>

EIT has NZQA approval and accreditation for 12 degrees: Bachelor of Business Studies; Bachelor of Arts (Māori) Te Whakangungutanga Ki Ngā Tāiro a Kupe; Bachelor of Computing Systems; Bachelor of Teaching (Primary); Bachelor of Teaching (Early Childhood Education); Bachelor of Nursing; Bachelor of Wine Science; Bachelor of Viticulture; Bachelor of Visual Arts and Design; Bachelor of Applied Social Sciences; Bachelor of Māori Visual Arts Te Toi o Ngā Rangi; Bachelor of Recreation and Sport. In addition, EIT offers several concurrent degrees.

EIT also has four Master's degrees (Nursing, Health Science, Information Technology, Applied Management) and more than 15 postgraduate diplomas and certificates in information technology, advanced clinical practice, business, wine and viticulture.

EIT has also been operating a Trades Academy since 2012 in partnership with 29 secondary schools across two regions (19 in Hawke's Bay and 10 in Tairāwhiti).

Code of Practice signatory: EIT is a signatory to the Code of Practice for the Pastoral Care of International Students and is bound to comply with the requirements of the code.

Number of students: Domestic: 4,388 equivalent full-time students (all funding sources); 3,896<sup>1</sup> Tertiary Education Commission (TEC)-funded EFTS (equivalent full-time students)

International: 213 EFTS

- Māori – 43 per cent Student Achievement Component (SAC)-funded
- Pasifika – 4 per cent SAC-funded
- Under 25 – 51 per cent SAC-funded

Number of staff: 531.1 full-time equivalent staff

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<sup>1</sup> This figure includes SAC, Adult Community Education (ACE) and Youth Guarantee TEC funding. The SAC figure is 3,426 for 2014.

Scope of active accreditation:	EIT has a wide scope of New Zealand Qualifications Framework (NZQF) accreditation at levels 1-7 across a range of fields, sub-fields and domains. See: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=600737001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=600737001</a>
Distinctive characteristics:	<p>EIT is a recently merged organisation which crosses two regions that are distinctive in terms of demographics, economics and geography.</p> <p>In 2012, EIT ranked as one of the top two institutes of technology in New Zealand in the Performance Based Research Fund evaluation round. EIT had 46 per cent of the 'A' ranked researchers for ITPs.</p> <p>EIT has businesses based on its campus including Hawke's Bay Chamber of Commerce, Business Hawke's Bay, Hawke's Bay Winegrowers, Food Hawke's Bay, and ExportNZ. The Unison Centre of Excellence is also based on the EIT campus. These businesses have sought to be based on EIT and show the strong linkages and relationships EIT has with external agencies.</p>
Recent significant changes:	<p>On 1 January 2011, EIT and Tairāwhiti Polytechnic merged into one organisation with two main campuses. A range of significant changes have been made as a result of the merger, including:</p> <ul style="list-style-type: none"> <li>• A new institute name 'Te Aho a Māui' following an extensive consultation process. The name reflects traditions unique to both Tairāwhiti and Hawke's Bay and was an important aspect of socialising staff, students and communities into a new organisation.</li> <li>• A new academic structure (from five faculties to two) to enable a stronger and clearer line of accountability across the two campuses.</li> <li>• Review of academic decision-making to align with the new academic structure and improve consistency of practice, while also allowing a level of responsiveness and flexibility in the system to respond to student learning.</li> <li>• \$6 million capital investment in Tairāwhiti campus alone since 2011 to create more modern learning spaces for students, including a significant</li> </ul>

investment in information technology capability.

- Twenty-six academic harmonisation subject cluster projects across the campuses to align programmes.
- A number of significant portfolio changes including:
  - A new practice-based primary teacher training degree – the first primary teacher training degree in New Zealand to be delivered by an ITP
  - New postgraduate and Master's programmes
  - 'Skills for Canterbury' initiative in partnership with regional industries
  - A Trades Academy in partnership with the 27 contributing secondary schools across both regions
  - An increase in programmes delivered in partnership with rural communities at regional learning centres, community facilities and marae.
- A Blended Learning project focused on improving access to higher-level learning for EIT's students, especially students at Tairāwhiti.
- Review of core services to ensure improved alignment, effectiveness and efficient support of EIT's key activities to students across both campuses, including finance, information technology, academic and student services.

Previous quality assurance history:

This is EIT's second scheduled external evaluation and review (EER), but its first EER as a merged institution.<sup>2</sup> The first EER was conducted in 2010, at which time NZQA was Highly Confident in EIT's educational performance and Confident in its capability in self-assessment.

EIT assessments are externally quality assured by industry training organisations and NZQA. Most results for 2013 have been consistently at the required standard.

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<sup>2</sup> This is also the first EER for what was previously Tairāwhiti Polytechnic.

No anomalies have been found in EIT's reporting of results.

EIT has professional affiliations with:

- New Zealand Teachers Council for the Bachelor of Teaching (Primary) and Bachelor of Early Childhood Education
- Social Workers Registration Board for the Bachelor of Applied Social Science
- Nursing Council of New Zealand for the Bachelor and Master of Nursing.

## 2. Scope of external evaluation and review

The focus areas were chosen, in consultation with EIT, to represent a reasonable cross-section of programmes and activities across the organisation and its campuses. They include different levels, certificates to degrees, course and qualification completions, recent and more longstanding programmes – at least one from each faculty and various modes of delivery. The scope also included two areas that were included in the previous EER.

EIT also requested that the Māori Studies cluster of programmes be evaluated using the MM EQA (Mātauranga Māori Evaluative Quality Assurance) framework. This is the first time that a focus area within an organisational-wide EER has been evaluated using the MM EQA framework. Following extensive discussions within EIT and with NZQA, it was agreed that this approach would be piloted.

	<b>Cluster</b>	<b>Programme type(s)</b>	<b>NZQA level</b>	<b>Notes</b>	<b>No. EFTS</b>	<b>Retention (2013)</b>	<b>Completion (2013)</b>
1.	Governance, management and strategy	Mandatory (including review of academic decision-making)					
2.	Māori Studies MM EQA	Bachelor of Arts (Māori)	7	(a)	81	68%	83%
		Certificate in Māori Studies	2		86	41%	74%
3.	Applied Science, Horticulture Cluster	Certificate in Sustainable Horticulture		(b)			
		- Fruit Production	3		23	72%	88%
		- Growing and using NZ Natives	3		44	77%	72%
		- Sustainable Lifestyle	3		51	90%	75%
4.	Trades Cluster	EIT Certificate in	3	(c)	58	80%	86%

		Carpentry					
		National Certificate in Carpentry	4		34	80%	83%
5.	Travel and Tourism Cluster	EIT Certificate in Tourism and Travel	3	(d)	27	65%	88%
		EIT Diploma in Tourism and Travel	5		15	94%	90%
6.	Computing Cluster	Bachelor of Computing Systems	7	(e)	107	71%	81%
		- Diploma in Hardware and Operating Systems	6		5	86%	60%
		- Diploma in Multimedia and Web Development	6		5	77%	44%
		- Diploma in Programming	6		2	67%	76%
		Postgraduate Diploma in Information Technology	8		3	n/a	97%
7.	Health and Sport Science Cluster	Bachelor of Recreation and Sport	7	(f)	73	81%	84%
		Diploma in Recreation and Sport	5		39	70%	68%
8.	Blended Learning	Bachelor of Social Science (BASS)	7	(g)	112	75%	87%
		Bachelor of Nursing (BN)	7		383	93%	91%

Notes:

- (a) Mātauranga Māori was used as the quality assurance framework for the focus area. Te Ūranga Waka has been using MM EQA to frame its self-assessment, and was actively involved in the MM EQA sector working group. EIT requested specifically to have this included as part of the EER scope.
- (b) Cluster of programmes focused on meeting community needs, led from Tairāwhiti campus. Provision in a range of settings including marae. Large cohorts of Māori students (80% across all three programmes in 2014).
- (c) Programmes offered across both campuses; however, there have been some challenges to harmonise the programme since the merger. Significant number of priority students (under 25-year-olds were 81% of total EFTS in 2014, and Māori 40%).
- (d) Diploma was part of the 2010 EER and was rated Good/Adequate. Has had a programme review since 2010 and improved outcomes.
- (e) Diplomas embedded in degree; postgraduate diploma new in 2013. Strong research focus and international students.
- (f) One of the larger Bachelor's programmes. Includes Māori, Pasifika and under-25 priority students. Completion rates variable for diploma over past three years.
- (g) Deliberate strategy following the merger to provide higher education programmes at Tairāwhiti campus. Has had an impact on teaching capability, course development and information technology provision. Largely focused on BN and BASS, but also in blended in Bachelor of Computing Systems, Bachelor of Business Studies and Bachelor of Arts (Māori).

### 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 EER was conducted by a team of four evaluators over six days (spread across two weeks). Five days were based at the Hawke's Bay campus in Taradale and one day was spent at the Tairāwhiti Campus in Gisborne. The evaluation team also visited the Rural Studies Centre in Tairāwhiti and a private orchard in Hastings where the fruit production course is based.

A fifth evaluator also spent four days with the evaluation team and was focused specifically on the MM EQA focus area. EIT elected to be evaluated against the MM EQA pātai.<sup>3</sup> All five evaluators contributed to the synthesis and initial conclusions.

Prior to the EER visit, a team from NZQA, including the lead evaluator, a team evaluator and an EER principal advisor visited the campus and met with the chief executive, chair of Council and members of the senior management team to discuss the scope of the EER.

During the EER visit, discussions were held with the senior management team; representatives of the EIT Council (including members of the Māori strategic advisory committee); members of the academic board and academic committees (including research committee); academic and student support staff; and programme leaders, teaching staff, external stakeholders and students of relevant focus areas.

These conversations were complemented by EIT's self-assessment information submitted before the EER and a range of documentation presented before and during the EER.

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<sup>3</sup> The pātai are outlined in Te Hono o Te Kahurangi and are one of the evaluative tools used to assist evaluators to make evaluative conclusions for Mātauranga Māori. Refer: <http://www.nzqa.govt.nz/maori/mm-eqa/nga-taputapu-arotakenga>

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Eastern Institute of Technology**.

Students at EIT gain useful skills, knowledge and qualifications that support them to gain employment and/or contribute positively to their communities. The EER team saw evidence of this across all the focus areas. EIT is strongly connected to its regions and has both formal and informal mechanisms for constantly reviewing and self-assessing the value of its contribution to its key stakeholders; and where it can best meet the needs of the community within a capped funding environment. EIT has forged relationships across both Tairāwhiti and Hawke's Bay with iwi, employers, industry and business to ensure learning is relevant and students have an opportunity to use their skills as graduates. As a result, students are gaining employment in a range of industries.

EIT has also made an important contribution to Mātauranga Māori. Students are gaining the opportunity to contribute back to their communities in a range of ways, including marae and iwi restoration projects, maara kai, and te reo Māori projects. This has been acknowledged positively by iwi in particular, who have not underestimated the contribution and dedication of Māori studies staff across both campuses to the maintenance and revitalisation of te reo and tikanga Māori in their respective communities.

EIT's performance against the TEC educational performance indicators (EPIs) is commendable given the change process EIT has been working through over the past three years. EIT has progressively improved its performance over that time across all EPIs, and has met or exceeded most EPIs against sector medians. EIT management is in touch with the achievements of its priority students, and is supporting improvements at a programme and organisational level to ensure all students succeed at or above EIT and sector expectations. There is shared recognition that the gap in achievement for priority learner groups needs to be addressed, and responses have been put in place.

EIT has reviewed the majority of its policies, processes and systems to ensure stronger alignment and consistency across both campuses. EIT's approach has allowed both Tairāwhiti and Hawke's Bay, where possible, to naturally align (rather than force change), building on each other's strengths to improve performance. The merger has not been easy, particularly in integrating a blended learning approach. There was some evidence that further improvements are needed to improve the blended learning experience for all students. Nevertheless, it was evident that this is being effectively addressed by EIT. Across both campuses there was clarity of organisational direction and a strong sense of unity shared by staff, management, governance and stakeholders.

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## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Eastern Institute of Technology**.

The merger has in itself been a very important self-assessment exercise for EIT. It has created an opportunity for EIT to take stock, reflect on what is working well and what needs to be improved and why. EIT has used a range of data to learn from the past and inform the future. A range of improvements across policies, systems and processes have been put in place and constantly reviewed over the past three years to ensure EIT is integrated in its provision across both campuses, while allowing enough flexibility for staff at each campus to respond to the specific needs of the most important stakeholders.

EIT has gradually socialised its model of self-assessment over the past three years through informal team discussions and formal workshops with staff to continue to increase the quality of the evaluative discussions held at a programme level and the use of quality data and evidence to make worthwhile improvements. There was evidence that this was occurring across the organisation and making a difference to the learner experience, as shown in improved retention and achievement. In some instances where improvements were new or significant, the extent to which they have led to improved performance is still being monitored.

All programme level staff have access to, and are encouraged to use and interrogate, EPI data for their programmes. This is generally done well, although there are pockets within the organisation where understanding and using the EPI data to inform improvements has been difficult. This is an area for staff development which is a priority in EIT's teaching and learning plan over the next two years.

# Findings<sup>4</sup>

## 1.1 How well do students achieve?

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

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

Students achieve well at EIT (see Table 2). Despite the significant changes that have occurred since the merger in 2011, EIT has maintained a strong focus on student success. This is reflected in the EPI data where EIT has met the course completion sector median, and exceeded the sector median for progression and retention. EIT is just below the median for qualification completion.

EPI by year	2010 (EIT only)	2011	2012	2013	2013 Māori	2013 Pasifika	2013 Under 25 yrs
Course completion	77	78	79	80	75	73	78
Sector median	74	78	79	80	75	73	78
Qualification completion	54	58	69	74	66	55	64
Sector median	54	63	70	73	65	59	66
Progression	46	42	43	41	43	48	47
Sector median	29	29	37	36	37	41	43
Retained in study	52	48	61	68	64	61	70
Sector median	48	49	60	64	61	62	69

Source: EIT Annual Reports (2011-2013); TEC Performance Reports (2011-2013); [www.tec.govt.nz](http://www.tec.govt.nz)

EIT has maintained a focus on supporting priority students to achieve. EIT has the third-largest percentage of Māori students (43 per cent) in the ITP sector (30 per cent of students at the Hawke's Bay campus and over 70 per cent of students at the Tairāwhiti campus identify as Māori). Almost half the student population is under 25 years of age. EIT has responded to the change in demographic through a strong analysis of performance for priority students. For example, EIT has been monitoring its gap in achievement between Māori students and non-Māori (Table 3). While this gap is narrowing, EIT acknowledges there is more work to do. To

<sup>4</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

this end, EIT has made success for Māori a specific strategic priority in its draft strategic plan (2015-2019); a new director Māori was appointed this year who is already thinking strategically and evaluatively around how best to support the organisation to lift Māori success. The Māori Success Framework is being reviewed and includes a renewed focus on using data to focus on what is working well for Māori students and what needs to be improved. A Māori strategic advisory group (sub-committee of the Council, replacing the Māori consultative committee) has also been formed which includes Council members and iwi representatives. Iwi-specific data generated from the EIT system has been presented at these forums to better understand the Māori demographic. While these initiatives are new this year, for the most part they are developments of existing process and practices designed to lift performance.

<b>Table 3. Eastern Institute of Technology course completion, priority students, 2011-2013</b>					
EPI by year	All	Non-Māori, non-Pasifika	Māori	Pasifika	Under 25 yrs
2013	80	84	75	73	78
2012	79	84	72	72	77
2011	78	83	72	-	-
Source: TEC Educational Performance Summary Sheet 2013 and 2012					

In addition, EIT has continued to grow participation in its Youth Guarantee provision (74 EFTS in 2010 to 204 EFTS in 2013; course completion averaging over 70 per cent) and in its Trades Academy established in 2012 (from 245 students to 368 students in 2013).<sup>5</sup> Effective teaching strategies combined with targeted mentoring and student support is contributing to achievement by youth. To ensure continued success, EIT is also participating in an Ako Aotearoa research practice around effective teaching and improving outcomes for students under 25 years of age.

A range of learner outcomes and achievements are monitored through institutional graduate destination surveys which are benchmarked with other providers and profiled through annual reports.

The organisation has a good understanding of its performance; EIT regularly interrogates its own data at a management and programme level to identify where achievement is exemplary and why, and areas that are underperforming. Data is presented and discussed at management level and with Council (and its sub-committees) and through its academic structure. This data is complemented by the discussions that occur at a programme level which use achievement data to also analyse how well students are achieving.

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<sup>5</sup> 2013 EIT Annual Report

Over the past three years the organisation has deliberately phased in a self-assessment approach that aligns to the natural cycle of how programme staff review and report on processes and outcomes throughout the year. Aligning the two approaches has helped to embed self-assessment as an integral and important part of what the organisation does, as opposed to being seen by staff as additional work undertaken once a year. There was evidence through regular team meetings and examiner meetings that staff are critically self-assessing how well students achieve, and this information culminates in annual programme reports to management. Improvements are identified and actioned, although in two cases actions were not signed off in action plans, making it difficult to see what had been done and what difference it made for students. This is a process issue that EIT will need to keep managing as part of its administration.

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

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

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

EIT has a range of mechanisms for gathering evidence systematically which attest to the valued outcomes being achieved for students and stakeholders. There are two valued outcomes that EIT primarily contributes to: employment, and contribution to community well-being and development.

To monitor its effectiveness in delivering against both these outcomes, EIT has forged and maintained relationships across both Tairāwhiti and Hawke's Bay communities including with:

- Iwi in both Tairāwhiti and Hawke's Bay
- Business (Business Hub and Unison Centre of Excellence)
- Secondary schools (Trades Academy)
- Industry (EIT has 15 active external local advisory groups across its schools)
- Other ITP provider initiatives (member of Tertiary Accord of New Zealand (TANZ) and other collaborative forums).

These relationships are mutually beneficial as the value of the outcomes and whether they are relevant can be discussed and reviewed regularly with key stakeholders. Graduate destination survey data is one source of evidence used to assess whether valued outcomes are being achieved. In 2012 the data showed that 69 per cent of graduates who responded to the survey stated that they were employed. This is a positive shift from 2010 where only 43.5 per cent of graduates said they were employed. Furthermore, 83 per cent of these respondents were

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employed in Hawke's Bay/Tairāwhiti. EIT also disaggregates the graduate destination survey data for each of its schools to review, but given the low response to the graduate destination survey overall (29 per cent in 2012), staff also triangulate the data with more up-to-date information gathered from graduates through Facebook, LinkedIn, industry advisory groups and direct contact with employers in the workplace. Employment data gathered from these activities is captured and reported at a programme level in annual programme reports. This was evident in the Carpentry, Tourism and Travel, Computing and Sustainable Horticulture (Fruit Production) programmes where the majority of students either found employment while on the course through work experience and internships, or went straight into employment after graduation.

EIT is committed to engaging communities and actively supporting 'community life' and community development. This was evident in the regional learning centres where courses are offered in remote areas, despite being difficult to resource, in order to meet the outcomes most valued by those stakeholders. Discussions with iwi are also resulting in programmes that are directly benefiting marae and rural communities. This was evident in the Carpentry focus area (collaborative agreement with iwi in Tairāwhiti to have EIT students support marae renovation projects) and the sustainability horticulture projects based in rural communities in the East Coast. The value of these programmes is captured in different ways, including written testimonies from stakeholders, newspaper articles and formal discussions between community stakeholders and EIT staff.

Equally, with industry, EIT's advisory group members employ graduates and some have also reciprocated resources to EIT to support students to achieve well. Examples include Allied Telesis donating \$100,000 worth of switching gear for computing students based in Hawke's Bay and Tairāwhiti<sup>6</sup>; local orchards providing their facilities to train students; Hawke's Bay Airport Board donating scholarships to travel and tourism students; iwi donating equipment and materials for carpentry students; and private businesses supporting student projects and internships across a wide range of programmes.

There was also strong evidence to show that sustainability of Mātauranga Māori is a valued outcome by iwi who have longstanding relationships with Te Ūranga Waka and Te Whatukura<sup>7</sup>. Evidence of the value is demonstrated through graduates applying te reo Māori, tikanga Māori and Māori knowledge in a range of contexts including on the marae, in kura and kōhanga reo, on radio, and in iwi business.

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<sup>6</sup> Students can also sit Allied Telesis certification exams at EIT to become Allied Telesis engineers.

<sup>7</sup> Te Whatukura is the name of the Māori studies unit based at the Tairāwhiti campus.

### 1.3 How well do programmes and activities match the needs of Students 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 **Excellent**.

There is clear and consistent evidence that EIT is meeting many of the most important needs of students and stakeholders.

EIT's proposition is to ensure consistency in the quality of provision while retaining flexibility to meet local needs. EIT's mission statement reflects this commitment to meeting needs which is to provide 'high quality, relevant and accessible tertiary education for the well-being of diverse communities'. The evaluation team saw a range of evidence indicating that this is occurring. Examples include:

- Meeting diverse community needs and a diverse student base including vocational pathways for youth in school; community sustainable living projects in remote areas of the East Coast; and postgraduate computing, nursing and business qualifications to allow working professionals to develop and progress in their careers.
- New programme developments to meet the changing needs of industry, including the Postgraduate Diploma in Information Technology and the new Bachelor of Teaching (Primary) – both started in 2013 and involved strong sector involvement in their design and delivery.
- The delivery of the Bachelor of Arts (Māori) and Bachelor of Arts (Honours) which has contributed to the maintenance and revitalisation of Mātauranga Māori (te reo Māori and tikanga Māori) for iwi in both Kahungunu and Tairāwhiti.
- Embedding industry programmes and projects in delivery, for example Carpentry (building houses and marae project), Recreation and Sport (cooperative education model working collaboratively with the community), and internships and industry projects in Computing.
- Providing high-level programmes offered at Tairāwhiti campus to allow students to continue to study in their home town. The uptake has been significant, with students based in Tairāwhiti enrolled on degree study increasing from 5 per cent in 2011 to 23 per cent in 2013. Blended learning has been a key strategy for providing high-level courses in particular to the Tairāwhiti campus (refer Findings 1.5).

All these examples were developed based on an identified need. Self-assessing how well EIT is meeting needs is an ongoing process that is part of its informal way of working on a day-to-day basis through ongoing contact with students, employers, graduates and community stakeholders through to more formal feedback loops through student evaluations and local advisory group meetings. This information

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and evidence culminates in the annual programme self-assessment reports that feed into the academic committee process and to senior management. EIT is also collating a database of employers (of current graduates) and intends to pilot an employer survey in 2014 to further validate how well its programmes are meeting needs.

Students have clear pathways to progress to higher-level qualifications and/or transition to employment. There are some gaps to support progression within programme areas for students. While these are known to EIT, little can be done at this point until the Targeted Review of Qualifications process is complete. There is less evidence of students transitioning across schools and faculties to support their ongoing development and learning.

#### 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**.

Effective teaching practice was evident throughout the organisation. Tutors and programme management are encouraged to use achievement data to guide reflective and honest discussions about how well students are achieving and what needs to be improved and how, as part of a continuous cycle of improvement. There was clear and consistent evidence across the organisation that this was occurring through formal team meetings, cluster meetings and examiner meetings (which included staff across campuses and regional learning centres). Informal discussions are encouraged by the open-plan working environments.

Teaching staff are well qualified, knowledgeable and passionate about teaching. Teaching staff are encouraged to look for professional development opportunities as part of improving their performance and knowledge of their programme area, including attending conferences and industry meetings and, where possible, working for short periods in the industry to remain up to date with current practices. Degree teaching staff are given time for research activity. Discipline-specific research is encouraged and there is clear evidence of excellence in research informing teaching practice.

EIT has invested significantly in teaching resources and research. This investment has contributed to EIT improving its ranking in the 2012 Performance Based Research Fund evaluation results. EIT was the second most highly ranked ITP in the country, and EIT staff who were recognised as producing quality research increased from 10 in 2006 to 34 in 2012 across all faculties. EIT has invested in internal research grants via a competitive process; degree staff have research time allocated to them on a weekly basis; staff are encouraged to share research projects with each other at 'brown bag' lunches. There was evidence across the

relevant focus areas that research activity was purposeful and, where relevant, informed programme and organisation priorities.

EIT is also developing a comprehensive and coordinated approach to staff development to ensure it is building capability to deliver on organisational priorities, including the achievement of priority students, reflected in its revised Teaching and Learning Plan 2015-2017. For example, EIT is participating in a major Ako Aotearoa research project focused on effective teaching practice for under 25-year-olds. Knowledge and professional development interventions gained from the research will be shared across the institute. There is clear evidence that the high level of research undertaken at the institution supports effective teaching.

Degree staff have been provided with support by learning technologists to develop learning resources and pedagogical approaches to support blended learning as an organisational priority. EIT also has a focus on investigating teaching practice within a Māori world pedagogy to support learner outcomes. This is still in very formative stages as an organisational framework, but will build on examples of good practice occurring within the organisation already (for example, the mentoring approach for Māori students being adopted in the Nursing programme).

The performance of teaching staff is reviewed formally each year by management and provides an opportunity for staff to discuss professional development needs. However, a more effective approach to managing the effectiveness of teaching occurs throughout the year when management views student feedback on course evaluations; reviews student achievement results at examiner meetings; visits students in class to discuss issues; and/or observes teaching practice. These activities are more effective for monitoring teaching practice than formal performance reviews and, if necessary, for introducing interventions as and when needed. The new online student evaluation process is an improvement which has allowed management to access and analyse evaluation results quickly (within two days if needed) and, if necessary, to put in place changes for the current cohort of students.

Students interviewed commented positively about the quality of the teaching. Students enjoyed the range of learning activities (including theory and practical projects) provided by the tutors, and the opportunity to demonstrate their learning using written, photographic and in some cases video evidence. Teaching staff also use guest tutors from industry as part of the programme delivery. External stakeholders interviewed attested positively to the calibre of EIT's teaching staff, which was also evident in external moderation reports which showed assessments were valid and reliable. Learning environments are well planned and resourced, with many recent investments in campus development, new learning spaces and computer suites, and 'Computers on Wheels' to support students in regional centres.

Teaching excellence and achievements are recognised and celebrated internally by the organisation. Externally EIT was a finalist in the Prime Minister Education Excellence Awards for its Trades Academy in 2014; and in 2013 an EIT lecturer

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was awarded Te Ahorangi o te Kupu, the supreme language teacher award within Ngāti Kahungunu. This is an acknowledgement and endorsement of the quality and calibre of teaching staff.

## 1.5 How well are students guided and supported?

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

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

EIT has been reviewing and testing the effectiveness of its student support services from pre-enrolment through to effective transitioning to employment since 2010, as part of its Learner Journey project. Some areas for improvement have been expedited as a result of the merger (including allocating more learning advisor support to the Tairāwhiti campus and regional learning centres). Other areas have been reviewed and reprioritised for actioning in the New Year.

The approach to student support has been to allow individual faculties an element of autonomy to meet the specific needs of students while also maintaining agreed standards and a centralised and consistent model of support for all students. As a result, there is a range of mentoring supports in place to assist in particular Māori students, youth, international and postgraduate students, which have worked well to assist students to achieve. Students particularly valued the one-to-one support received from learning advisors in their own school context.

All students can still access Pouwhirinaki, library and learning advisors. Examples of where student support and mentoring has contributed to student success, particularly Māori success, are evident but yet to be shared across schools and faculties to ensure others benefit from their experience.

All students are interviewed by tutors prior to the programme, and any potential learning needs are identified and addressed. Completing the Literacy and Numeracy Assessment Tool continues to be a challenge for some students, in particular students in rural areas (due to unreliable computer and internet access), but also for mature and/or second-chance students who need encouragement to see the tool as a positive support for their learning rather than a barrier. Tutors, however, are aware of the literacy and numeracy needs of their students, and introduce a range of activities into their programmes to grow student confidence and skills to engage in their learning.

Tutors are generally the first port of call for students who are struggling. Tutors will attend to attendance, pastoral and academic issues in the first instance. A+ (and in one focus area A+ Revive) are useful tools that tutors and management use to keep on top of student attendance and to monitor student progress. The combination of caring staff and appropriate systems are key contributors to the positive success students have achieved, particularly notable in the Carpentry focus area.

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Barriers to learning are minimised where possible in order to ensure students regularly attend their programme. In some rural areas transport to courses is provided; tutors will visit students' homes if necessary to find students who are not attending class regularly; night classes are offered to students who need the extra support; tutors and student support are contactable and helpful; paid peer mentors are also available on application. Tutors also work to develop a whānau approach to learning, with students actively supporting each other to succeed. This is particularly notable in the Sustainable Horticulture focus area. These initiatives have successfully engaged students who struggled initially.

The open-entry criteria for lower-level courses has created some challenges for tutors in meeting the expectations and abilities of all students. Staff noted increased student numbers presenting with serious social and family issues that affect attendance and participation. Management is looking at strategies to best support students at admission to ensure they are enrolled in the right programme with the right support in order to have the best opportunity to succeed.

Work opportunities are embedded in programme content and delivery; employers are encouraged to support the students, and enjoy the opportunity to engage with them in their study.

Student 'voice' is captured through first impression surveys and programme evaluations. This data is analysed, reported back to students and provided to management and programme staff to inform their self-assessment processes. Some tutors will implement additional activities throughout the course to gather student feedback. Students valued the open communication with staff.

A small sample of students in two degree programmes also expressed mixed views about the value of blended learning and delivery across the focus areas covered. In most cases students valued the online resources, activities and discussion forums and saw these as integral to their learning. In other cases students felt frustrated and at times let down by the technology and support available which adversely affected the value and quality of their learning experience. Despite the varying views of students in relation to the blended learning approach, Bachelor of Nursing (BN) and the Bachelor of Applied Social Science (BASS) students still achieved well. Furthermore, a more recent internal student survey of BN and BASS students found that the majority of respondents felt well supported by library staff and tutors to engage in the blended learning approach.<sup>8</sup>

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<sup>8</sup> The Blended Learning Project Student Survey 2014 was analysed by EIT after the EER site visit. Of the 44 respondents, 22 were from the Nursing school and 22 from the school of Education and Social Services.

## 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 **Excellent**.

EIT governance is actively engaged in ensuring quality outcomes for students. There is evidence of clear, timely and relevant information being exchanged between management and governance to support decision-making, including an analysis of achievement data. EIT analyses its performance against other ITPs and makes use of national benchmarking data to assess its performance and set targets for future years.

Leadership from senior management and governance has been key to the successful merger, alongside strong operational support to effect the changes needed. The merger was well planned, resourced and monitored closely by EIT and government. EIT has effectively managed the change process with students, staff, management and stakeholders all feeling engaged, informed and part of one organisation. Strengths, resources and practices have been shared across both campuses; where inconsistencies have emerged in programme delivery these have been addressed quickly or given time to naturally align, depending on the situation.

EIT has managed to maintain a low-risk rating since 2011, which shows careful management of funds at a time when EIT was also making significant capital investment to improve the quality of teaching and learning spaces at both Tairāwhiti and Hawke's Bay campuses. Programme-level improvements are made where needed, supported by organisational-level responses and strategies where issues are systemic.

EIT has also reviewed its academic structure, which has resulted in five faculties folding into two. This change was driven by the merger and has improved communication and accountability across the organisation. This change resulted in Te Ūranga Waka as a faculty in its own right becoming a school within another faculty. This change was met with some resistance by Te Ūranga Waka, but the transition was managed well, to the point that Te Ūranga Waka management is now feeling well supported, has access to more resources and is better positioned to support learner achievement than as a standalone, relatively small faculty.

EIT has also reviewed its academic decision-making structure which has resulted in very recent structural changes to its academic committees. While this area was not part of the EER scope, the evaluation team could see how the new structure would improve the flow of information, communication and accountability. However, given the structure was still being bedded in, it was difficult to fully evaluate the extent of the improvement and its impact.

EIT has reviewed its core services to ensure a seamless and integrated approach across both campuses. This has led to more in-depth questioning by management,

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and in some cases revisiting and improving existing policies, systems and processes to ensure they are adequate and serve their purpose well.

EIT has a strong purpose and direction. It is evident that the organisation has not lost sight of its mission and has worked hard to maintain its focus on learner success.

Overall, EIT has over the past three years embedded a strong model of self-assessment which is best understood in this context as continuous improvement and reflection that leads to improved achievement for students. The approach is working well, as evidenced in the focus areas, with programme staff being challenged to keep fine-tuning their evaluation and understanding of evidence to inform the analysis of valued outcomes and student achievement. There are small pockets within the organisation where understanding and using the EPI data to self-assess performance has been difficult. However, the organisation is becoming more adept at using a range of data sources to understand performance, and to put in place and monitor appropriate interventions that lift student achievement.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

For an explanation of this focus area see Findings 1.6.

### 2.2 Focus area: Māori Studies Cluster (Te Whakangunutanga Ki Ngā Tāiro a Kupe (Level 7)/Certificate of Māori Studies (Level 2)

Ka eke ki te taumata o te **Whakairo** mō te hāpai i te mātauranga

Ka eke ki te taumata o te **Whakairo** mō te arotake whaiaro

*"Piki ake, kake ake i te toi huarewa, te ara o Tāwhaki, i piki ai ki runga" – he rerenga kōrero e whakamahia ana e ngā rōpū nei, e Te Ūranga Waka me Te Whatukura, hai whakaatu i tō rātau kaha ki te whai i te kairangi me te whakapikinga o te reo Māori - he hua e tino mihi ana e ngā iwi o Te Tairāwhiti me Te Matau a Māui. Ka tutuki tēnei whāinga mēnā ka pai te tautoko a ngā kaimahi o ēnei kura e rua i ngā ākongā kia puta ai ō rātau ihu, ā, mēnā hoki ka tautoko rātau i ō rātau hāpori ki te whakatinana i aua hua rā. Ka tautokohia hoki ngā hāpori ki te rapu, ki te whai i tēnei whāinga mā ō rātau ake whānau hoki. Hai whakatauirā noa ake, ko ngā ākongā tonu o ngā kura e rua kai te kawē i ngā whakahaere i ngā pōwhiri o Te Aho a Māui, i te marae ātea tae noa ki ngā mahi a muri; i hāpaingia e Te Ūranga Waka te whakataetae Ngā Manu Kōrero me ngā wānanga reo o Ngāti Kahungunu. Mahi tahi ai ngā kaimahi me ētahi atu kura o roto tonu o Te Aho a Māui ki te waihanga kaupapa Māori e hāngai ana ki ā rātau hōtaka (pēnei i te mahi tapuhi, i te mahi toko i te ora me te manaakitanga); ā, he rite tonu tā ngā kaimahi hāpai i ō rātau ake hāpori (i ngā marae, i ngā hapū me ngā iwi). I mihi hoki e te hunga o waho e whai pānga mai ana ki Te Aho a Māui tana tautoko, tana manaaki hoki i Te Panekiretanga o Te Reo i tū rā ki tōna papa i Te Matau a Māui.*

Ka noho ko ngā mātāpono o te whanaungatanga me te manaakitanga hai tūāpapa mō ngā pāhekohekotanga i waenga i ngā kaimahi me ngā ākongā o Te Ūranga Waka me Te Whatukura. E ai ki ngā ākongā, ka maimoatia, ka awhingia, ka akiakingia hoki rātau kia mau ai ki ō rātau ake tuakiritanga, ahakoa ko wai, ahakoa nō hea. E rekareka ana ngā ākongā ki te taiao o Te Ūranga Waka me Te Whatukura. Heoi anō, e akiakingia ana hoki rātau kia whai wāhi atu ki te taiao o Te Aho a Māui whānui mā te kuhu ki te whakataunga (orientation) me ngā mahi huhua e mahia ana ki Te Aho a Māui. Kua riro mā ngā kaimahi o ngā kura e rua tonu ngā

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ākonga e awhi, i roto i ngā take whaiaro (pastoral care). Heoi anō, nā te arotake whaiaro, ka kitea e te hunga whakahaere kua uaua tēnei āhuatanga nā te mea he whānui, he papatoiake hoki ngā take e kawea ana e ngā ākonga. Nā te whakakotahitanga o ngā papa, kua nui ake ngā mātanga tautoko (i ngā take whaiaro, i ngā take mātauranga, i ngā take mātauranga Māori) e wātea ana ki ngā ākonga i ngā papa e rua. Hai tā ngā kōrero ōkawa a ngā ākonga, ko te tautokohanga o rātau tētahi o ngā take nui i puta ai ō rātau ihu.

I waihangatia te tiwhikete me te tohu paetahi hai whakatutuki i ngā hiahia matua o ngā ākonga e kimi ana i te mātauranga e pā ana ki te reo me ngā tikanga Māori kai ngā taumata o te iti o te mōhio, ki ngā taumata o te nui o te mōhio. Kua rarangatia ngā tikanga, ngā mōteatea, me ngā whakataukī a ngā iwi o te rohe hai mihi, hai whakatinana hoki i ngā mātauranga o te hau kāinga. Ko ēnei hōtaka e rua tētahi wāhanga o te huarahi ahu whakamua e tīmata ana ki te tiwhikete, arā, te taumata 2 me te taumata 4, ā, ka koke ki te Tohu Paetahi (Māori), ā, ka whai mai ko te Tohu Paetahi Hōnore. E ai ki ngā kōrero a ngā ākonga, e whakapaipai ana a Te Ūranga Waka me Te Whatukura i te huarahi ako nei mō ngā ākonga, otirā mō ērā e oke ana ki te koke i te tiwhikete taumata 4 ki te tohu paetahi, nā ngā paearu reo. Hai rongoā mō tēnei mate, i te tau 2013, i whakatūngia e ngā kura e rua ngā kura pō, me ngā kura reo hai tautoko i ngā ākonga ki te whakapakari i ō rātau mōhio ki te reo Māori. E ai ki ngā kōrero a ngā ākonga i tae a tinana atu ki aua wānanga reo, e tino whaihua ana ēnei wānanga reo, nō reira, i whakatūngia ētahi atu wānanga reo i te tau 2014. Tokoiti noa ngā ākonga i tae atu ki ērā wānanga reo, engari e rapu rongoā ana a Te Ūranga Waka. Ko tētahi wāhanga o te tautoko i te anga whakamua a ngā ākonga, ko te whakahoutanga o te tohu paetahi, i tīmata tonu rā i te marama o Hōngongoi, i te tau 2014, ā, e whakapaetia ana ka oti i te marama o Haratua, i te tau 2015. He mea nui kia haere whakamua tonu tā Te Aho a Māui, Te Ūranga Waka me Te Whatukura tukanga whakahou rā kia ea ai ngā take i whākina ai e ngā ākonga i te pūrongo arotake i te tohu paetahi. I te wā o te EER, kua tīmata kē ngā kaiwhakahaere ki te kohikohi hāramuramu noa i ngā whakaaro o ngā ākonga, o te hunga kua puta kē ō rātau ihu, o te hunga whai pānga hoki e mōhiotia ai ngā kaupapa whaitake e tutuki ai ō rātau hiahia i te paetahi hou.

Rere ana ngā mihi nui a te whānuitanga o te hunga whai pānga, ki ngā kaiwhakaako/pūkenga mō ō rātau mātauranga, mō ō rātau pūkenga, mō ā rātau takoha atu hoki ki Te Aho a Māui me te hapori whānui. Ko tētahi tauira o te Pūkengatanga, ko te whakawhiwhinga o Te Ahorangi o te Kupu, he tohu toa hai whakanui i tētahi kaiwhakaako nō roto i te rohe o Kahungunu, ki tētahi o ngā pūkenga mō tana tohungatanga ki te whakaako, ki te mahi, ki te ārahi hoki; tokorua, neke atu rānei, ngā kaimahi i pakeke mai i roto i te reo; tokoono anō ngā kaimahi i puta nei ō rātau ihu i Te Panekiretanga o Te Reo. E akiakingia ana ngā kaimahi kia whai wāhi atu, kia takoha atu hoki ki te whakapakari i ngā akoranga mātauranga Māori mā te rangahau, mā te whai i ngā kaupapa whakawhanake ngaio, mā te puta hoki ki te hapori. He hāora rangahau kua whakaritea mō ngā kaimahi o te tohu paetahi e pai ai tā rātau hāpai i ētahi kaupapa i waenga i ngā iwi o ngā rohe e whāi pānga pū ana ki ngā manako nui o ngā ākonga me ngā hapori

(hai tauira, kai te whai wāhi atu ki te rangahau e whakatewhatewha ana i ngā Kahungunutanga o te reo Māori). E kaha ana te tautokohia o ngā kaimahi kia pai ai te rapu tonu i te mātauranga mai i ngā wānanga reo me ngā mahi whai tohu paerunga. E hāpai ana ēnei huarahi i te whakapikitanga o te mātauranga Māori, ka mutu, e āwhina ana hoki i ngā kaiwhakaako ki te arotake, ki te whakapai ake hoki i ā rātau ake mahi. Nā te whakaurutanga o ngā mātāpono, pērā i te whanaungatanga, i te manaakitanga me te pūkengatanga, ki roto i ngā hōtaka ako, e whakatutuki nei i ngā hiahia o te hunga whai pānga, kua rongo ngā ākonga i te tautoko e puta ai ō rātau ihu i ā rātau akoranga, me te aha, kua whanake ake, kua pakari ake hoki rātau, ā, e mōhio ana rātau ki te pai o tō rātau tuakiri Māori. Ko tētahi o ngā hua kua puta ki ngā ākonga (otirā ki ngā ākonga o te tohu paetahi) ko te eke panukutanga, e whakaatungia ana i te ripanga 4 o raro nei. Ka whai pūkenga whaitake ngā ākonga kua puta nei ō rātau ihu, e hiahiatia ana e ngā momo ahumahi me ngā rangatira mahi e kimi nei i ngā tāngata whai pūkenga, e kaha ana hoki ki te whakapā atu, ki te whai wāhi atu hoki ki te ao o te Pākehā me te ao Māori. Neke atu i te waru tekau mā rima ōrau o te hunga kua puta nei ō rātau ihu i te tohu paetahi, e whakaatu ana i ō rātau pūkenga i roto i ngā kamupene ahumahi huhua. E manako ana hoki ngā ākonga o te tohu paetahi kia tū rātau hai tauira mō ā rātau tamariki, mō ō rātau whānau; kia kawē hoki i ngā mahi o ngā marae me ngā kaupapa a te hāpori. Kai te tino mārama ngā kōrero i kohia mai rā i ngā puna maha e taunaki ana i tērā tūāhuatanga, pēnei i te rangahau i whakamanangia ai e Te Ūranga Waka, e arotahi ana ki te wāhi e haere nei ngā ākonga kua puta nei ō rātau ihu, me ā rātau takohatanga ki te ao. Waihoki, nā ngā whakapapa me ngā hononga o ngā kaimahi ki ngā marae, ki ngā hapū me ngā hāpori puta noa i te rohe, ka kite ā-kanohi tonu rātau i te pai o ngā mahi e mahingia ana e ngā ākonga kua puta nei ō rātau ihu ki waenga i ō rātau hāpori. Ka āwhina hoki ēnei tūāhuatanga i ngā ākonga o te Tiwhikete, ka mutu, kātahi te nuinga o rātau ka whai wāhi mai ki te ao me te reo Māori. Ko te huarahi ako o te pae tuarua he tīmatanga māmā ki aua ākonga e whai ana i te mātauranga Māori, ā, ko te tokomaha o aua ākonga rā ka piki ake ki te hōtaka tiwhikete pae tuawhā, ki ētahi atu akoranga hoki rānei.

Kai te kitea, i te ripanga 4, i ngā tau e toru kua hipa ake nei, e auau ana te eke panuku o te wāhi ki ngā ākonga e whakaoti ana i te tohu paetahi ki tua atu o te tau toharite mō ngā hōtaka pae rima ki te ono o roto o Te Aho a Māui whānui. He hua kairangi ēnei. E kitea ana te piki me te heke o ngā hua o roto i te hōtaka tiwhikete i ēnei tau e toru kua mahue ake nei. Kāore te wāhi ki ngā ākonga e whakaoti ana i te hōtaka, i te eke ki te taumata o te whitu tekau mā whā ōrau e whāia nei e ngā hōtaka o Te Aho a Māui whānui, ka mutu, he rite tonu te heke o te wāhi ki te pupuri ākonga ki raro iho o te rima tekau ōrau. I te tau 2012, ka whakapūioiotia e Te Ūranga Waka me Te Whatukura ā rātau kaupapa hai whakauru, hai whiriwhiri, hai whakatau hoki i ngā ākonga e pai ake ai tana tautoko, tana mōhio anō hoki ki ngā hiahia matua o ngā ākonga. Hai tā ngā raraunga o te tau 2013, i piki ake ngā taturanga mō te taha ki ngā ākonga e whakaoti ana i te hōtaka, engari, kai raro tonu ngā taturanga mō te taha pupuri ākonga.

Ripanga 4. Raraunga TMM (%), 2011-2013 Ngā Hōtaka Mātauranga Māori (Ngā Ākonga Katoa)						
	2011		2012		2013	
Ngā ākonga:	Tiwhikete	Paetahi	Tiwhikete	Paetahi	Tiwhikete	Paetahi
I whakaoti	68	81	67	84	74	83
I puritia	58	78	35	63	41	68
I piki ake – te tiwhikete anake	79		81		70	

Waihoki, i te tau 2014, i whakahaerengia hoki e ngā kura e rua tā rātau tiwhikete pae tuarua mā te wānanga (pēnei i te kura pō, i ngā akoranga me ngā noho marae). Nā te pikitanga ake o te tokomaha o ngā ākonga ka kitea e whakatutuki ana tēnei rautaki i ngā hiahia o ētahi, heoi anō, kāore i te tino kitea ngā pānga mō te taha ki ngā ākonga e puritia ana, e whakaoti ana hoki i te hōtaka. Mā te whakarite whāinga i te roanga o te tau, ā, mā te āta aroturukitanga o aua whāinga rā ka mōhio te rōpū whakahaere he pēhea rā te pānga o ngā hua e pā ana ki te pupuri ki ngā ākonga, e pā ana hoki ki ngā ākonga e whakaoti ana i te hōtaka.

I te nuinga o te wā, ka kitea e te rōpū arotake ngā mahi pai e pā ana ki te aromatawai ā-whaiaro, e pai ake ai te whānuitanga o ngā hōtaka, tae noa mai ki te wāhi e arotahitia ana. Hai tauira, i whakahoungia te Tohu Paetahi Hōnore ka whakaakona ai mā te rorohiko kia tutuki ai ngā hiahia matua o ngā ākonga e mahi ana, e atawhai ana rānei i ngā whānau. Ahakoa i waho kē te tohu paetahi Hōnore rā i tēnei arotake nei, i te roanga ake o te arotake, rangona ai e ngā kaiarotake ngā kōrero papai e pā ana ki te hōtaka. I rarangatia hoki te ako whakauru ki te paetahi (kai te rorohiko ngā kai o te hōtaka me ngā akoranga), ka mutu, e kōrero paingia ana ngā huarahi ako nei e ngā kaiwhakaako me ngā ākonga.

I te wā o te arotake ka kitea e ngā kaiarotake, arā tonu ētahi tūtohu e pā ana ki te tohu paetahi kāore anō kia tutuki. Hai tā te whakaaetanga a te kaiaroturuki, ka whakatutukingia ngā mea e tārewa tonu ana i mua o te Haratua, 2015. I ia tau ka hui te rōpū aroturuki hōtaka; kāorekau ō te rōpū nei mema/kaiwhai pānga i ahu mai i Te Tairāwhiti. Kua whakaritea he kaupapa e ea ai tērā take. E āhei ana ngā kaiwhakahaere ki te rangahau i ō rātau ake mātauranga Māori, i ngā mātāpono me ngā mahi e te nui ai te angitu me te putanga o ngā ihu o ngā ākonga. E ākina ana e te rōpū arotake Te Ūranga Waka me Te Whatukura kia whakarite i ā rātau ake whāinga mō te angitu o ngā ākonga, otirā, o ērā kai te tiwhikete, ā, kia āta aroturuki hoki he pēhea tā ngā mahi whai pānga atu ki te whakarewatanga o ngā mahi mātauranga.

Hai tā ngā kaimahi kaiwhakahaere, e pai ana te tautokona o rātau e Te Aho a Māui. He pai ki ngā kaimahi te whakakotahitanga me Te Tairāwhiti nā te mea kua mārō, kua ngaio anō ngā hononga ki ngā hoamahi o Te Whatukura. He mea whakakotahi atu a Te Ūranga Waka me Te Whatukura ki te Tari o ngā Mātauranga

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Hauora. Ahakoa ngā anipā i te tīmatanga, he painga kua puta, ā, ko te rōpū whakahaere e tino kite ana i te pai nā te āheinga atu ki ngā momo tautoko me ngā momo rauemi kīhai i riro i a rātau i te wā he tari iti noa iho rātau. He whare whakahaere hou hoki ō Te Ūranga Waka, ka mutu, he koha ā-whare, ā-tirohanga hoki aua whare rā ki te mātauranga Māori (he mea whakarākei ki ngā mahi toi a Toi Houkura). Ko te wāhanga tuatahi tēnei o te mahere e rima tau nei tōna roa, ka mutu, ka whakahoungia hoki ngā akomanga.

Nā te māmā tonu o te whakakotahitanga o Te Ūranga Waka me Te Whatukura i raro i te marumaru kotahi o Te Aho a Māui, e whakaatungia ana te kaha o te whanaungatanga e noho mai ana hai mātāpono here i a rātau, me te hiahia o te katoa kia anga whakamua te mātauranga Māori hai painga mō ngā hapori e manaakitia ana e rātau.

*Heoi anō, hai kōrero whakakapi i tēnei wāhanga o te pūrongo, ka hoki atu ki te kōrero nā te whānau o Te Ūranga Waka me Te Whatukura tonu: “Ko Takitimu te waka, ko Horouta te waka; kotahi te hoe”.*

### 2.3 Focus area: Applied Science, Horticulture Cluster

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

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

There is strong and consistent evidence that the suite of Horticulture programmes is meeting the needs of students and stakeholders. Programmes are tailored to different contexts but build on a delivery approach that has worked well in the past. For example, the Fruit Production course delivered for the first time in Hawke’s Bay was based on the strategy of taking programmes to communities; this resulted in two programmes being delivered on private orchard businesses based in Hastings. As a result of this collaboration, students gain real-life experiences and practical skills for working in an orchard. Of the 16 graduates in 2013, 14 gained employment. Employers have used the course to upskill current workers and to look for workers that demonstrate potential to work in their businesses. Employers also value the qualification the students achieve as a result of the course, given the tighter regulations for quality required when exporting produce. Students also have the opportunity to complete industry certifications from Growsafe, which provides short courses on the safe use of agrichemicals – particularly relevant for organic fruit production.

Alternatively, at Tairāwhiti students are gaining the skills they need to reconnect with the land in order to sustain themselves. There were many examples highlighting communities benefiting from the skills and knowledge of the students, tutors and graduates. One example included the development of eight kumara tipu beds in Tokomaru, which has provided a sustainable food source for the community which did not exist three years ago.

Changes are made to improve programme design and delivery based on student and industry feedback including: changing the delivery timeframe of the course in Fruit Production to align with seasonal work and the cycle of apple production; and reviewing the six-month revegetation of native trees programme to 12 months so students can learn the full cycle of plant growth.

Student course completion rates across all three programmes have ranged from 72 per cent to 91 per cent since 2011 (Table 4). This is well within the EIT and ITP course completion median for level 3 and 4 students. The majority of students in the courses have been predominately Māori, in which case Māori have also achieved highly.

<b>Table 4. Course completion rates (%) 2011-2013 Sustainable Horticulture Cluster achievement compared with EIT targets (all levels) and ITP (levels 3-4) sector results (SAC only)<sup>9</sup></b>									
Programme	2011			2012			2013		
	All	EIT	ITP	All	EIT	ITP	All	EIT	ITP
SH (Fruit Production)	<b>91</b>	78	75	<b>77</b>	79	76	<b>82</b>	80	77
SH – Growing NZ Natives	-			<b>74</b>			<b>72</b>		
SH – Sustainable Lifestyles	<b>79</b>			<b>83</b>			<b>76</b>		

Source: [www.tec.govt.nz](http://www.tec.govt.nz) and EPI data provided by EIT

Tutors are experienced and highly effective educators. Although they are geographically dispersed, tutors meet regularly (every term) to share challenges, teaching practice, programme content and teaching resources. It is also an opportunity for informal moderation of student performance across the same course run by different tutors. This has provided an opportunity to work towards consistency of programme delivery across multiple sites. Tutors talked of gathering assessment evidence through photos and in some cases video; copies of assessments are stored on shared drives as examples for other tutors to use. External moderation reports from Primary Industry Training Organisation indicate that the achievements of students are valid and reliable. The evaluation team was impressed at the collegiality and professionalism that existed among the tutorial staff and management given that they work alone for the most part, tutoring in different areas of the region.

All level 3 programmes are mapped against a literacy and numeracy framework.

Tutors have difficulty encouraging the range of students on their programmes to complete the Adult Literacy and Numeracy Assessment Tool. The availability of

<sup>9</sup> TEC Performance Reports 2011, 2012 and 2013

more computers has assisted with the logistics of completing the assessment. However, the assessment process itself is considered a barrier for the many young and mature students who are re-engaging in education as second-chance learners. For those that do complete the assessment, there was evidence in their gains reports that students are improving their literacy and numeracy skills.

Students provide feedback in a range of ways (for example, directly to tutors, and through suggestion boxes, question books and short anonymous surveys). These mechanisms help tutors to gather student feedback and respond immediately and appropriately. Formal evaluations are also analysed by the group manager to get an overall sense of themes and what needs to be improved. Having the student evaluations completed online has meant changes can be put in place for the existing cohort of students.

Learning facilitators provide support to students where needed; however, the main support to students are the tutors themselves. This is often inevitable as tutors develop a strong rapport with the students; students trust them and therefore they are often the first point of call for any issues relating to study or personal matters. Attendance and retention are issues in some classes, and tutors will often talk with immediate and extended whānau members to find non-attending students before the students receive formal letters of non-attendance from EIT.

Management is responsive to the needs of staff and students. Tutors felt that resourcing was generally not an issue, and any issues are addressed quickly. The group manager sets budgets and identifies priorities each year and manages community expectations effectively around what can be delivered and where. The group manager uses a range of information from different sources – including stakeholder feedback, student evaluations, and EPI data – to self-assess the suite of programmes and how well they are being delivered and what difference they are making to communities. This information is used to identify priorities for coming years. Tairāwhiti campus felt that it has a high level of autonomy especially to continue developing in this area to meet local needs.

## 2.4 Focus area: EIT Certificate in Carpentry (Level 3) and National Certificate in Carpentry (Level 4)

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

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

The Carpentry suite of programmes has consistently exceeded the EIT achievement target and the ITP sector medians for course completions (Table 5). These are very good results maintained through the merger of Tairāwhiti Polytechnic and EIT. The merger led to both campuses incorporating best practice activities from each (Tairāwhiti incorporating the Hawke's Bay project-based approach and Hawke's Bay incorporating the Tairāwhiti rural delivery methodology – taking the training to the students), strengthening delivery and achievement.

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<b>Table 5. Course completion rates (%) 2011-2013. Carpentry Cluster compared with ITP (levels 3-4 only), sector results (SAC only)<sup>10</sup></b>									
	2011			2012			2013		
	L3	L4	ITP	L3	L4	ITP	L3	L4	ITP
All students	78	83	75	81	90	76	85	83	77
Māori	62	83	70	69	88	73	75	76	75
Pasifika	67	100	71	100	0	73	100	69	73
Under-25s	89	80	76	79	92	78	83	88	78
Source: <a href="http://www.tec.govt.nz">www.tec.govt.nz</a> and EPI data provided by EIT									

In addition to the skills achieved on the programmes, employers appreciate the additional attributes that graduates demonstrate of reliability, punctuality and work-readiness. This appreciation is demonstrated by employers recruiting subsequent apprentices from EIT.

The programmes are valued by students and stakeholders, as evident in the increase in the number of apprentices, from 24 in 2011 to 56 in 2014 at Hawke's Bay and 42 in Tairāwhiti, with the majority from the level 3 programme. The level 3 certificate programme provides project-based training, including the total construction of cottages and transportable classrooms, which demonstrates to employers that the student has experienced all aspects of construction. Community projects, including marae renovation projects, have also fulfilled this aspect, and also contribute back to community through partnerships with local iwi. At the time of the EER, 90 per cent of Hawke's Bay level 3 graduates had gained apprenticeships. At Tairāwhiti, approximately 50 per cent of the level 3 students had either secured an apprenticeship or were pursuing a pathway to continue with their trade. The other half were being supported by staff to find a pathway at the end of their programme.

The level 4 programme provides training over a four-year period for apprentices employed in the industry, in conjunction with the certified builders Industry Training Association Building. The on-job training builds on carpentry skills and work-readiness competencies. Weekly night classes are provided for those apprentices who have not had previous carpentry training. Staff have strong industry networks, and formal and informal feedback provided very good examples that the students and the building industry's most important needs were being met.

The programme uses effective teaching strategies with very good results. The tutors are acknowledged for their teaching expertise, and regular visits by the level 4 tutors to apprentices at their workplace are an added bonus highly valued by both the apprentice and the employer. The level 3 tutors work alongside the trainees on

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<sup>10</sup> [www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/performance-by-type-of-tertiary-provider/about-itps/](http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/performance-by-type-of-tertiary-provider/about-itps/) and TEC Performance Reports 2011, 2012 and 2013

the 'build', replicating building site practice. The balance of theory and practice is appreciated by students and apprentices. A two-year exemption from external moderation attests to the quality of the assessments and judgments made. These collective strategies result in the high achievement attained by students. To maintain currency and practitioner licences, staff attend conferences and industry meetings, and work for periods in industry.

Staff in the first instance provide strong academic and pastoral care, attested by the achievements gained. Students highly valued the orientation and the complementary ongoing support they received from the library and the learning services team in their own school context, creating a sense of comfort and security. EIT has invested substantially in resources and facilities that directly support the teaching and administration of programmes. This includes workshops constructed at both campuses whereby cottages can be constructed indoors and undercover so weather does not affect or delay the practical components of construction.

## 2.5 Focus area: EIT Certificate in Tourism and Travel (Level 3) and Diploma in Tourism and Travel (Level 5)

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

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

Travel and Tourism has maintained excellent course completions for the period 2011-2013, averaging 88 per cent for certificate-level and 90 per cent for diploma-level study (Table 6). Māori student achievement in 2013 was stronger than for all students, with courses completions at 94 per cent for certificate study and 91 per cent for diploma study. Pasifika student achievement in the certificate was lower than the institutional average for all students, but this outcome is affected by the small numbers of Pasifika students studying.

<b>Table 6. Course completion rates (%) 2011-2013 Travel and Tourism focus area with ITP sector results (all levels) and priority learners<sup>11</sup></b>									
	2011			2012			2013		
	Cert	Dip	ITP	Cert	Dip	ITP	Cert	Dip	ITP
All students	89	85	78	77	90	79	88	90	80
Māori	82	63	70	75	82	73	94	91	75
Pasifika	100	100	71	67	91	73	25	100	74
Under-25s	89	83	76	76	95	78	84	88	78

Source: [www.tec.govt.nz](http://www.tec.govt.nz) and EPI data provided by EIT

<sup>11</sup> [www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/performance-by-type-of-tertiary-provider/about-itps/](http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/performance-by-type-of-tertiary-provider/about-itps/)

Management has developed a strong relationship with industry stakeholders through its advisory group. This has led to a renewed interest in the diploma programme work placements, which is a critical component of the programme. Through the work placements, students transfer their learning to a real workplace. The placements also provide the students with exposure to a potential employer, which has contributed to students gaining employment on graduation. For example, of the 16 students that graduated with the diploma in 2013, eight went into employment and three went into further training (in business or hospitality). This data is formally gathered by tutors.

The advisory group felt valued and engaged in key decisions affecting the delivery of the programme. For example, feedback from stakeholders has resulted in the work placements being offered during their off-season (previously during their peak busy season), which allows them more time to teach and mentor students. The advisory group is also involved in supporting field trips. The field trips are part of the certificate programme and are designed to engage students in real-life scenarios in a hands-on way to assist them with working in industry. Students were responsible for the organisation and delivery of various aspects of the field trip experience, which increased student confidence and readiness for the work placements.

Students noted that tutors assessed their learning styles and adapted their delivery to enable their learning needs to be met. Staff use peer and manager observations to ensure their teaching is effective, and regularly obtain feedback from students.

Staff commented that they actively engaged with and managed student learning and achievement. Students are interviewed halfway through their programme to ensure they are studying the stream most appropriate to their achievements and interests. There is evidence that students have good literacy and numeracy gains, assessed from the Adult Literacy and Numeracy Assessment Tool, and this was used to assist in understanding and meeting learners' needs. Staff are a tight team who work together to support their students throughout their study.

These programmes made extensive use of the Māori, Pasifika and international mentors. This support from the library and learning support services has evolved over time, from being timetabled into classes, to support staff dropping in to support students, to having set hours. Support staff also provide a written report to the head of school who uses the information to keep on top of any teaching and learning issues. Students rate the support highly, particularly the Youth Guarantee and Māori/Pasifika mentors who work alongside them in class, and the library and learning support staff who are readily available. Students also commented that they used the careers advisor to assist them to prepare their CVs and to gain employment. Tutors are active in monitoring student achievement and identifying those students in need of additional assistance.

All students details are entered into the database prior to enrolment to help ensure the needs of the students can be met through the programme. If the programme is not meeting their needs, students can exit after achieving the certificate. Most

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students continue to the diploma. The programme is resourced well; a dedicated computer space has been recently established which enables students to practise their computer skills on industry-related software, to undertake research in support of their industry and programme projects, and to develop their capabilities as independent learners. EIT online is also used to deliver content to students, and Facebook is widely used to engage with students and graduates.

Staff also confirmed that they had access to professional development opportunities and that they were encouraged to stay up to date with their industry through industry leave and conference attendance. There are good relationships between staff and managers, and the head of school has a monthly meeting with staff to discuss student performance, industry uptake and resourcing. Class representatives meet regularly with the head of school to discuss any issues over coffee; the head of school also reports back to the students on what has been done as a result of their feedback.

## 2.6 Focus area: Computing Cluster

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

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

Student achievement in this focus area was generally good based on overall course completions across all diploma and above-degree programmes. As shown in Table 7, postgraduate completion rates (90 per cent) were generally higher than degree completion rates (81 per cent), with some diplomas having much poorer completion rates – 44 per cent to 64 per cent – although it was noted that cohort sizes were quite small and this needed to be taken into account in comparing outcomes. Māori achievement varied considerably, with degree course completions at 70 per cent and postgraduate outcomes at 100 per cent. The gap in achievement between Māori and all student achievement seemed to be largely at Tairāwhiti. The School of Computing is putting in strategies in 2015 to lift the performance of those programmes where students are underachieving.

<b>Table 7. Course completion rates (%) 2011-2013 Computing Cluster achievement compared with EIT targets (all levels) and ITP (all levels) sector results (SAC only)</b>									
Programme	2011			2012			2013		
	All	EIT	ITP	All	EIT	ITP	All	EIT	ITP
Bachelor of Computing Systems	<b>71</b>	78	78	<b>74</b>	79	79	<b>81</b>	80	80
PG Dip IT	<b>n/a</b>			<b>n/a</b>			<b>90</b>		
Dip – Hardware and Operating Systems	<b>80</b>			<b>56</b>			<b>60</b>		
Dip – Multimedia and Web Development	<b>88</b>			<b>69</b>			<b>44</b>		

Source: [www.tec.govt.nz](http://www.tec.govt.nz) and EPI data provided by EIT

Outcomes from the programmes in this focus area are clearly highly valued by stakeholders, in particular the degree programme which includes a six-month internship or workplace project. Embedding students into workplaces while still completing their studies has meant students are able to gain employment with the company they undertook their internship/workplace project with. Students also commented on how they valued the ability to work and engage in real work while completing their degree, with one student interviewed stating that this was the reason they had chosen to study at EIT.

There was clear evidence that the large majority of Computing students (90 per cent) completing their studies at EIT are gaining employment and that the skills and knowledge they gained through their degree are highly valued by employers.

EIT has been active in ensuring that it is well connected with the local industry, with a local advisory committee comprising all the large information technology companies in the Tairāwhiti and Hawke's Bay regions. The committee is active in assisting the institute to find work placements for students and employment for graduates. They are enthusiastic in their support for the institution. The tutors also use Facebook and LinkedIn to stay connected with graduates once they leave.

The programmes offered by EIT have been well designed to meet the needs of local industry, including adding content such as Cloud Computing Sharepoint, adding postgraduate qualifications to enable people in employment to continue to gain skills, and embedding industry certifications such as those for Allied Telesis switch gear in response to industry requests. The tutors have been effective in getting and responding to student feedback, for example the way in which the video-conferencing is delivered. Students at Tairāwhiti commented that they valued the small class sizes and that these had enabled them to succeed.

Computing programmes are well resourced and the staff are active researchers who have gained recognition for the quality of their research through the

Performance Based Research Fund process. Student evaluations of teaching are used by staff to trigger discussions of teaching. Staff said they regularly discuss issues with students in the classroom. Staff also regularly visit the Tairāwhiti campus (twice a semester), and all marking of assessments, across all levels, is moderated by CITRENZ (Computing and Information Technology Research and Education New Zealand) on an agreed moderation cycle.

Students interviewed were enthusiastic about the support available to them from the library and learning support team and from their tutors. The tutors said they interviewed all students prior to enrolment, but this was not corroborated by the students interviewed. Students commented that while undertaking their internships they also felt well supported through regular meetings with their tutors. Staff noted that there were a number of initiatives planned for 2015 to lift Māori achievement.

Students commented that the tutors are engaging and know their industry well. Tutors know students by name and are readily available when students need additional help. Feedback on assessments is timely and useful.

Staff felt supported by management and had opportunities to contribute to the operation and resourcing of their programmes. Management valued and supported the strong engagement with industry, and the reputation of EIT is a strength of this focus area.

## 2.7 Focus area: Bachelor of Recreation and Sport (Level 7) and Diploma of Recreation and Sport (Level 5)

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

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

The Bachelor of Recreation and Sport programme has consistently exceeded the EIT achievement targets and ITP median for course completions (Table 8). Māori degree student results are on a par. These results have been maintained at or over 80 per cent for the past three years.

The Diploma of Recreation and Sport programme has yet to meet EIT targets. In 2013, the course completion rate was 68 per cent, below the institutional achievement target. Staff have a research project in place to determine the cause and whether any subsequent interventions are working. Staff identified that the under 20-year-old achievement rate particularly warranted attention and identified tighter monitoring of student attendance and progress and additional pastoral care as actions to improve achievement. It is too early to see the results of these actions.

<b>Table 8. Course completion rates (%) 2011-2013. Recreation and Sport Cluster compared with ITP sector results (all levels) and priority learners<sup>12</sup></b>									
	2011			2012			2013		
	Dip	Degree	ITP	Dip	Degree	ITP	Dip	Degree	ITP
All students	58	84	78	77	80	79	68	84	80
Māori	58	80	70	75	74	73	66	83	75
Pasifika	59	0	71	36	100	73	80	83	74
Under-25s	59	84	76	74	79	78	65	85	78
Source: <a href="http://www.tec.govt.nz">www.tec.govt.nz</a> and EPI data provided by EIT									

Degree students have the opportunity to participate in a voluntary community project (10 hours), two 25-hour practicums in year 2, and the cooperative education project (150 hours) in year 3, which can lead to employment opportunities. Students value these practical applications of theory and the work-readiness that the practicums and cooperative education project provides. Employment opportunities often emerge out of the work placements and the voluntary community project. Employers valued the work-readiness of students graduating through the theory/practice experiential learning focus; and community stakeholders valued students volunteering.

Students are interviewed prior to the commencement of the programme to ensure they are in the right programme and are aware of the content and outcomes. They are also clear about the programme pathways from the level 3 certificate to the level 5 diploma and then on to the degree. Strong networks with the industry and a particularly active local advisory committee keep staff up to date with industry expectations. These stakeholders note the preparedness of staff to 'consult, listen and action' feedback. They also acknowledge the sound reputation EIT has within the sport and recreation industry and in the wider Hawke's Bay region. Memoranda of understanding with local sport groups enable players and elite athletes to continue their studies while pursuing their chosen sport. This very strong liaison between EIT, students and the industry is clear evidence that the most important needs of each group are identified and responded to.

Students were extremely positive about the quality of the teaching and the staff open-door policy enabling ease of access and communication. The programmes have well-qualified staff with expertise internationally recognised in some areas. Staff teach a cross-section of students, including elite athletes with recognised abilities from the 'Pathway to Podium' project sponsored by Sport Hawke's Bay and EIT. Assessments are submitted for verification through internal or external moderation, affirming that assessment processes are fair, accurate and consistent. This was verified by the positive degree monitor and examination committee

<sup>12</sup> [www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/performance-by-type-of-tertiary-provider/about-itps/](http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/performance-by-type-of-tertiary-provider/about-itps/)

reports. Staff are well supported to undertake research, evidenced by their research outputs, some of which are internationally acknowledged, such as the research in exercise physiology. Where applicable, research is used to inform teaching practice.

Students were highly appreciative of the library and learning support services and facilities EIT had to offer. Students valued the online resources, activities and discussion forums and saw them as integral to their learning.

## 2.8 Focus area: Blended Learning (vertical focus area with specific focus on how the approach has been implemented in the Bachelor of Applied Social Science and Bachelor of Nursing)

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 the blended learning approach to delivering EIT degrees across the Hawke's Bay and Tairāwhiti campuses was implemented. While five degrees were supported to integrate blended learning, this study only focused on the Bachelor of Nursing (BN) and the Bachelor of Applied Social Science (BASS).

The evaluation team interviewed a small sample of students in both programmes (in different year levels) and across both campuses. The evaluation team found that BN and BASS students had mixed responses to the value of the blended learning model. While appreciating the flexibility it offers, including increased learner autonomy and quality learning resources, student experience suggests inconsistency in delivery and at times inconsistent support and guidance by staff to help them to engage in this approach, especially between campuses. Students found the support from library and learning services of great value.

Staff, however, felt the blended learning approach is working effectively. Staff received professional development and support to develop resources to assist them to engage effectively as tutors in a blended learning context. An Education Online forum has been established, originally out of a Nursing forum, and is actively supported by the BN and BASS teaching staff. Although staff from other blended learning programmes have been invited to participate in this forum, take-up is variable, limiting opportunities to share ideas, experiences and improvements across the institution.

The development of the Blended Learning Design Framework is assisting in enhancing the quality of the resources and should ensure a holistic approach in the blended learning model going forward. This may eliminate some of the current inconsistencies.

The evaluation team did not meet with any external stakeholders for the two degree areas in this focus area, although staff said employer feedback has been positive in

that they believed students exposed to greater use of technology would be better prepared for the realities of the workplace.

A research project first undertaken in 2013 is being repeated in 2014 to determine the value of blended learning to students and teachers. This research, along with formal and informal discussions indicates that self-assessment is occurring and ongoing and will lead to further improvements. There was evidence that formal mechanisms were in place to obtain and respond to stakeholder feedback.

Student achievement has remained consistently high across 2011-2013, (92 per cent; 92 per cent; 91 per cent) in both the BASS and BN, which suggests blended learning has not affected student achievement (either positively or negatively).

It was clear that blended learning is an institutional strategy. The evaluation team was aware that the approach to blended learning occurring in other degree programmes was positive for both students and teaching (for example, Bachelor of Arts (Māori) and Bachelor of Computing Systems). Staff appreciated the support received from management in terms of time for upskilling their knowledge of various technologies and developing learning resources. Progress of the blended learning project is monitored as part of the evaluation of the merger and achievement of the associated goals.

# Recommendations

NZQA recommends that EIT:

- Continue to monitor the achievement of its priority learners and the impact of key strategies and interventions to raise achievement and reduce the gaps in achievement.
- Continue to embed self-assessment processes across the organisation, and to leverage off and share the good self-assessment practice that is occurring across the focus areas.
- Continue to seek, evaluate and address feedback pertaining to the implementation of blended learning (from students, staff and external stakeholders).

# Appendix 1

## Mātauranga Māori Evaluative Quality Assurance (MMEQA)/Te Hono o Te Kahurangi

A unique combination of principles and concepts from Te Ao Māori sits at the heart of MM EQA. Te Hono o Te Kahurangi represents the significant point of difference in how mātauranga Maori qualifications, programmes, and organisations will be quality assured by NZQA. Mātauranga Māori evaluative quality assurance is explained in full at <http://www.nzqa.govt.nz/maori/mm-eqa/>.

NZQA recognises the importance of mātauranga Māori and the broader expectation that acknowledging and advancing Māori language, culture, and identity is important in providing a basis for Māori success in many educational settings. This has meant developing a quality assurance approach better able to understand and recognise the value of what is genuinely important to qualification developers and tertiary education organisations that base their qualifications, programmes, or broader operations, on the concepts and philosophy underpinning mātauranga Māori.<sup>13</sup>

Mātauranga Māori Evaluative Quality Assurance (MM EQA) is a rigorous and systematic evaluation methodology, designed to recognise the integrity, validity, and quality of mātauranga Māori qualifications, programmes of study, and tertiary education providers, on their merits. It seeks valid evidence from both mātauranga Māori and educational perspectives and has a strong focus on outcomes achieved or attained.

### **EIT external evaluation and review**

EIT requested that the Māori studies cluster of programmes be evaluated using the MM EQA framework, in particular ngā pātai tuākana (the key evaluation questions). This is the first time the MM EQA framework has been applied to one focus area within an organisation-wide EER.

The findings for the focus area weave together responses to ngā pātai tuākana – the kaupapa Māori dimensions within Te Hono o Te Kahurangi, where relevant as illustrations of practice within a mātauranga Māori context – as well as any important anchor points of relevance to Te Ūranga Waka.<sup>14</sup>

The focus area is written in English and te reo Māori. This English-language version of the focus area is attached as an appendix to the report. It is not a literal translation of the te reo Māori version but serves as a reasonable approximation for the English language reader.

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<sup>13</sup> Conversations on Mātauranga Māori, NZQA, 2012: <http://www.nzqa.govt.nz/maori/te-rautaki-maori/conversations-on-matauranga-maori/>

<sup>14</sup> Te Ūranga Waka is the name of the Māori Studies School within EIT

## Appendix 2

Focus area: Māori Studies Cluster (Bachelor of Arts (Māori), Certificate of Māori Studies (Level 2))

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

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

*‘Piki ake, kake ake i te toi huarewa, te ara o Tāwhaki, i piki ai ki runga’<sup>15</sup>* – a phrase used by Te Ūranga Waka and Te Whatukura reflects their commitment to excellence and the advancement of te reo Māori, an outcome highly acknowledged and valued by iwi in Tairāwhiti and Hawke’s Bay. Meeting this outcome is about how well Te Ūranga Waka and Te Whatukura support students to achieve and also how they work and support their communities to realise this outcome for themselves. To this end, Te Ūranga Waka and Te Whatukura students host and participate in EIT pōwhiri as a valued part of their learning; Te Ūranga Waka actively supported the recent national Manu Kōrero speech competitions and wānanga reo for Ngāti Kahungunu; staff at the Hawke’s Bay campus work collaboratively with other schools within EIT to develop kaupapa Māori content relevant to their programmes (for example, nursing, social work and hospitality); and staff from both campuses are also actively involved in their communities (marae, hapū and iwi). EIT was acknowledged by external stakeholders for its role in supporting and hosting Te Panekiretanga o te reo Māori (Institute of Excellence in the Māori language) at its Hawke’s Bay campus for many years.

Mātauranga Māori principles such as whanaungatanga and manaakitanga are also reflected in how both kura interact with their students. Students feel nurtured, embraced and encouraged to be themselves, ahakoa ko wai, ahakoa nō hea (building on who they are and where they hail from). Students enjoyed the Te Ūranga Waka and Te Whatukura environments but are encouraged to immerse themselves in the culture of EIT by attending orientation and other EIT activities. Staff attend to many of the pastoral care issues of students themselves. However, through their own self-assessment, management identified that this was becoming progressively difficult to manage, with students presenting with a range of complex issues.<sup>16</sup> Since the merger, there is now more specialised support (pastoral, academic, mātauranga Māori) available to students at both campuses. Formal student feedback attested to the support they received as being a major contributor to their achievement.

Both the certificate and the degree programmes are designed to meet the needs of students seeking either introductory or advanced te reo and tikanga Māori

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<sup>15</sup> A phrase from the Ngāti Kahungunu oriori *Pinepine te Kura* adopted in 1996 by the then Te Manga Māori as its philosophical framework.

<sup>16</sup> The staff self-assessment report referred to students coming from low socio-economic circumstances, with few qualifications and negative educational experiences.

competence and knowledge. The programmes are enriched in the tikanga, mōteatea, whakatauākī unique to each rohe, giving recognition and expression to the mātauranga of the haukāinga. Both programmes are part of a learner progression pathway that starts with the certificate programmes (level 2 and 4), which leads into the Bachelor of Arts (Māori) and then the Honours degree. Based on student feedback, Te Ūranga Waka and Te Whatukura are looking to improve the progression pathway for students, in particular those who struggle to make the transition from the level 4 certificate through to the degree, mainly due to the reo requirements. In response, in 2013, both kura offered more support to students to improve their reo Māori through evening classes and kura reo (immersion blocks). Surveys of students who attend the wānanga reo found them highly valuable for improving their reo, therefore more wānanga were run in 2014. Take-up of this at Te Ūranga Waka, however, has been low by students and is something the school is addressing. Part of the response to addressing the progression issue for students is the redevelopment of the degree which began in July 2014 and is expected to be completed in May 2015. It is imperative that EIT, Te Ūranga Waka and Te Whatukura progress the redevelopment process to address issues raised by students and the degree monitor report (outlined below). At the time of the EER, the management team was already informally gathering feedback from students, graduates and wider stakeholders on what content would best meet their needs for the redeveloped degree.

Tutors/lecturers are highly regarded by a range of stakeholders for their knowledge, skills and contribution to EIT and the wider community. Expressions of pūkengatanga include a lecturer being awarded Te Ahorangi o te Kupu, the supreme language teacher award within Ngāti Kahungunu, a significant acknowledgement for her teaching expertise, practice and mentorship; at least two staff who are native speakers; and another six staff members who are graduates of Te Panekiretanga o Te Reo Māori. Staff are also encouraged through their research activities, professional development and community networking to pursue avenues to participate in and contribute to advancing scholarship in mātauranga Māori. Degree staff have allocated research hours and are actively working on a range of local and iwi research projects that directly impact on valued outcomes for students and communities (for example a research study investigating the dialectical differences in Ngāti Kahungunu reo). Staff are well supported with development opportunities, including wānanga reo and postgraduate study opportunities. All these initiatives have contributed to the growth of mātauranga Māori and have also assisted teaching staff to reflect on and improve their own practices as educators.

Whanaungatanga, manaakitanga and pūkengatanga practices, combined with a mix of programmes that meet the needs of a range of stakeholders have contributed to students feeling supported to achieve in their course of study and also to experience personal growth, self-esteem and positive identity as Māori. As a result, students (degree students in particular) achieve well, as noted in Table 9 below. Degree graduates also acquire valuable skills sought after by a range of

industries and employers who are looking for people who have the skills and confidence to engage and participate in both Pākeha and Māori worlds. Over 85 per cent of degree graduates are employed in a range of industries that draw on their skills. Degree students also aspire to be positive role models for their children and family; and to occupy and enact roles on marae and in community settings. There was strong evidence presented by a range of sources that this was occurring, including a study commissioned by Te Ūranga Waka focused on the destination and contribution of the graduates. Furthermore, staff whakapapa to different marae and hapū in their communities and therefore witness first-hand how well their graduates contribute to their communities. The practices are also helping certificate students, who also tend to be engaging in tertiary learning, te reo Māori and taha Māori for the first time. The level 2 pathway is a gentle introduction to mātauranga Māori and many<sup>17</sup> of these students then progress to the level 4 certificate programme and/or further training.

Table 9 shows that degree course completion outcomes have achieved consistently above the EIT level 5 and 6 average achievement rates for the last three years. These are excellent results. The performance of the certificate programme has been variable over the past three years. It has not achieved well against EIT's course completion target of 74 per cent, and retention is also generally below 50 per cent. In 2012, to improve retention and completion, Te Ūranga Waka and Te Whatukura put in place more robust entry, selection and admission practices and support to better understand and respond to the needs of students. Data for 2013 suggests these improvements have had some impact on completion, but retention rates are still low.

EPI	2011		2012		2013	
	Certificate	Degree	Certificate	Degree	Certificate	Degree
Completion rates	68	81	67	84	74	83
Retention	58	78	35	63	41	68
Progression – certificate only	79		81		70	

Source: [www.tec.govt.nz](http://www.tec.govt.nz) and EPI data provided by EIT

In addition, in 2014 Te Ūranga Waka and Te Whatukura offered the level 2 certificate through a wānanga approach (which includes evening classes, tutorials and noho marae). Increased student numbers demonstrates that this change has met a need; however, the impact on retention and completion is less clear. Setting

<sup>17</sup> Based on EIT EPI data, progression rates for all level 2 certificate students was 79 per cent (2011), 81 per cent (2012), and 70 per cent (2013).

targets throughout the year and formally monitoring these would assist the management team to track whether its improvements are having an impact on retention and course completion.

Generally, the evaluation team found positive examples of self-assessment leading to improvements across the suite of programmes, including the focus area. For example, the Honours degree was redeveloped and delivered online this year to meet the needs of students who work or who have families. Although the Honours degree is not part of the scope, the evaluation team heard positive feedback about this degree throughout the EER. Blended learning has also been integrated into the degree (online content and delivery) about which both staff and students referred to positively.

The evaluation team noted at the time of the EER that there were still some recommendations from the degree monitor that needed to be actioned. These will be addressed by May 2015, as agreed with the monitor. The programme advisory committee meets annually; currently there are no Tairāwhiti members/stakeholders on the programme committee. Plans are also in place to address this. There is an opportunity for management to research how its own mātauranga Māori principles and practices are contributing to the high rates of student success and achievement. The evaluation team also encourages Te Ūranga Waka and Te Whatukura to collectively set targets for student success, particularly for the certificate-level students, and to carefully monitor how actions are contributing to lifting educational performance.

Management staff felt well supported by EIT. The merger with Tairāwhiti has been a positive experience for Te Ūranga Waka staff who formed strong, professional relationships with their colleagues in Te Whatukura. The two kura were recently merged into the Faculty of Education, Humanities and Health Science. While this was a contentious issue initially, the impact of the change has been positive, particularly for the management team who now have access to support and resources that they could not access as a small faculty. Te Ūranga Waka also has a new administration block which in itself is an architectural and visual (adorned with many Toi Houkura art pieces) contribution to mātauranga Māori. This development is phase one of a five-year building plan which involves replacing the dated teaching facilities at the Hawke's Bay campus. Overall, the relative ease with which both Te Ūranga Waka and Te Whatukura have come together under the one mantle of EIT demonstrates the strength of whanaungatanga as a binding principle and the shared commitment to advancing mātauranga Māori for the communities they serve. *Heoi anō, hei kōrero whakakapi nā te whānau o Te Ūranga Waka: "Ko Takitimu te waka, ko Horouta te waka, kotahi te hoe".*

# Appendix 3

## Regulatory basis for external evaluation and review

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

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

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

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

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

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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*Final Report*