

Report of External Evaluation and Review

Manukau Institute of Technology

Date of Report: 7 December 2010

Contents

Purpose	3
Manukau Institute of Technology in Context	4
General Conclusion	5
ITP Response	6
Basis for External Evaluation and Review	7
Scope of External Evaluation and Review	8
Findings	10
Recommendations	25
Further Actions	25
Appendices	26

Purpose

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

Manukau Institute of Technology in Context

Location:	Newbury Street, Otara, Auckland City
Type:	Institute of Technology/Polytechnic
Size:	6,880 EFTS (from 2009 Annual Report)
Sites:	The main campus is spread over two sites in Otara, with some programmes offered from other premises in Auckland city, notably English language and business programmes at Newmarket, and nautical and marine programmes at Quay Street.

Characteristics of Manukau Institute of Technology

Manukau Institute of Technology is a major provider of tertiary education in the southern part of Auckland city, serving a diversity of communities, cultures and ethnicities. The Institute offers a full range of programmes from some provision at NZQA levels 1-4 to a doctorate in business (through Southern Cross University). The Institute has established a major vocational, applied professional and higher education programme portfolio, complemented by successful relationships with other providers, e.g., with University of Auckland, for the visual arts degree.

In recognition of the low educational engagement that characterises south Auckland, funding has been provided by the Tertiary Education Commission for the Institute to implement a 'tertiary high school': offering an experience for 'at risk' students that combines study for NCEA with introductory courses to selected programmes at the Institute.

Quality Assurance History

ITP Quality conducted a full audit of Manukau Institute of Technology in August-September 2006. With 21 examples of good practice being identified, three recommendations made, and one low-risk corrective action notified, the Institute was awarded Quality Assured status for four years. A subsequent Mid-Term Quality Review was conducted in November 2008 which endorsed the Institute's Quality Assured status, making one recommendation. The Review also drew favourable attention to the opportunities for sharing good practice across departments and faculties, the integration of student services throughout the Institute and to the role of the quality assurance development group as a "valuable forum for further development of quality assurance processes".

General Conclusion

Statement of confidence on educational performance

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

Manukau Institute of Technology provides a range of programmes from foundation to postgraduate level, with strong student achievement and work readiness. TEC performance measures rate the Institute highly: the 2009 educational performance measures gave a third ranking among polytechnics in terms of course completions (76%), a third ranking in terms of qualifications completions (58%), a second ranking in terms of students progressing to higher study (43%), and a fourth ranking in terms of students retained in study (52%). Further details are given in Appendix 1.

The Institute has established internal expectations of its course completion rates, and has assiduously developed and implemented strategies to address issues in those programmes in which students do not achieve as highly as the Institute's benchmark. From data available for the first semester of 2010, this level of educational performance seems highly likely to be maintained, if not increased. There are also improving course completion rates for Māori and Pacific students.

Students, industry and the wider community value the programmes the Institute offers. External stakeholders are engaged in the development and modification of programmes in order to ensure continued relevance to industry. Staff-members are competent in their teaching practice, undertaking appropriate professional development and maintaining their industry connectedness. Students are well supported in their learning, both through central service units and by teaching and administrative staff within schools and faculties.

The Institute's governance and management have a clear focus on quality teaching and ensure that it is well resourced. There is also a commitment throughout the Institute to the need for students to be familiar with working in digital environments, consequent on the shift in the workplace to greater use of electronic technologies. This is expressed in a current 'blended learning' project in which face-to-face educational delivery is combined with workplace applications of digital technology.

Statement of confidence on capability in self-assessment

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

The Institute has welcomed the replacement of the external audit by evaluative methodologies. Annual Programme Reviews provide snapshots of current educational performance of each programme for the Academic Board and detail actions for further improvement. These documents provide the background to on-going self-assessment by the teaching staff and programme management of the teaching, learning and support services provided to students. This culture of self-assessment extends to service centres as well. Implementation of such actions has contributed to the steady gains in educational performance. Even more significantly, the teaching staff continually self-assess their teaching performance and introduce new strategies and approaches to enhance the effectiveness of their engagement with students. They also continually review the learning support services provided, modifying them as appropriate to better meet the needs of students.

An Institute-wide Academic Plan is prepared annually for Academic Board and is circulated widely for consultation before adoption. The current plan targets core teaching values, interactive delivery and industry engagement; and includes blended learning and the design of appropriate learning spaces as specific projects. Each successive plan has been developed from a comprehensive self-assessment of the effectiveness of current strategies and approaches to learning, teaching and student support.

Staff in programmes have good working relationships with industry and other appropriate external stakeholders through personal networks and advisory committees. Even so, the Institute has identified the improvement of stakeholder relationships as an issue for further development within the Academic Plan. As a precursor, some methods of engagement with stakeholders are being trialed, with implementation of a better system likely as part of new student management software currently being assessed. The Institute also sees value to graduates in forming an alumni organisation. The Institute envisages that technology transfer is an appropriate route for making research results derived from staff and student research available to business, industry, and the wider community; the Research, Development and Technology Transfer Fund is the first phase of the implementation of this vision.

ITP Response

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

Basis for External Evaluation and Review

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

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

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

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

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

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

Scope of External Evaluation and Review

Identification of Focus Areas

Programmes chosen were drawn from a number of levels, from certificates to degrees; being representative of the Institute's faculties and schools, retention and completion characteristics and, overall, representing a significant proportion of the polytechnic's students and EFTS. In addition, it was decided that the 'Tertiary High School' should also be included as a focus area. Programmes taught by the Institute on behalf of Southern Cross University and the University of Auckland were excluded from consideration, as these programmes are wholly owned by the external institutions and subject to their quality assurance processes.

Faculty	Programme	NZQA Level*	2009 data	
			No. of students	Course completion %
Business	NZ Diploma in Business	6	496	63
	Bachelor of Business (Accounting)	7	425	78
Education and Social Science	'Tertiary High School'	2-3	40	-
	Bachelor of Education (Early Childhood Teaching)	7	332	91
Engineering and Trades	Certificate in Horticulture ^①	2	45	88
	Cluster of Certificates in Electronic Engineering ^②	2	155	53
		3	45	85
		4	56	88
Health	Certificate of Achievement in Introducing Health Promotion ^③	4	107	96
	Certificate in Pacific Community Health Work ^④	4	17	100
	Certificate in Community Health Work ^⑤	4	22	99
Consumer Services	Certificate in Cookery	3	54	86
NZ Maritime School	Diploma in Nautical Science	5	91	83
Manukau School of Visual Arts	Diploma in Visual Arts	5	37	72
<i>Student-weighted course completion rate for programmes in focus areas^⑥</i>				77
<i>Institutional completion rate^⑦</i>				76
Notes ^① Has a blended learning component ^② Level 2 has had lower success than subsequent levels; evaluation of the Level 2-4 cluster was included to enable consideration of success of intervention ^③ Programme delivered by the Health Promotion Forum ^④ Placements secured through Pacific Health providers ^⑤ Placements with Maori health providers, NGOs, PHOs and DHB ^⑥ Using same methodology as in note 7 ^⑦ http://www.tec.govt.nz/Reports/2009/Manukau-Institute-of-Technology.pdf				

NZQA level	1-2	3-4	5-6	7-8
No. of programme areas	2	6	3	2
No. of students enrolled in 2009	200	301	624	757
Student-weighted course completion rate	61 %	92 %	66 %	84 %
Course completion rate^①	76 %	73 %	72 %	87 %
^① http://www.tec.govt.nz/Reports/2009/Manukau-Institute-of-Technology.pdf				

The above tables indicate that the sampled programmes have in aggregate and by level similar completion rates to those reported for the Institute overall in 2009.

In addition to the academic programmes, the Library and Research were identified as Institute-wide focus areas. Governance and Management, and 'Achievement and Academic Support of International Students' were also included as focus areas. The latter was addressed through meeting with those responsible for international students at an institutional level, and meeting with selected international students as a group. Where international students were included in programme/cluster student groups, their comments on the nature and level of support achieved were also sought.

Findings

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

1.0 Key Evaluation Questions

1.1 How well do learners achieve?

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

Explanation

Student educational achievement at the Institute is improving with time, the EFTS-weighted course completion rate increasing from 63% in 2008 and 64% in 2009 to 75% in the first semester of 2010. However, although showing the same time-trends, the course completion rates are noticeably lower for school-leavers (58% in 2009) and NZ Māori (50.5% in 2009) and Pacific people (49.8% in 2009). Further details are given in Appendix 2.

Through setting internal benchmarks, the Institute has reviewed programmes with low course completion rates, intervening with improvement strategies or programme closure as appropriate. An example of such changes is the addition of the 'Academic Skills for Business Studies' course to the NZ Diploma in Business in 2010. Another example is modifications being made to the Level 2 Certificate in Electrical Engineering. Such changes attest to the continual self-assessment being undertaken at programme level across the Institute. It is probable that high success rates can also be attributed to staff commitment and professionalism, particularly in early childhood teaching and the community health programmes.

In addition to meeting the learning outcomes related to the programme, students benefit in other ways as well. For example, those in the marae-based horticulture programme show measurable improvements in their literacy and numeracy, enhanced self-esteem, a motivation to share their knowledge and contribute to their community and family well-being – and, in many cases – a desire to proceed to further study. Similar attributes were found in students enrolled in the community health programmes. A further example of fostering complementary personal and academic success is in the Certificate in Tertiary Pathways, which was offered for the first time in 2010 to secondary school students identified as at risk of disengaging with education despite their academic abilities. There is evidence that that learner achievement is significantly ahead of what those students would have achieved had they remained in their high school.

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

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

Excellent.

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

Good.

Explanation

Evidence from students attested to the relevance of the courses to workplace practice and the value of the qualification in gaining employment. Part-time students working in the industry, e.g., in the Bachelor of Education (Early Childhood Teaching), or those who worked in the industry prior to training, e.g., Certificates in Electrical Engineering, were particularly complimentary of the workplace relevance of their programmes. In these programmes and in the National Certificate in Cookery and in the Diploma of Nautical Science, students commented favourably that the facilities within the Institute mirrored those of the work environment, thereby adding value to the experience. Students also value their qualifications as pathways to higher-level programmes, both within the Institute and with other providers.

Industry engagement by staff either through advisory committees or less formal networks is generally effective, resulting in contribution of industry perspectives to the self-assessment process. Knowledge of the employment outcomes of graduates is more readily achieved where the former students are in industries that require registration (e.g., health, education and nautical science) or in programmes with relatively small numbers (e.g., cookery and visual arts). In less regulated industries it is more difficult to track students' later movements because they are less likely to return to the Institute to gain or retain registration. The Institute has, in fact, identified the improvement of stakeholder relationships as an issue for further development in its Academic Plan. As a precursor, some methods of engagement are being trialled, with implementation of a better system likely as part of new student management software currently being assessed.

The Institute has developed strong and strategic partnerships with other educational providers for particular programmes (e.g., University of Auckland, Te Wananga o Aotearoa, Southern Cross University). The Institute also envisages that technology transfer is an appropriate route for making its research results available to business, industry and the wider community; the Research Development and Technology Transfer Fund established by the Institute is the first phase of the implementation of this vision.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

Explanation

There is no doubt that the Institute's programmes have been developed with the needs of learners and industry firmly in mind. An example is the recognition that the Bachelor of Business degree serves a different market from other business degrees in Auckland and that in its present form has low appeal to school leavers, which activities like Biz Express, Experience Day and staff involvement in schools' careers days are intended to address. Another example is the review of the Diploma of Visual Arts which will be undertaken to ensure alignment with stair-casing from the newly approved Certificate in Creative Arts and the strategic direction of the new Faculty of Creative Arts. Programme redevelopment will focus on ensuring that a South Auckland ethos is reflected in the programme, giving a new impetus and flavour.

Programme leaders have generally been responsive to adapting programmes to meet changing needs which have been expressed through student evaluations or feedback, through contact with industry, or after discussion and reflection with staff. Students cited a few examples where they considered their learning needs had not been met, but these are considered to be isolated occurrences.

Staff research is consonant with the discipline, and so the range of outputs includes investigation and solution of 'industry' problems, social and educational research, and creative works. Student researchers recognise that the investigative and presentational aspects of research meet their needs for these skills in employment.

The Institute has identified 'blended learning' through which digital technologies used in the workplace and community are replicated in teaching and learning as a means of enhancing engagement and work readiness, as a priority and this is a current project.

The Academic Board has a clear role in assessing whether programmes continue to meet the needs of learners and other stakeholders. The Board requires evidence of consultation with stakeholders before final approval of programmes is given. Council affirmed that the Institute "had a good sense of who their community is and is loyal to the community".

1.4 How effective is the teaching?

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

Explanation

The excellent student outcomes are supported by highly effective teaching, usually complemented by a friendly and caring learning culture, but one that remains focused on educational achievement. The effectiveness of teaching is demonstrated through the Institute's completion statistics. The Institute affirms the value of teaching through an internal awards scheme. The Institute's governance and management have a clear focus on quality teaching, and that it should be well resourced. A recent example is the engine-room simulator to complement the existing bridge simulator in the NZ Maritime School. The Investment Committee puts aside funds for institute-wide and specific projects to enhance teaching and learning.

Staff undertake self-assessment of their teaching, often collaboratively and collegially, and this is complemented this by analysis of the results of student evaluations, both formal (i.e., Institute-wide) and informal surveys (within courses), as well as from informal discussions with students.

Effectiveness of teaching is enhanced through the use of learning environments that mimic the real world, e.g., restaurants (in Cookery), wiring booths (in Electrical Engineering), bridge simulators (in Nautical Science), and through the use of 'blended learning' in which similar digital technologies are used in the classroom as in industries, e.g., in Cookery where digital photographs are used for both evidence and assessment, and iPods and U-tube are used for theory notes and recipes. The Institute's learning portal – eMIT – is increasingly being used for providing teaching resources to students.

The Institute provides a high level of support to teachers through professional development and the opportunity and encouragement to undertake research either related to teaching or in their discipline. Recognising the benefits of research informing undergraduate teaching, the Institute requires all staff teaching on degrees to develop a research plan and become research-active. Research activity and productivity of staff-members are evaluated through the annual staff appraisal process. Research students interviewed were highly praising of the support and guidance provided to them by staff who had supervised their research projects.

1.5 How well are learners guided and supported?

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

Explanation

Learners are well supported in their learning at the Institute. Programme staff are invariably committed to helping their students succeed, not only in their programme of study, but also in developing their self-confidence, time organisation and work readiness attributes. Programme leaders are often actively involved in pastoral care, particularly of those students at risk of non-completion through non-attendance. Staff take account of commitments of students' lives outside the Institute. Examples include arranging additional tutorials, and providing online resources.

Specific support for Maori and Pacific students is provided in some programmes, e.g., a 'learning commons' for Pacific students in the community health programme, the establishment of support groups in Cookery, the appointment of a Maori and Pacific liaison person / lecturer in Visual Arts, a dedicated Maori support staff member to respond to Te Reo and Nga Tikanga issues in the Bachelor of Education (Early Childhood Teaching), and strengthening Pacific community links for the Bachelor of Business programme. However, in what is inferred to be an isolated example, the need for increased learning support for Maori and Pacific students appears not to have been recognised in the Certificate of Engineering (Level 2).

Recognising that literacy and numeracy are critical to educational success many programmes have these skills embedded in them and diagnostic testing is used to identify students with learning needs in these areas. That said, there can be difficulties in securing appropriate mathematics and accounting assistance for students in higher level courses in the Bachelor of Business.

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**.

Explanation

Teaching staff generally felt supported by the manager of their programme, and managers, in turn felt supported by the Institute's senior management. Business Faculty managers have recognised that sound business cases are well received by senior management. All staff appear to have the opportunity to be involved in institutional planning and policy development related to academic programmes. The advantage of staff undertaking professional development, maintaining currency of knowledge and skills through interaction with industry and business stakeholders, and the undertaking of applied research is recognised and supported throughout the Institute.

Council acknowledges the high quality of the information and analysis provided to them by senior management. Moreover, Council affirms the vision for the future of MIT is 'extraordinary and a tribute to the senior management team'. Council demonstrates an effective approach to the induction of new members and recognises the particular strengths they bring. In particular, in 2010 they developed a 'strategy' map and 'strategy map accountability matrix', which enabled them to determine the workshops to which Council members could best contribute. Senior management has a good working relationship with Council. Monthly Council meetings are preceded by a workshop focusing on a particular topic, generally discussion at a workshop precedes decision-making at a subsequent meeting. Council is well and appropriately briefed by management on educational performance.

2.0 Focus Areas

2.1 Focus Area 1: New Zealand Diploma in Business

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

Educational Performance

This programme has a recognised value to students and industry through a long history of being offered through many polytechnics. Within MIT there have been declining completion rates, which staff-members have recognised and appear to be successfully redressing. Staff are committed to helping their students to succeed, including through increasing use of blended learning, enhancing industry-related content, and developing on-line courses. The Programme Manager has a strong concern for academic success of and pastoral care for students, as well as providing sound management of the programme.

Capability in Self-Assessment

The management and staff of this programme have implemented appropriate and well-considered self-assessment strategies to enhance course and programme completions within a supportive culture, consistent with the implementation of the Faculty's strategic plan.

2.2 Focus Area 2: Bachelor of Business (Accounting major)

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

Educational Performance

This is a degree programme for which staff well understand its market niche, but are still attempting to increase enrolments from school leavers and Māori, building on their success with Pacific students. The degree is valued highly by both employers and students, and flexibility has been incorporated to meet the desire for a degree with NZICA accreditation or for a degree in which this is not a priority. Monitoring of attendance and recognition of the differing roles of academic staff and central support staff in helping students succeed appears to be contributing to high retention and completion rates. Staff report being well supported in professional development and research.

Capability in Self-Assessment

Staff in this programme have developed and are implementing strategies to improve the completion results for this programme, as part of a comprehensive Faculty Strategic Plan which also identifies the need to improve connectedness to industry through a Business Club, to further enhance research, and develop ways of enhancing knowledge of graduates.

2.3 Focus Area 3: Certificate in Tertiary Pathways – “Tertiary High School”

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

Educational Performance

This is an impressive programme targeted at those students identified as academically capable but at risk of disengaging with secondary schools. The programme is a mix of courses that gain NCEA credits and those that provide ‘tasters’ of programmes that MIT offers. 2010 is the first year in which this programme has been offered: retention is 78%; the completion rate of the Pathways Certificate at mid-year was 43%, with 75-80% completion of NCEA Level 1 certificate anticipated at the end of the year. The staff are committed to the concept of the “tertiary high school” and are highly encouraging of the students’ achievement of NCEA in this supportive environment. An important element of the programme is the involvement of students’ families, at the start of the programme, during the programme, and in graduation celebrations, engendering pride and demonstrating the transformative nature of the programme.

Capability in Self-Assessment

Self-assessment has been embedded from the outset in this programme, to ensure continuing consonance with NZQA requirements for the NCEA components of the programme, to facilitate completion of these components, to ensure pathways are provided to appropriate levels of relevant programmes within the Institute, and most importantly to ensure continuing engagement by students. Although only in its first year of offering, the programme has already been reviewed with a view to making it still more beneficial to participants, but also to inform the development of the second year of the programme. A commitment to professional development and a culture of self-reflection for those involved on teaching the programme is strongly evident. A recognised challenge is especially with a view to enhancing Māori achievement.

2.4 Focus Area 4: Bachelor of Education (Early Childhood Teaching)

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

Educational Performance

Students enrolled in this degree achieve very high (~90%) course completion rates, and gained confidence in their knowledge and ability and an understanding of cultural diversity. This is a programme taught by committed staff who engage in professional development and research to maintain their currency in the area. The staff are well connected to the 'industry', through the programme's advisory committee and through providing seminars to staff in Early Childhood Education centres, and by offering further courses so that graduates can obtain professional accreditation. There is clearly a strong engagement between teachers and learners, with appropriate encouragement to use other MIT services where appropriate. There is undoubted support for the programme from 'industry' and placement providers.

Capability in Self-Assessment

Self-assessment is used continuously as part of the engagement with students on the programme. In addition it is used strategically, as in identifying and implementing improvements in the success of Nga Tikanga students, and in modifying the forms of assessment. Feedback from the advisory committee and from associate teachers who see students on placement forms part of the self-assessment process. All staff are involved in these practices and contribute to the annual programme review activity.

2.5 Focus Area 5: Certificates in Electrical Engineering (Levels 2, 3 and 4)

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

Educational performance

Of this cluster of programmes there are high completion rates at Levels 3 and 4. These programmes are taught effectively and provide students with extensive industry engagement and experience. The graduates are valued highly by industry stakeholders. However, the underpinning Level 2 programme has shown declining completions, despite increasing enrolments. As a consequence this programme has been externally reviewed and a range of strategies to enhance the course and its delivery have been implemented.

Capability in self-assessment

The self-assessment regime for this cluster of programmes has been augmented through the external review and associated development plan for the Level 2 programme which underpins the well-performing programmes at Levels 3 and 4. It will be important that the implementation of the plan addresses the issue of low achievement by Maori and Pacific learners in the Level 2 programme.

2.6 Focus Area 6: Health cluster: Certificate of Achievement in Introducing Health Promotion (Level 4), Certificate in Pacific Community Health Work (Level 4), Certificate in Community Health Work (Level 4)

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

Educational performance

These certificates have strong impacts on students' lives. The skills, learning and awareness acquired leads to strong personal growth and an ability to better respond to workplace and personal issues. External stakeholders were impressed with graduates' confidence and skills. Staff are clearly committed to student support and success.

Capability in self-assessment

There is a strong culture of continuous improvement in these programmes, which results from active engagement with learners. The programme manager maintains close contact with providers of placements and other stakeholders to ensure responsiveness of the programme to changing 'industry' needs.

2.7 Focus Area 7: National Certificate in Cookery

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

Educational performance

This programme's success is based on a high level of industry engagement and knowledge and relevance to the workplace. Students value the knowledge and capability of staff and management and believe they achieve relevant outcomes in relation to their culinary skills, teamwork and personal development. The facilities enable students to learn in a 'real world' environment. The strong emphasis on successful outcomes for graduates, both in further study and in employment, is commendable.

Capability in self-assessment

Strategies are in place for enhancing attendance and hence success, particularly for Pacific students. The staff engage in close monitoring of student progress and of their own teaching techniques, both of which ensures an effective culture of self-assessment across the programme. However, there could be closer monitoring of performance data during the semester, especially when improvements have been implemented. The effectiveness of the Advisory Group is being evaluated, with a view to enhancing still further the industry connectedness of staff. The process for recording and sharing insights and developments in the industry is one that could be more widely adopted within the Institute.

2.8 Focus Area 8: National Certificate in Horticulture (Level 2)

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

Educational performance

Offered on a marae, and supportive of health initiatives, this programme fosters positive learning outcomes in horticulture knowledge (with more than 80% completion), as well as enhancement of self-esteem, work readiness and confidence. It contributes strongly to marae-based social development and economic assistance activities. The programme is taught by dedicated staff who tirelessly support their students in their learning and whose passion is clearly evident.

Capability in self-assessment

Discussion with staff made it clear that self-assessment is practised on an on-going basis, and focused on making improvements to the effectiveness of teaching of the enrolled students, and its relevance for the marae hosting the programme.

2.9 Focus Area 9: Diploma in Nautical Science

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

Educational performance

This is a programme that prepares students for responsible positions at sea, and is recognised worldwide for the quality of its teaching and support for students. Staff are dedicated teachers and experienced seafarers themselves, maintaining currency in the subjects they teach and their maritime applications. Students and graduates clearly grow as people during the training and associated sea-time and there is good evidence that they are sought after internationally.

Capability in self-assessment

The complete activities of the School and its programmes are comprehensively documented and overseen by the School's management, enabling effective implementation of self-assessment at all levels, which has engendered a climate of excellence of delivery of education and professionalism in all the School does.

2.10 Focus Area 10: Diploma in Visual Arts

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

Educational performance

The programme is valued by students for being a pathway to the University of Auckland's Bachelor of Visual Arts. Although there has been a recent increase in enrolments, completion rates are low and have declined. This programme is now in a transition phase with a range of strategies to be implemented to create a more interdisciplinary approach to the visual arts. Management and staff are committed to providing an inclusive learning environment and have a strong background in their own practice which is shared with colleagues and students to inform improved learning environment and outcomes for learners. The emergent Faculty of Creative Arts at MIT will provide a platform for the Diploma to reflect the MIT community and to provide for synergies across the three disciplines (Visual Arts, Performing Arts and Creative Writing) to be included in the revamped diploma and the envisaged degree into which it will staircase.

Capability in self-assessment

Strategies have been implemented to foster retention of male and Māori students in this programme, as well as to better understand student needs, which are inferred as likely to give greater stability to the programme. Professional development opportunities are based on an evaluation of benefits for the programme. The Diploma of Visual Arts is being redesigned for 2012 to provide a staircase to MIT's own Bachelor of Creative Arts (rather than to the Bachelor of Visual Arts at University of Auckland), and will form one of a suite of programmes in the Faculty of Creative Arts, which will include Visual Arts, Creative Writing and Performing Arts. Assessment of needs and opportunities has resulted in a Māori and Pacific focus in teaching the programme and will ensure that a South Auckland ethos is reflected in the programme, giving a new impetus and flavour.

2.11 Focus Area 11: Library

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

Educational performance

Staff in the Library work collaboratively sharing information and insights and support one another in the services that they provide to learners and staff. They are committed to professional development. They also collaborate with ICT staff and the Learning Technology Centre, which ensures Library staff are aware of issues related to information technology services and their implementation in the Library. Resources are purchased with an understanding of the current needs of learners and staff through liaison undertaken by subject librarians. Staff proactively locate resources and facilities within the Library to be optimal for users, and take a project management approach to new developments.

Capability in self-assessment

The Library has a culture of self-assessment that pervades its learner services, its purchase of teaching resources for staff, and its future developments on existing and envisaged campuses. New staff are invited to visit the Library, and there is continual interactions between subject librarians and teaching staff – both of which are used to gauge and respond to needs expressed for further teaching, learning and research resources. Student feedback from surveys is used to identify whether actions implemented have had the desired effect. Redesigning of the website and space are two recently completed projects that have been implemented in response to student needs. Feedback from students and staff has been a key factor in recent projects and will contribute to future projects, including the development of a library in the Manukau Tertiary precinct.

2.12 Focus Area 12: Research

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

Educational performance

There has been an impressive increase in the number of research outputs, particularly of refereed journal articles, in the last year. The Institute expects all staff teaching on degrees to prepare individual research plans and to demonstrate on-going research activity and production of research outputs. While research is not unduly constrained, consonance with the discipline and fostering of research-informed teaching are expectations. Relief from teaching is provided for all staff teaching on degrees and the contestable Research Development and Technology Transfer Fund incentivises research in applied areas of particular benefit to South Auckland's economy and community. Students undertaking research projects value the supervision skills of staff, the presentational skills they acquire, and the opportunity to attend conferences to disseminate their findings.

Capability in self-assessment

There is a clear strategic approach to a staged implementation of a strong applied research culture that not only supports teaching programmes, but also enables effective supervision of student research projects, and is envisaged as enhancing economic outcomes in the community through technology transfer.

2.13 Focus Area 13: Governance and Management

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

Educational performance

The Council and senior management have a clear sense of their strategic direction, in terms of the communities they serve, and how they can serve their needs both in current learning modes and through new facilities and services, and through forging relationships with other tertiary education providers. There is a clear focus on educational achievement, with the Institute setting a high internal benchmark for completions and having robust processes for making modifications to or closing low-performing programmes. The Institute invests strongly in facilities that support industry-relevant teaching and there is also a clear commitment to providing students with the digital awareness and skills appropriate to industry through the Institute's commitment to 'blended learning', among other teaching and learning initiatives.

Capability in self-assessment

Annual Programme Reviews provide snapshots of current educational performance of each programme for the Academic Board and detail actions for further improvement. These documents provide the background to on-going self-assessment by the teaching staff and programme management of the teaching, learning and support services provided to students. Enhancing stakeholder relationships, including obtaining better information about graduate destinations, improved methodologies for evaluations of courses, and the use of blended learning and revamped learning spaces in further enhancing educational achievement are current subjects of self-assessment and plans of senior management and the Academic Board.

2.14 Focus Area 14: Achievement and support of international students

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

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

Educational performance

International students represent a similar diversity of ethnicities to domestic students but out-perform them in terms of course completions. In 2008, the ETS-weighted course completion rate for international students was 69%, compared with 63% for the overall student body, a 5.7% difference. In 2009, this difference increased to 11% (completions for international students being 75.4%, and 64% for all students). For the first semester in 2010, this difference had increased further to 17% (completions for international students being 91.6%, and 74.5% for all students).

The Institute has appropriate support services for all students – including international students – and an effective tracking system that facilitates timely academic and pastoral interventions as required. The Code of Practice for the Pastoral Care of International Students is complied with and regular audits undertaken.

Capability in self-assessment

There is a culture of continual self-assessment and resulting improvement in the services provided to international students, which extends from recruitment to learning support and pastoral care. The effect of recent improvements is apparent from the educational performance of international students. The Institute complies fully with the Code of Practice for the Pastoral Care of International Students and evidence was provided to confirm that these audits are undertaken and recommendations made are reported to the Academic

Board. The most recent letter from the Ministry of Education acknowledging the Code of Practice Attestation was dated dated 23 September 2010.

Recommendations

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

Further Actions

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

Appendix 1

Tertiary Education Commission measures of educational performance, 2009

	Educational performance measures ¹							
	Successful completion of courses		Completion of qualifications		Student progression to higher study		Students retained in study	
	MIT	All polytechnics	MIT	All polytechnics	MIT	All polytechnics	MIT	All polytechnics
Level 1-2	76 %	61 %	47 %	42 %	10 %	35 %	33 %	31 %
Level 3-4	73 %	65 %	49 %	44 %	59 %	32 %	52 %	36 %
Level 5-6	72 %	69 %	52 %	44 %	44 %	26 %	61 %	52 %
Level 7-8	87 %	83 %	89 %	70 %	33 %	24 %	78 %	73 %
All levels	76 %	70 %	58 %	51 %	43 %	29 %	52 %	47 %
Ranking among polytechnics	# 3		# 3		# 2		# 4	
¹ http://www.tec.govt.nz/Reports/2009/Manukau-Institute-of-Technology.pdf								

Appendix 2

Educational achievement at Manukau Institute of Technology by ethnicity, 2008-2010

		2010 Semester 1	2009	2008
		EFTS weighted successful course completion (%)		
Total student body		74.46	64.07	63.16
School leavers		56.73	58.48	50.24
Ethnicity	NZ European / Pakeha	80.25	75.20	79.99
	NZ Māori	61.29	50.51	53.39
	Pacific	61.09	49.77	47.02
	Asian	88.35	73.29	72.70
	Indian	83.78	67.75	62.62
	Other	81.63	77.69	71.90
Gender	Male	78.63	65.42	63.29
	Female	71.15	63.08	63.06