



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Manukau Institute of Technology

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 7 October 2016

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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:	Manukau Institute of Technology (MIT)
Type:	Institute of Technology and Polytechnic (ITP)
First registered:	31 May 2004
Location:	Otara Road, Otara, Manukau, Auckland
Delivery sites:	MIT Otara: Otara Road, Otara, Auckland MIT School of Plumbing and Gasfitting: 9b Mahunga Drive, Mangere, Auckland Motor Sport Centre: 159A and C Manukau Road, Pukekohe, Auckland MIT Queen Street: 246 Queen Street, Auckland New Zealand Maritime School: Rabobank Tower, Level 3, 2 Commerce St, Auckland Faculty of Creative Arts: 50 Lovegrove Crescent, Otara, Auckland MIT Manukau: Cnr Davies and Manukau Station Road, Manukau, Auckland Ko Awatea: Nursing Learning Hub, Middlemore Hospital, Otahuhu, Auckland Floristry: Floramax Flower Auction House, 3 Monahan Road, Mt. Wellington, Auckland Horticulture: Unitec, Mt. Albert Campus, Carrington Road, Mt. Albert, Auckland Kolmar: Sutton Crescent, Papatoetoe, Auckland

	Hamlin Farm: 140 Hamlin Rd RD2, Ardmore, Auckland
	Orakei Marae: 59B Kitemoana St, Ōrākei, Auckland
	Kaitaia: 3 Redan Road, Kaitaia
	Auckland City Hospital: 2 Park Rd, Grafton, Auckland
Courses currently delivered:	MIT offers over 190 programmes across seven faculties, from levels 1-8 on the New Zealand Qualifications Framework. For a full list see: http://www.nzqa.govt.nz/providers/details.do?providerId=601047001
Code of Practice signatory:	Yes
Number of students ¹ :	Domestic: 6,627 equivalent full-time students (EFTS) International: 961 equivalent full-time students Student profile: 18 per cent Māori, 35 per cent Pasifika, 20 per cent Asian, 50 per cent under 25
Number of staff:	784 full-time equivalent
Scope of active accreditation:	Please follow the link below: http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=601047001
Distinctive characteristics:	MIT is a large urban ITP situated in South Auckland, a region with a youthful population and rich in cultural diversity. While MIT serves students in specialist disciplines from other areas, the prime focus and catchment is South Auckland within Tainui tribal boundaries and serving the local communities of Howick, Mangere-Otahuhu, Otara-Papatoetoe, Manurewa, Papakura and Franklin. This region is ethnically diverse with a particularly high population of Pasifika and younger people. The strategic challenge for MIT is in seeking to engage the large number of Māori, Pasifika and others in the community who do not currently engage in tertiary education. MIT enrolls both Māori and Pasifika at rates above the community demographic. Fifty per cent of students studying at MIT are enrolled in programmes at levels 1-4.

¹ Figures based on MIT Annual Report 2015

MIT offers more than 190 programmes across seven faculties including Business and Information Technology, Consumer Services, Creative Arts, Education and Social Sciences, Engineering and Trades, Maritime and Logistics, Nursing and Health Studies. MIT is committed to maintaining a comprehensive portfolio of programmes that meet community needs. This strategy has resulted in several programmes being maintained at some financial cost because of their benefit to the community, including employment programmes for students with special needs, and employment skills programmes for NEETs (young people who are Not in Employment, Education or Training).

MIT is a member of the Metro Group of ITPs.

Recent significant changes:

Since the last external evaluation and review (EER), there have been a number of significant challenges and changes for MIT including:

- Financial and budgeting changes occurred over 2011 and 2012, specifically to support new initiatives, investment in technology, and the development of the new Manukau campus.
- New programmes were introduced in 2012 to support school-based Trades Academies. Enterprise MIT was created as a subsidiary to operate as a separately registered private training establishment (PTE) to align MIT closer with employers through increased consultancy and industry training.
- Changes to funding models resulted in the loss of level 1 and 2 funding in 2012 which had a major impact because of MIT's commitment to creating pathways for South Auckland students to successfully engage in vocational education and training.
- Changes occurred due to the collapse of Mainzeal, the main construction contractor for the new Manukau campus, in early 2013. Significant management focus was demanded from the MIT leadership team and Council to assess the impact and evaluate the options for progressing the building work. This led to a 12-month delay in the

project's completion and included a budget review and reprioritisation of spending.

- New employment skills programmes were introduced in 2014, as well as a major new initiative to engage with NEETs through the Keystep programme.²
- Structural reorganisation, opening of the new building at Manukau, the MIT Trades Academy, and a 50 per cent increase in international enrolments were key events in late 2014 and early 2015.

Previous quality assurance history:

NZQA was Highly Confident in the educational performance of MIT and Highly Confident in its capability in self-assessment at the previous EER in 2011.

Relevant MIT assessments are externally quality assured by NZQA and industry training organisations. Most results for 2015 have been consistently at the required standard. In all cases, steps were taken to resolve any areas of deficiency.

Other:

MIT has professional affiliations with:

- Maritime New Zealand
- Education Council of Aotearoa New Zealand
- Social Workers Registration Board
- Nursing Council of New Zealand
- New Zealand Association of Counsellors
- Institute of Professional Engineers New Zealand
- Institute of IT Professionals
- City and Guilds
- Plumbers Gasfitters and Drainlayers Board
- New Zealand Institute of Chartered Accountants
- Registered Master Builders Association
- WorkSafe New Zealand
- Pharmacy Council
- Motor Trade Association

² Keystep is a specialised tertiary training service for disengaged youth, designed to build employment and general life skills, and offer a pathway to work or higher education.

- University of Auckland
- Southern Cross University, Australia.

2. Scope of external evaluation and review

The focus areas were chosen in consultation with MIT and represent a cross-section of programmes and priority areas across the organisation and its campuses. They include different levels, certificates to degrees, course completions, strategic priorities at organisational level – at least one from each faculty – and various modes of delivery.

The EER comprised the following focus areas:

Mandatory

- Governance, management and strategy

Strategic priorities at organisational level

- Māori student achievement
- Pasifika student achievement
- Transitions
- International student support

Programmes

- Bachelor of Information and Communication Technologies (ICT) and Graduate Diploma in Information and Communication Technologies (ICT)
- New Zealand Diploma in Cookery (Level 5) and New Zealand Certificate in Cookery (Level 4)
- Bachelor of Creative Arts
- Certificate in Work Skills (Level 1) and Certificate in Community and Work Skills (Level 1)
- Certificate in Plumbing and Gasfitting (Level 3)
- Diploma in Supply Chain Management, Diploma in Shipping and Freight, and Graduate Diploma in Supply Chain Management and Shipping Management
- Bachelor of Nursing, Bachelor of Nursing Pasifika and MIT Foundation Education Programme 1.

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 six evaluators over seven days spread over two weeks. While the team was based on the main Otara campus, some evaluators also spent time at the NZ Maritime School in the Auckland CBD, the Plumbing and Gasfitting delivery site in Mangere, and at the Faculty of Business and Information Technology at the new Manukau campus.

Prior to the EER visit, the lead evaluator, a team evaluator and NZQA principal evaluation advisor visited MIT and met with the leadership team to discuss the scope of the EER and arrangements for the on-site enquiry. A self-assessment summary, organisational achievement data and supporting documents were supplied in advance of that visit. After the finalisation of focus areas, relevant key documents were supplied to the evaluation team to support the on-site enquiry. These included the annual report 2015, strategic plan 2012-2020, investment plan, draft Māori education strategy, Pasifika development strategies 2016-2020, the Pathways and Transitions strategy, international student barometer survey, and programme evaluation reports at organisation, faculty and programme levels.

During the EER, interviews were conducted with the leadership team, representatives of the Council, members of the academic board and its sub-committees, academic support staff, support teams for Māori, Pasifika, youth and international students; programme management teams; teaching staff; students; external stakeholders and advisory group members and graduates. The EER team reviewed a wide range of documentation, both paper-based and online.

Following the EER, a further half-day visit to MIT was conducted by the lead evaluator to complete compliance checking through further interviews with members of the leadership team, the academic centre and staff from International and Risk Management. Documentation was provided to support these discussions.

Summary of Results

Statement of confidence on educational performance and capability in self-assessment

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

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

MIT is strongly connected to its region, its unique cohort of students and diverse business and community groups. Students complete their study at MIT and are well-supported to gain employment in relevant work areas. Key stakeholders highly value the purposeful engagement with industries, professions and communities to ensure that their needs are met. The formal and informal mechanisms for constantly reviewing and self-assessing the value of MIT's contribution to its students, community and employers provide very good evidence of high levels of satisfaction with the outcomes achieved.

Since the last EER, MIT has maintained the same successful core strategy strongly focused on improving participation, learner success and retention, student satisfaction, and industry engagement, though the overarching priority now is improving employment and progression outcomes for learners. The imminent implementation of a major transformational project, Futures@MIT, in 2016 is planned to significantly accelerate this strategy and educational performance across the organisation, with particular emphasis on priority student groups.

Governance and management are highly focused on MIT's key performance strategies and organisational performance, its strengths and challenges and has excellent monitoring and reporting processes that are used to strengthen and improve outcomes for all students and provide value for all its stakeholders, as noted later in this report (Findings 1.6).

All programmes and activities are monitored on an ongoing basis, using a range of key indicators, qualitative and quantitative data and evidence to track progress. A continuous focus on educational excellence is informed by robust data, and this results in an organisation with effective teaching and learning, strong industry links, consistently strong educational performance indicators and good evidence of valued outcomes for graduates.

Students at MIT gain useful skills, knowledge and qualifications that support them to gain employment and contribute positively to their communities. Across the organisation, students are developing industry-specific skills useful for employment or establishing their own businesses.

MIT's performance against the Tertiary Education Commission (TEC) educational performance indicators is strong given the significant challenges and changes the
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organisation has been working through over the past three years. Performance has progressively improved over that time across all educational performance indicators, and MIT has met or exceeded all indicators against sector medians.

MIT's management is closely focused on the achievements of its priority students, to support improvements at programme, faculty and organisational levels to achieve the strategic goal of all students succeeding at or above MIT and sector medians. There is a strong commitment to closing the gap in achievement for priority learner groups, especially Māori and Pasifika students. While good progress is being made, management recognises the need for strong and persistent attention to a range of strategies for further improvement and is highly proactive in providing solutions.

Course completions show strong achievement across the organisation, and the educational performance indicator data shows improvement since the last EER. There is good evidence of MIT's strong focus on its priority learner groups – Māori, Pasifika and under-25s – including comprehensive monitoring and analysis of data for these groups across faculties, programmes and central services. Programmes where achievement, graduate outcomes and student satisfaction rates are lower than MIT benchmarks are identified and responded to with targeted interventions. While there is some variability in the approaches to improvement across faculties, expectations are clearly understood and are being monitored by management. There is a strong commitment within all areas of MIT to continue to improve the learning environment and successful employment outcomes for all learner cohorts.

Across the organisation there is a very good understanding of the needs of students within regions. Faculties are taking responsibility for developing clear student pathways, and there is good guidance and support to ensure students are enrolled in the right programme of learning.

The MIT Pathways and Transitions strategy of flexible multiple pathways and managed transitions to engage students who have not experienced educational success is clearly targeted at specific groups. Using individual goal-setting, these programmes are carefully designed to increase engagement in learning, align with the needs of specific industries, and lead to successful employment outcomes. There is very strong support from an increasing number of secondary schools in the area who are working collaboratively with MIT to ensure individual learning and employment goals are achieved. The success of these initiatives is evident in the regular reporting which demonstrates an increasing number of engaged students who are passing courses, achieving NCEA credits, enrolling in further study, and gaining employment and apprenticeships.

MIT is actively engaged with industry and with its community at all levels of the organisation. Industry engagement includes a number of different strategies across the faculties, and these are mostly in alignment with the needs of the relevant discipline areas. However, the engagement with graduates to determine value is a little more variable at the programme level.

It is clear that the organisation has strong links and a sense of responsibility to communities and is working hard to add value to these communities in its range of offerings. The organisation is aware that there is work to be done to increase Māori and Pasifika employment outcomes and is positively encouraging small business enterprises and other employers to change perceptions and achieve stronger outcomes.

Relevant industry connections are being maintained and extended at all levels of the organisation. These relationships are pivotal to ensuring that industry needs are integrated into the learning environment and graduates meet industry expectations. Across the focus areas, graduates are readily employed in businesses that have established relationships with MIT. The strength of this engagement with industry is informing programme development and review. This is particularly notable in the Cookery, Creative Arts, Nursing, Trades and Supply Chain Management programmes. There is an increasing integration of work placements and industry internships across the organisation. For example, there are excellent employment outcomes from the placements for students studying Information and Communications Technology.

MIT has put in place a range of approaches to engage with young people in the region to create pathways to engage with vocational education and training. The Pathways and Transitions project has multiple initiatives which meet the varied needs of students who come from a range of backgrounds and with poor achievement at secondary school. Students in these programmes are successful in ways that are changing their futures, such as gaining apprenticeships and employment, achieving NCEA credits and qualifications, and returning to school or further study at MIT.

Teaching is highly effective, as evidenced by student evaluations, student achievement rates, moderation results, graduate surveys and student interviews. Staff equip students with the skills, capabilities and right attitudes to undertake a range of work roles within related industries and professions. The teaching staff maintain active links and engagement with industry, which informs the quality and relevance of programmes across the organisation. Being an effective teacher in the MIT context is strongly encouraged and facilitated through professional development, with focused workshops and observation of teaching practice used to enhance capability towards teaching excellence.

'Guidance and support of students is a dual role between faculties and central service areas'.³ A range of guidance and support strategies and activities are available to students from first contact with MIT through to graduation and beyond. The individual needs of students are paramount and faculties are providing highly relevant ways to ensure successful study and informed choices for future outcomes. The evaluation team saw many examples of excellent student support across all

³ 2016 MIT self-assessment summary

focus areas, and a genuine desire from staff for students to achieve the best possible outcomes from their study at MIT.

The EER visit occurred while MIT was in a process of transition, with major changes to the delivery and structure of learning and teaching being launched through the Futures Transformation project. At the same time, renewed models for the provision of central services sharing responsibility with faculties are being embedded to support the individual needs of students. Council and management have planned the implementation of these changes in a systematic and purposeful way. While faculties are at different stages of engagement and transition, there is good evidence in the faculty strategic/business plans of increasing capability in self-assessment and strong alignment and sense of purpose to meet the key MIT strategic goals. Faculties are very clear about how these goals drive their practice and engagement with students and stakeholders. Council and management are clearly looking for an even greater alignment with the needs of the region and the economy to improve employability, progression, success and retention and increase participation. Organisational consciousness is evident at strategic level and this has increased the importance, focus and accountability across the institution.

The strategic direction of MIT is purposeful, clear and strongly focused on the needs of the students and the local communities. Key stakeholders, including staff, are valued and there are systematic processes in place to understand and meet their needs. The organisation has robust self-assessment processes, including annual programme reviews, external monitoring, audits and evaluations, and consequently has a very good understanding of its own performance. Any gaps in performance are identified and additional resources are put in place to address them. For these key reasons, NZQA is highly confident in MIT's educational performance and capability in self-assessment.

Findings⁴

1.1 How well do learners 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 **Good**.

Students achieve well at MIT (see Table 1). Despite the significant challenges and changes that have occurred since the last EER, MIT has maintained a strong focus on student achievement. This is reflected in the TEC educational performance indicator data. Improved success and retention is a key strategic goal for the organisation, and a high priority is placed on reducing the achievement gap for Māori and Pasifika students. There is good evidence of analysis of performance for priority students to monitor the gap in achievement. While this gap is narrowing, MIT acknowledges there is more work to do (see Focus Area 2.2 below).

Table 1. Successful course completion rates

	2012 %	2013 %	2014 %	2015 %
All	81	80	80.3	81.1
Māori	68	70	71.7	74
Pasifika	73	74	74.9	75.9
Under 25	77	73	77.6	78.9
Youth Guarantee	na	71	76	75.6

Source: Tertiary Education Commission

MIT has continued to increase participation and success in the Pathways and Transitions programmes. Examples include:

- Youth Guarantee provision (512 students in 2012 to 736 students in 2015; course completion averaging 76 per cent)
- Māori and Pasifika Trades Training (154 students in 2014 to 423 students in 2015; course completion averaging 52 per cent for levels 1 and 2, and 72 per cent for level 3)
- Trades Academy – new in 2015 (269 students; course completions 60 per cent with students achieving an average of 25 credits).

The increasing numbers of international students consistently achieve at a high rate (around 90 per cent). This is attributable to the regular review and strengthening of

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

discipline-specific and pastoral care support strategies in both the faculties and in the international centre to support achievement.

In 2015, MIT awarded 4,816 qualifications compared to 4,490 in 2014, an increase of 7 per cent. This improvement is evident in the TEC educational performance indicator data for qualification completions (see Table 2).

Table 2. Successful qualification completion rates

	2012	2013	2014	2015
Qualification completion	67%	68%	72%	74%

Source: Tertiary Education Commission

In most focus areas, student achievement meets or exceeds organisational benchmarks. However, there are still some programmes that are below the expected MIT targets. These areas are known to the organisation, and robust, comprehensive strategies are in place to closely monitor interventions to further strengthen and improve achievement outcomes. There is excellent evidence to demonstrate that these interventions are highly successful in lifting performance.

At organisation, faculty and programme levels there is a focus on gathering and reporting data in a more timely way to improve the understanding and analysis of student achievement. Through the online Performance Book and its 'traffic light system', all programmes and courses are provided with timely data and information indicating whether performance meets organisational targets. Discussion and analysis at programme evaluation review meetings result in action plans and their effectiveness, which are monitored at faculty level. The leadership team monitors achievement gaps to identify additional interventions to improve performance. MIT has a clear expectation that faculty management reports regularly on the educational progress and achievement of students. The recent implementation of a new student management system provides greater ability to interrogate performance data with a wide range of reports available. Most faculties are using these reports on a regular basis and it is recognised that there is further work to be done.

Graduate outcomes are monitored through organisational surveys and are reported in the programme evaluation review. Across the organisation, 82.8 per cent of the 2015 graduates are in employment or higher study, compared with 86.1 per cent for 2014. While the outcomes for Māori (68.6 per cent) and Pasifika (67.7 per cent) are improving, there is still room for improvement and this is recognised by the organisation. The emphasis on increasing employability and progression has been in place for some years, as noted with the Trades Academy, School of Secondary Studies and individual programme initiatives. Further implementation of Futures@MIT confirms the priority MIT places on improving these outcomes.

MIT has effective systems in place for evaluating student success and retention across the organisation. The challenges for the organisation are to close the achievement gap for Māori and Pasifika and to implement discipline-specific

intervention strategies that target variable performance where this is below MIT expectations and benchmarks. MIT continues to seek solutions and has adopted a community integration approach, a focus on youth and bridging programmes and initiatives previously reported to try and achieve genuine equality and not just 'an acceptable gap'.

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 **Excellent**.

MIT has strong industry and community networks at all levels of the organisation. Employment and progression rates are used as a key indicator of value for students and graduates. Graduate outcome survey response rates have increased to 86 per cent of all 2015 graduates as a result of greater emphasis on the importance of this feedback to ensure that the outcomes are reliable and comprehensive. In most faculties, the percentage of graduates in employment and higher-level study is well above the organisational benchmark of 85 per cent.

Table 3. Graduate outcomes

Faculty	Response rate %		Percentage in employment %		Percentage in higher-level study %		Percentage in employment and higher-level study %	
	2014	2015	2014	2015	2014	2015	2014	2015
Business and Information Technology	84.3	82.5	35.2	64.5	34.8	26.9	80.7	89.8
Consumer Services	50.6	82.5	29.2	30.3	66.8	62.1	91.5	84.5
Creative Arts	62.4	67.0	26.4	22.5	67.9	70.4	94.3	91.5
Education and Social Services	92.7	85.5	29.6	21.6	63.3	70.2	89.3	84.0
Engineering and Trades	53.7	91.9	34.3	33.6	39.9	38.2	66.4	65.0
Maritime and Logistics	83.4	91.8	88.4	86.8	6.3	6.7	93.9	91.9
Nursing and Health Studies	81.8	92.5	77.7	83.2	40.5	36.6	87.8	86.7
MIT totals	75.2	86.3	45.4	40.3	46.5	50.8	86.1	82.8

Source: MIT self-assessment summary

Faculties engage with their industry and communities in ways that are relevant to, and consistent with the subject area. Examples include executive chefs actively

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engaged in classes and assessment panels in Cookery; the Bright Sunday advertising agency which has located its offices on the Creative Arts campus; graduates from NZ Maritime School being given preference for employment; and ICT students working with five marae to support local Māori communities' engagement with technology.

There is variability in employment outcomes for Māori across the programme areas, with an overall decrease from 2014 to 2015. However, there are some excellent employment and higher study outcomes: Nursing and Health Studies faculty with the Bachelor of Nursing achieving 89 per cent, and the Bachelor of Nursing Pasifika achieving 100 per cent (employment outcomes); Faculty of Business and Information Technology Business programmes achieving 90.9 per cent; and Faculty of Maritime and Logistics at 96.6 per cent. Positive, valued outcomes for Māori and Pasifika Trades Training – with 78 per cent of trainees in employment, further study or apprenticeships – are commendable. MIT is very aware of outcomes that are below the organisational benchmark, and the related challenges. Faculties have continued to review performance, and additional solutions are being put in place to address this under-performance.

The value of the Pathways and Transitions initiatives is evidenced through:

- Increased participation of MIT students in the Māori and Pasifika Trades Training (2015 target 540 students, actual participants 626) and strong links with a range of industry training organisations to guide students who are work-ready into apprenticeships and employment.
- Successful establishment of a Trades Academy-style programme for secondary students in Tonga in partnership with the Ministry of Foreign Affairs and Trade, with the first cohort of 200 year 10 students graduating with a trade certificate.
- Partnership programmes with secondary schools to train secondary school teachers to use software application for digital assessment tools on iPads; upskilling these teachers in assessment and moderation in unit standards within the Cookery and Hospitality areas, and sharing use of commercial equipment (Faculty of Consumer Services).
- Working with secondary school principals to help keep pathways and options open and available such as students transferring to the School of Secondary Tertiary Studies. The Counties Manukau Secondary School Principals Association has regular forums at MIT and MIT assists with running career expos.
- Increase in student places within the MIT Trades Academy from 225 places in 2015 to 340 places allocated to date in 2016. Students spend four days at school and one day at MIT each week in 10 different level 2 programme areas, with students coming from an increasing number of secondary schools. Activity has increased in 2015 with the development of some level 3 Trades Academy programmes. Trades Academy known outcomes for 87 per cent of the 2015 cohort show 24 per cent have subsequently enrolled in an MIT full-time

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programme, 61 per cent have returned to school for year 12 or 13 (this is a positive outcome), 10 per cent are working full-time/seeking employment/apprenticeships, and 5 per cent are studying elsewhere or are on church mission.

International students told the evaluators that their study experience at MIT met or exceeded their expectations, particularly the internships within the programmes which enabled them to undertake projects within New Zealand businesses. A strong indicator of value is the outcomes from the 2015 i-graduate survey (an international survey for international students⁵), which showed 92 per cent overall satisfaction and 79 per cent recommendation to study at MIT, with both outcomes above the New Zealand ITP benchmark.

The value for students who complete their study at MIT is strong, as evidenced by the graduate outcomes surveys, graduate employment and higher-level study, student satisfaction feedback, and evidence and feedback gathered through the focus areas.

Valued outcomes for key stakeholders are evident through ongoing engagement with industry stakeholders and employers. The strong emphasis on ensuring the needs of industry are met to ensure value is evidenced through the intentional increase in industry participation in programme delivery in ways that are appropriate and relevant to the programme areas.

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**.

MIT is actively engaged with key industry and community groups, including Māori and Pasifika, to ensure programmes and activities are current and of relevance to students and stakeholders.

Programmes are systematically reviewed and outcomes are consistent with the expectations of employers, industries and communities and that the quality of the MIT graduates leads to a high level of employment.

Many staff have been fully engaged in the Targeted Review of Qualifications process where relevant to their area of teaching – including in governance groups, working groups, consistency arrangements groups to ensure that the new qualifications meet the needs of stakeholders, and to understand and respond to the resulting changes.

⁵ MIT response rate 24 per cent (206 responses from 862 students).

MIT programme development is supported through specialist expertise from academic advisors who work closely with academic staff to incorporate input from industry consultation. New technologies and applied learning approaches are embedded in all programmes.

Effective industry engagement is an integral and important part of programme delivery at MIT. All programmes develop an industry engagement mechanism to ensure that ongoing contact with stakeholders is embedded in all aspects of the learning environment. Different approaches are encouraged to support appropriate and relevant models that are specific to, and match, engagement and participation in real workplace activities. For example, some programme areas have retained well-established and effective advisory groups – such as the advisory engagement committees in Education and Social Services, and culturally specific advisory groups in Nursing and Health Studies (Pacific advisory group and Te Komiti Kawa Whakaruruhau). Other programmes have appointed industry engagement managers to focus on developing and enhancing industry/stakeholder relationships, including the Faculty of Creative Arts and the Faculty of Maritime and Logistics.

Programme management and staff engage with professional and regulatory bodies where these have particular relevance to the qualifications achieved by students, such as the Nursing Council of New Zealand and Maritime New Zealand.

Greater alignment between the Faculty of Engineering and Trades and industry training organisations has resulted in an increase in the number of apprenticeships in trades such as plumbing and gasfitting. Work is ongoing to extend this model to other trades areas.

There was consistent feedback from students interviewed by the evaluators that programme outcomes are meeting or exceeding their needs, that the employment pathways and further study opportunities from their programme were clearly articulated and achievable, and that the information about their programmes was accurate and timely. In a number of areas, students indicated that they valued the feedback from diagnostic testing (including the literacy and numeracy national assessment tool) taken on entry as it had helped them to focus on areas requiring attention.

The outcomes of the 2015 student survey showed continued satisfaction for all student at 8 (out of 10), the same as 2014, with Māori students at 8.1, Pasifika at 8.1 and under-25s at 7.8. While the organisational target was 8.3⁶, it has worked hard to maintain the level of student satisfaction during the significant challenges of recent years.

The emphasis on embedding work experience into programmes, learning environments which simulate the workplace or industry, and industry partnerships

⁶ MIT 2015 Annual Report, Statement of Service Performance, p36

is encouraging and facilitating a seamless transition from study to employment in a number of faculties. Evidence includes:

- ICT students being employed by the business in which they have completed their industry project
- Three days' study and two days' work experience in Trades leading to full-time employment
- In the Bachelor of Creative Arts, an internship in year 2 as well as a capstone project in year 3 which can be an individual or collaborative project
- Simulated learning in the clinical learning suite in the Nursing programmes, and one-third of learning taught at Ko Awatea in Middlemore Hospital.

There is clear and consistent evidence that MIT is meeting many of the most important needs of students and stakeholders through its clear understanding of the profile of the students, the industry and 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 **Good**.

MIT is committed to a high level of teaching effectiveness. This is reflected in both the specific lecturer orientation through the Teach@MIT programme designed to prepare teaching staff with basic skills in teaching, assessment and moderation prior to beginning to teach, and in the requirement that new staff complete a recognised tertiary teaching qualification within two years.

Good teaching is recognised internally and externally. In 2015, nine staff received the MIT Teaching Excellence Awards (two in Kaupapa Māori, five in the general category, and two in early career), and in 2014 the the MIT Secondary-Tertiary Pathways and Transitions programmes were named as one of three finalists for the Takatu Education Focus prize in the Prime Ministers Education Excellence Awards.

There is considerable emphasis across all programmes on work-integrated learning models, the integrated use of technologies, and enabling physical learning environments such as the learning spaces in the new Manukau campus. Generally, teaching across all programmes is effective. This is reflected in positive feedback in student course and lecturer evaluations and strong course completion rates for most programmes which confirm the quality and consistency of assessment outcomes. Moderation guidelines were developed in 2015 following identification as an area for further improvement, with faculty moderation guidelines providing flexibility for discipline-specific variations. The 2016 programme evaluation reports will review further improvement. However, informally it is known that there has been improvement in ensuring that moderation is occurring in line with the annual moderation plans.

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The annual performance review process (PERFORM⁷) includes professional development plans, student feedback, self-assessment of performance and peer evaluation of teaching. Faculties identify priority areas for staff development based on programme performance, student feedback, research planning and key organisational development areas. Overall, staff are well engaged with the annual review process and their attention is focused on the organisational priority areas to increase responsiveness to the needs of priority learner groups. This is evidenced through the following examples of professional development from the 2015 programme evaluation reports for implementation in 2016:

- Provision of professional development opportunities to develop a deeper understanding and practical application of Māori and Pasifika approaches to teaching
- Development of research and professional learning guidelines and funding for staff to engage with research and professional learning
- Compulsory professional development for staff in under-performing programmes to develop skills in engaging Māori, Pasifika and under-25 students
- Further peer observation sessions to further enhance and provide feedback to lecturers' teaching practice; and using the outcomes of the 2015 trial to establish a process for peer observation and feedback on teaching practice.

There is good evidence that student survey feedback on the quality of the programme and teacher effectiveness is used to inform improvements. However, there is a lack of analysis of student feedback and self-assessment information from different cohorts (priority and international students) to understand the effectiveness of learning and teaching for these groups.

Self-assessment of teaching occurs in a variety of ways across the organisation. Examples include teachers writing a personal monthly review of their teaching effectiveness, developing an e-portfolio of evidence of teaching capability, and a buddy mentoring system pairing up new and experienced staff.

As well as having experience and knowledge in their specialist areas, it was evident from documents viewed and interviews that lecturers on degree programmes are appropriately qualified and most are research-active. Staff teaching degree programmes are allocated research time, for which they are accountable. In the ICT area, performance funding is allocated to those who achieve good outcomes. Research at MIT focuses on industry consultancy and ways to support businesses aligned to faculties. For example, the Faculty of Maritime and Logistics undertook direct applied research for a shipping company to identify the issues facing ports with the arrival of the largest cruise ship to visit New Zealand. This was identified as mutually beneficial as the shipping company employed MIT students, and MIT

⁷ PERFORM is the MIT Performance Management Framework.

was able to assist with the research. Much of the research and consultancy occurs through Enterprise MIT which has been set up as a separate entity to ensure an agile and responsive service can be provided to industry. The Centre for Studies in Multiple Pathways undertakes both local and international research with an emphasis on disengagement as an educational issue in New Zealand, as well as strategic issues related to multiple pathways and applied learning.

Within each faculty, ongoing reflective practices based on sharing teaching experiences, information gathered from professional development activities, and shared assessment practice and moderation are embedded as integral to the continuing enhancement of the learning environment.

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**.

The guidance and support of students at MIT is a dual role held by both faculties and central service areas. In order to strengthen the connections between faculties and central support services, a structural review was completed in late 2015. This has refocused and realigned the MIT Student Support team to integrate the key services – retention support, learning support, disability support and health and wellbeing support – and develop strong connections and relationships to meet the needs of each faculty. Central support services now has a higher visibility in locations away from the main campus. Students and staff acknowledged the improvement and the positive difference this has made.

Programme staff and lecturers have a key responsibility to ensure students are well guided and supported throughout their study with clear course and assessment guidelines and feedback on progress. In most cases, the first point of support is within the faculties, with students referred to MIT Student Support for specific advice and guidance.

To support student achievement, MIT provides comprehensive library services from core library support to an online website with 24-hour, seven-day access to online resources, dedicated library services within faculties and at remote campuses such as NZ Maritime School, and student assistants to help with basic IT problems in the main library's learning commons (which dealt with 4,596 inquiries in 2015 – a 37 per cent increase over 2014). While learning support is based in the library, staff spend time in faculties to provide discipline-specific academic support.

Peer Assisted Student Support (PASS) facilitators ran 15 courses in 2015, with 1,271 hours spent by students on these courses compared with 755 hours in 2014. The PASS programme is mostly accessed by students in the Faculty of Business and Information Technology. This was extended to the Faculty of Engineering and Trades in the second semester of 2015. Formal feedback from the students and

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facilitators on PASS sessions strongly supports and values this additional learning opportunity.

The evaluators noted the priority placed on orientation and the early identification of any barriers to learning. Examples of effective induction and orientation strategies include 'on-boarding' workshops for international students in the Faculty of Business and Information Technology; 'speed dating' activity to get to know the available support services in the Faculty of Consumer Services; comprehensive initial planning sessions to set goals and career pathways with ongoing support in the Pathways and Transitions initiatives; tuakana-teina mentoring and support; and a fono evening for students and parents in the Faculty of Nursing and Health Studies.

International students receive pre-arrival information and regular online contact from the MIT international operations office to ensure they are well prepared to study in Auckland. Students are well informed on the available support and understand the range of options provided. In at least two faculties, Maritime and Logistics and Consumer Services, additional academic support is provided within the first four to six weeks of study. There is good evidence that where international students attend one-to-one support sessions and academic workshops covering plagiarism, academic writing, referencing and other related topics at the beginning of their study, these students require less ongoing support during the rest of their programme.

The 2015 annual review of the Code of Practice for the Pastoral Care of International Students resulted in the identification of some minor areas for improvement including documentation updating and extending the coverage of communication strategies. The review documentation indicates that MIT is fully compliant with their statutory requirements.

International student satisfaction measures in the 2015 i-Graduate survey indicate a high level of overall satisfaction at 92 per cent (5 per cent above the New Zealand ITP benchmark) with particularly strong scores for guidance and support in the areas of arrival, learning, living and support.

Feedback from all students is captured through first impression surveys, end-of-course surveys, lecturer evaluation surveys and graduate destinations surveys. A review of the 2015 survey system identified some issues around fewer surveys than expected being completed and the timeliness of providing survey results. Overall, the survey system has functioned adequately and a number of improvements are being implemented. The first impressions survey conducted within the first three to six weeks is providing useful information to inform responses on barriers to student attendance and learning such as changes in available transport, family commitments, lack of internet access and resources.

Across the faculties, regular opportunities for students to engage with faculty deans in fortnightly meetings, a monthly open forum and shared lunches are building

strong communication links between students and management to ensure that the learning environment is meeting students' needs.

Across the focus areas, students value the approachability of staff and their willingness to provide additional help. There is good evidence that MIT students benefit from consistently high levels of guidance and support for their learning and personal wellbeing. Through the dual role, students receive discipline-specific guidance and feedback on progress from the academic and support staff in the faculties and specific personal or individual academic support from MIT Student Support. It is evident that the high quality of guidance and support provided to students is contributing to improvements in educational performance.

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**.

The governance and management teams at MIT are highly effective in supporting educational achievement. MIT has a clear and visible strategic plan. Its key strategic priorities are well articulated and are being implemented across the organisation. The leadership team is high performing and has committed leaders who operate with a 'one-team' approach. Decision-making and accountability is delegated to faculties to ensure ownership of decisions is located at the operational level. The organisation has focused on achieving excellence with a particular focus on improved achievement for Māori, Pasifika and those aged under 25, as seen in the achievement statistics. Strategies to improve employability and progression permeate all levels of activity and reporting at MIT.

MIT analyses its performance systematically and purposefully. Gaps in the performance of programmes are identified and discussed by the leadership team with interventions put in place for programmes performing poorly against MIT benchmarks. MIT has targeted programmes for particular additional self-review focus in 2016.

As an example of self-assessment and improvement, the EER team reviewed the interventions put in place to closely monitor the Certificate in Electrical Engineering programme. The range of interventions put in place include structural changes – the establishment of a dedicated School of Electrical Engineering, using a more practice-focused delivery model, developing a student-centred culture through compulsory professional development for staff, and engaging the services of an independent external reviewer in 2014 and an external consultant in 2015 to conduct classroom observations. Monthly reporting to the programme committee, associate deans of faculty and the deans of faculty in 2016 is showing early

evidence of greater student engagement, improved attendance and improved assessment results.

While there are organisational student surveys in place, accessed by governance and management, there was variable uptake across the organisation in 2015 which prompted a review of the survey system. The review identified that there were fewer surveys completed in 2015 and that the survey system did not function as well as it should have. However, a key finding was that the value of the outcomes in terms of analysis and presentation of results was an improvement on 2014, and that overall the survey system 'functioned adequately'. As a result of the review, proposed changes to the policy are being considered by the academic board, and some solutions are already in place. There is also more work to be done to capture, analyse and respond to the voice of Māori, Pasifika, under-25s and international students as well as the wider student population. Management is aware of these challenges and is responding with planned solutions.

As part of the organisational self-assessment process, the academic board is reviewing the effectiveness of its sub-committee structures and reporting requirements to strengthen its quality processes. Self-assessment practice at MIT has been reviewed and refined to strengthen the annual programme evaluation report process and to enhance self-assessment capability within faculties and programmes. There is clear accountability within faculties for strengthening evaluation and review practice across programmes. The introduction of academic board verification of the evidence process to evaluate the programme, faculty and organisational programme evaluation reports is identifying areas that need further support to build and enhance capability in self-assessment, particularly in using quality data and evidence to make worthwhile improvements. The academic centre will provide more guidance on the review and analysis of data and information using evaluative conversations and improvement strategies to enhance the capability of staff within identified faculties and schools. All staff have access to real-time educational performance data, and while this is becoming sound practice, there are some areas within the organisation where this is taking longer to embed as good practice.

The Council is actively engaged in ensuring quality outcomes for students. There is evidence of clear and timely information and reporting between Council and management to support evidence-based decision-making. Since the last EER, the Council membership has significantly changed and new members have been appointed following an analysis of the skills required. Council is clearly committed to the strategic plan, including the finalisation and implementation of both the Māori and Pasifika strategies, and to the ongoing financial sustainability of the organisation.

A robust framework for both academic and operational management is now in place following a recent review of service areas. There is strong evidence of exemplary leadership in the way that significant changes and challenges have been managed effectively to ensure that the organisation has maintained its focus on educational

performance. Faculties and service teams have their own strategic/business plans aligned to organisational strategic priorities and there is evidence that the majority of staff are involved in the development and monitoring of these plans. A comprehensive range of professional development activities are provided at organisational and faculty levels. Performance is monitored through PERFORM, and the leadership development programme, LEAD, is designed to develop strong, focused leaders.

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**.

See Findings 1.6 above.

2.2 Focus area: Māori Learner Achievement

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

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

As part of its commitment to tangata whenua, MIT has a strategic commitment to raising the achievement of Māori, a priority learner group. This commitment is being developed collaboratively by the Council, the leadership team, the Rūnanga, Te Kaiākau, Te Komiti Tangata Whenua and the faculties. Māori students total 18 per cent of enrolments (the MIT catchment area is 15 per cent Māori).

Since the last EER, Māori students have made the biggest gain in course completions (six percentage points) which is a positive achievement, but they are still the only priority learner group that is not yet meeting the agreed MIT/TEC commitments.

Table 4. MIT course completions 2012-15

	2012 %	2013 %	2014 %	MIT/TEC commitment %	2015 %	MIT/TEC commitment %	Gain since 2012 %
All	81	80	80.3	80	81.1	81	0.1
Māori	68	70	71.7	74	74.0	76*	8.0
Pasifika	73	74	74.9	74	74.9	75	2.0
Under-25	77	73	77.6	74	78.9	78	1.9

Priority learner groups

However, on another positive note, the achievement gap between all learners and Māori learners has reduced each year since the last EER.

Table 5. The achievement gap

	2012 %	2013 %	2014 %	2015 %
All	81	80	80.3	81.1
Māori	68	70	71.7	74
Gap reduction	13	10	8.6	6.7

To date it has been the responsibility of each faculty to raise Māori learner achievement, and some faculties and programmes have performed very well across the institute, but performance is inconsistent. Five faculties report that Māori learner achievement exceeds the MIT/TEC commitment of 76 per cent for course completions, and some programmes equal or exceed the overall MIT target (82 per cent) including the following excellent programme results from within the focus areas evaluated:

- Bachelor of Nursing (all students 97.9 per cent, Māori 88.6 per cent)
- Bachelor of Nursing Pasifika (all students 96.3 per cent, Māori 94 per cent)
- New Zealand Certificate in Cookery (Level 4) (all students 86.2 per cent, Māori 85.7 per cent)
- Bachelor of Creative Arts (all students 87.8 per cent, Māori 82.9 per cent).

Two faculties, Faculty of Engineering and Trades (60.2 per cent) and Faculty of Business and Information Technology (72.4 per cent), are not achieving the 76 per cent threshold and are therefore on monitored action plans to address this.

Table 6. Positive outcomes: employment/further learning outcomes

	2013 %	2014 %	2015 %
All	83.9	86.1	82.8
All (employment)	45.5	45.5	40.3
All (further learning)	46.1	46.5	50.8
Māori	-	88.7	68.6
Māori (employment)	-	40.4	48.4
Māori (further learning)	-	53.3	30.9

Māori reported excellent employment outcomes in 2014, but as with Pasifika this achievement reduced quite dramatically in 2015. Again, positive programme inconsistencies feature with the Bachelor of Nursing achieving 89 per cent and the Bachelor of Nursing Pasifika achieving 100 per cent employment outcomes, while along the continuum, Māori and Pasifika Trades Training report positively that 78 per cent of trainees are in employment, further study or apprenticeships. This is likely to increase as there is an additional 18 per cent of trainees who are yet to be contacted. This is positive as Trades programmes report a reluctance by small

businesses to recruit Māori graduates. MIT is well aware of these challenges and is working to resolve them.

MIT offers a range of programmes at different levels to match student and stakeholder needs including STAR, Trades Academy, Māori and Pasifika Trades Academy, certificate, diploma and degree programmes. Faculties have specific student needs' matching processes to better ensure students are in the correct programme and likely to succeed.

The faculties that are having the most success with Māori students are those that recognise and include Māori cultural practices such as noho marae, hui, karakia, mihi whakatau, use concepts such as ako and tuakana-teina, are student and whānau-centred and are culturally responsive. This includes the use of the MIT marae complex, Ngā Kete Wānanga, used by all staff and community but not fully used as a teaching space

Some faculties have also recruited additional Māori staff in leadership roles, including but not limited to the Māori faculty manager in the Faculty of Nursing and two Māori curriculum writers in the Faculty of Education and Social Sciences whose role it is to indigenise the curriculum. Other faculties are developing specific strategies to raise achievement such as the Mā Tātou strategy in the Faculty of Business and Information Technology.

Teaching staff have accessed professional development workshops cultivating Māori culturally responsive pedagogy. Staff have been acknowledged for their efforts through the MIT Teaching Excellence Awards highlighting and celebrating excellent teaching practice. In 2015, nine staff received awards including two in the category of Kaupapa Māori. Faculties that are achieving positive outcomes for Māori have identified these collective practices as necessary for their success.

While teaching staff provide the first academic and pastoral care support strategies for students, their services are augmented and reinforced by a very proactive MIT Student Support service.

The partnership between faculty is providing effective support to students. This support includes Te Komiti Kawa Whakaruruhau in the Faculty of Nursing and the interactions in the ruma whānau in the Faculties of Consumer Services and Creative Arts culminating in rising Māori student achievement and the reduction of the gap between Māori student achievement and that of all MIT students. These outcomes are confirmation of the increasing success of this partnership.

In 2016 the Council tabled a Māori Strategic Education Plan, the culmination of much discussion and debate dating from the disestablishment of the then Māori Department through to the present. Advice has been sourced from a number of avenues: the Māori advisory to the Council, (the Rūnanga) a proactive group that includes iwi, community, industry and academic representation and expertise; the Kaiākau and Te Komiti Tāngata Whenua (who will provide advice on curriculum ie Ahuatanga Māori once the plan is endorsed); and the leadership team and staff through their faculties and service areas. The position of Māori development

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manager was shortlisted during this EER. This manager will be responsible for oversight of the implementation of the proposed plan.

The Rūnanga has been an effective MIT initiative advising directly to Council and forging the way for ongoing discussions and partnerships with the three major iwi in the MIT catchment area. The Rūnanga, which along with Te Komiti Tāngata Whenua, was instrumental in securing the Council commitment to Te Tiriti o Waitangi in 2015, acknowledged by staff as a positive expression of the partnership with Māori.

While the objectives of the Māori Strategic Education Plan align to MIT's goals, there are no agreed milestones to gauge progressive achievement to meet targets generally set for 2019. Progressive targets are required to ensure an MIT action plan where leadership and decision-makers are accountable for fitting and timely improvements that lift student achievement. This should then cascade to faculties and teaching and support staff.

2.3 Focus area: Pasifika Achievement

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

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

Key Pasifika stakeholders engaged for this EER indicate that MIT is committed, working hard and in the right direction to support Pasifika student success. This work is still in progress, but is being driven by MIT's leadership and strategic objectives.

The MIT Pasifika Education Strategy (MIT Council 2015) aims to establish responsibility across the whole institution for the recruitment, retention and success of Pasifika. The evaluation team heard about a shift in mindset across MIT whereby disparate performance is not accepted and staff and leadership are actively engaged in opportunities to support Pasifika student success. However, at this point in time, different schools, faculties and programmes are at varying stages in the journey.

Average EFTS-weighted course completions for Pasifika students overall at MIT is 76 per cent in 2015. This is the best result since 2009, though still nine percentage points under MIT's aspirational target of 85 per cent.

MIT identifies that success rates for Pasifika indicate that needs are not being well met in some programmes, though there are useful models for improvement from other programmes. Pasifika achievement is affected by some schools with relatively significant Pasifika enrolments having experienced declines in performance. Equally, however, strong Pasifika student achievement is evident in other programmes with high Pasifika enrolments. Examples are the Bachelor of Nursing and Bachelor of Nursing Pacific and the Bachelor of Creative Arts (refer to Focus Areas 2.8 and 2.12 of this report for performance information).

High-performing programmes are characterised by strong self-assessment and effective processes embedded for the benefit of Pasifika students. Effective relationships have been established with industry to facilitate opportunities for Pasifika students (e.g. the strategic industry partnerships established by staff in the Nursing degrees, and the 'navigator' roles in the Māori and Pasifika Trades Training programme). In the Faculty of Creative Arts a Pasifika business has located itself in the faculty alongside students, and two Pasifika students have been selected to rebrand the Ministry of Pacific Island Affairs. Such programmes have a lot to offer in terms of sharing what has worked well and contributed to Pasifika success.

MIT has identified that it needs to improve Pasifika graduate destination outcomes and that it has undertaken much work over the last 18 months to ensure an appropriate and wide-ranging response to this focus (including engagement with employers targeted to this purpose). Presently, 68 per cent of Pasifika students progress to employment or further training after graduating from MIT. This result is 15 percentage points below overall student destination results.

MIT is actively monitoring and understands disparities in performance through close tracking of course completion results, and has implemented an institution-wide response to effectively manage disparities.

At an institutional level, MIT's strategic action plan for improving outcomes for Māori and Pasifika establishes key high-level actions to provide a consistent response through collaborative projects delivered in faculties together with support services. These are aimed at shaping support, teaching, programmes and activities to be inclusive, relevant and responsive to Pasifika students. Pasifika leadership and staff visibility and capability is a key focus, as are Pasifika learning spaces and tuakana-teina based mentoring.

While the action plan is relatively new, there was clear evidence of the implementation of these activities, and some effective processes in place. For example, Pasifika staff are becoming more visible through their presence in newly established leadership roles. Moreover, excellent guidance and support, in particular, is being provided to Pasifika students.

An institute-wide focus on increasing the visibility of student support services and the proactive nature of student support available has resulted in an increase in the numbers of Pasifika students engaging in support services.

Support staff are engaging with Pasifika students in schools and building capacity around them for when they arrive at MIT. From this engagement, one staff member identified that a significant number of Pasifika students have actively sought her out after commencing their studies at MIT. This is one strong indicator of success.

Data collected shows that Pasifika student numbers accessing support in May 2016 were at the same level as for the entire 2015 year. MIT is starting to track the impact of tuakana-teina engagement by collating data on students' engagement in support and reviewing this against retention and course results.

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Students are followed up six months after support has been provided to determine whether they are still engaged in study. For example, all Pasifika students who have accessed disability support have graduated or returned to study, and 85 per cent of 112 Pasifika students in 2015 believed that using the library had helped them to achieve better grades.

As well as the implementation of these key actions, it will be important for programmes needing to improve to produce and use robust self-assessment information to unearth any specific reasons affecting Pasifika student success. At present, this ability is somewhat affected by some present inability to track student survey feedback by student demographic. The Pasifika student representative process was also identified as requiring improvement to better encourage, capture and respond to the Pasifika student voice.

Two key initiatives planned for the benefit of Pasifika students and communities are coming into fruition in 2016, and their implementation will be supported by the recent appointment of the new Pasifika development manager for the MIT Pasifika Centre and The MIT Pasifika Languages Institute. The institute responds to community concern about the loss of language and, with it, core values. MIT has a well-established Pasifika community advisory board structure which has been in place since 2009 and is effective in supporting MIT's understanding of community needs.

2.4 Focus area: Pathways and Transitions

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

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

MIT has implemented programmes over the past eight years using a comprehensive set of key principles to provide multiple pathways and managed transitions for young people to engage in education and training.⁸ The key value of these programmes is that they provide opportunities that are not typically visible or available to the learners. They also provide strong support targeted to assist learners with their transitions, and clear, relevant pathways to employment and/or further education.

Strong relationships and partnerships, based on working together for the benefit of students and the community, are developed with secondary school principals. These principals value the level of flexibility, responsiveness and genuine willingness of MIT to engage with secondary schools to identify gaps, provide collaborative responses and foster new initiatives and pathways to meet student needs.

⁸ For example, the MIT Trades Academy, Māori and Pasifika Trades Training, STAR programmes, MIT School of Secondary Tertiary Studies, NEETs and Youth Guarantee programmes.

Over time, MIT has increased the number of secondary schools it engages with, from 27 in 2011 to 65 in 2015. Secondary school principals interviewed by the evaluators said that MIT is the tertiary institution of choice for their students as a result of the close collaboration and opportunities for seamless learning pathways.

The key emphases for success in these MIT programmes are on students being ready for work, developing the required personal skills, building confidence and having achievable, realistic goals and aspirations with seamless progression between secondary and tertiary education and unemployment. A youth employability passport highlights learners' skills and achievements such as a driver's licence and Site Safe certificate which may have previously been a life or work barrier. The passport achievements are assessed by workplace supervisors, assessors, tutors, support staff and employers, which adds to the work-readiness of each individual.

Student achievement is measured against individual goals and aspirations defined in individual learning plans. During the on-site interviews with staff, students and stakeholders, the EER team received highly positive feedback on the growth of young people involved in the various initiatives, particularly in their social skills, digital skills and work skills, as well as improved literacy and numeracy.

The Māori and Pasifika Trades Training and Trades Academy focus is on achieving credit towards NCEA qualifications as well as guiding students into apprenticeships and employment. In 2015, the first year of the MIT Trades Academy, students achieved on average 25-30 credits towards their NCEA qualifications from their one day per week at MIT.

Table 7. Successful course completions for Pathways and Transitions programmes

Programme	Success rate %		Māori success %		Pasifika success %	
	2014	2015	2014	2015	2014	2015
MPTT* L1-2	62.7	52.0	53.6	40.0	68.4	60.0
MPTT L3+	73.3	72.2	68.2	72.7	75.4	72.5
NEETs**	72.7	60.8	87.5	62.5	63.9	56.2
SSTS***	67.2	68	60.9	67.5	60.5	63.8
Trades Academy	NA	60.0	NA	64.3	NA	57.3
Youth Guarantee	76.2	76.3	61.9	71.3	75.3	72.3

*Māori and Pasifika Trades Training

**Not in Education, Employment or Training

***School of Secondary Tertiary Studies

Source: MIT Pathways and Transitions Report, February 2016

The main focus for the Māori and Pasifika Trades Training at levels 1-2 and NEETs from 2014 to 2015 is to get these students into employment. This often occurs during the programme, and while the completion rates for a particular year may

show a drop, in fact the students are gaining employment which is a very positive outcome, and many return to their studies in the following year.

Outcomes for the 229 NEET students in 2015 included 48 per cent in employment, 22 per cent completing study in 2016, 9 per cent progressing to higher-level study, 13 per cent being supported in seeking employment, and 8 per cent unknown. These are positive indicators of the value of this programme.

Stakeholders and students highly value the positive outcomes of these programmes. For example, the MIT Trades Academy destination survey results show strong outcomes for learners. With an 87 per cent response rate, the survey shows that 24 per cent of learners subsequently enrolled in an MIT full-time programme, 61 per cent returned to school for years 12 and 13, 10 per cent are working full-time in an apprenticeship or seeking employment, and 5 per cent are studying elsewhere or on church mission. Returning to school is a positive outcome within the multiple pathways environment: of the 54 students who returned to school in 2016, 73 per cent progressed to a higher level of study, 26 per cent continued at the same level, and 0.97 per cent continue at a lower level of study.

Following the success of this MIT Trades Academy, there is an increased number of places in 2016, with 340 places allocated (225 in 2015), and a further programme and a partnership initiative being explored.

The extent to which stakeholders value MIT's work in this area, and the relevance of programmes are seen in the number of external partnership initiatives established. These include partnership models with:

- industry training organisations – to enable students to engage in apprenticeships after successful study in a Trades programme, and then to return for further on-job training to enhance their work skills.
- secondary schools – to provide access to commercial equipment and industry trained staff, to upskill staff through assessment against unit standards, and to provide the environment to assess students against unit standards in the appropriate industry-standard work environment.

Employers and industry training organisations value their partnerships with MIT and the focus on preparing students to be work-ready when they begin their apprenticeships and employment. MIT has taken a leading role in the development of the Māori and Pasifika Trades Training initiative which brings together two ITPs and a wānanga and delivers programmes with an emphasis on work-readiness. A range of industry training organisations are involved in guiding students into apprenticeships and employment. In 2015, MIT exceeded all targets – 626 students were involved in these programmes; the target was 540. In 2016 the target is 530.

Effective teaching strategies are aligned to the needs of the student group, subject area and realistic learning and work environments. Initial assessment of literacy and numeracy and other learning skills provides the basis for strategies employed

by staff. A high priority is placed on relevant learning and teaching practice that meets the needs of individual students, and professional development is supported to ensure this focus. Learner progress, results and issues are discussed at regular staff meetings with programme areas. Faculty management are involved in these meetings to understand and monitor the effectiveness of the training. Staff discuss and share across-faculty learning activities and strategies to engage learners.

Students are interviewed by staff at enrolment to identify individual goals and career pathways and any life or work barriers. The focus on the development of the individual learning plan is to strengthen realistic career pathways and identify areas for support. Practical support and guidance is provided to students through tuakana-teina mentoring. Additional support staff who are familiar with the community work with students to improve attendance, work-readiness, iwi affiliations and cultural support. Students regularly meet with tutors to support their progress and their coping with the tertiary learning environment. Designated social spaces have been established to provide students with a sense of community.

The gap in training for NEET individuals is a key focus for MIT. Enterprise MIT, a wholly owned subsidiary PTE of MIT, has been created to respond to this gap with a significant part of its operations seeking out and supporting the NEET students. Learning is undertaken within community facilities and considerable support networks using a social work approach to help remove barriers to learning. Review of the programme alerted MIT to the loss of students within the first six weeks, and the programme was redeveloped to remove identified barriers.

A significant downturn in Youth Guarantee numbers has led to an education-to-engineering employment initiative, with four different institutions and three industry training organisations partnering to improve outcomes for learners entering the engineering profession. Ten scholarships have been provided to assist learners to join this programme.

The clear vision for supported pathways and multiple transitions at MIT is research-based through the activities of the Centre for Studies in Multiple Pathways. The models in place are based on organisation-wide collaboration, with responsibilities shared between the faculties and the external relations directorate.

The centre has organised an annual international conference for six years in partnership with Ako Aotearoa, and was recently joined by the Industry Training Federation. Research, leadership, consultancy and advice and community development work are undertaken nationally to understand the views and needs of younger learners in pathway programmes. A recent conference presentation in Canada has resulted in formal discussions about the suitability of the MIT model as a response to disengagement issues in Canada.

2.5 Focus area: International

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 achievement rate of international students studying at MIT is consistently strong and is higher than for all students. There was a significant growth in international student numbers in 2015, and the high achievement rate was maintained.

Table 8. MIT international student participation and achievement⁹

	2011	2012	2013	2014	2015
EFTS	471.6	497.3	523.8	617.2	961.5
Course completions	90.3%	87.8%	87.7%	89.7%	90.9%

In 2015, MIT international students were from India (423, 44 per cent), China (225, 23 per cent), Fiji (62, 6.5 per cent), Kenya (31, 3 per cent) with smaller numbers from Saudi Arabia, Samoa, Republic of Korea, Sri Lanka, Nepal, Philippines, Malaysia, Bangladesh, Tonga, Russian Federation, Papua New Guinea, Kiribati, Vietnam, Thailand, Pakistan and exchange students from Germany.

MIT undertakes an annual review of the organisation's compliance with the Code of Practice for the Pastoral Care of International Students. This includes an action plan for improvement such as updating documentation, and this is monitored through the international unit. The unit's strategic plan 2015-2020 is aligned to MIT's five key goals and has detailed objectives to achieve and report on annually.

Support is provided specifically for international students through the faculties, with additional support available through central services as required. Faculties use different strategies to meet the specific discipline needs of their international students. For example, with the increase in international students in the Faculty of Consumer Services, a past international student (who had successfully completed culinary programmes) was employed as a 'bridge and conduit' for these students, providing mentoring and support for attendance and presentation standards on a weekly basis. This has improved communication and attendance.

From an MIT survey of graduates, 87.2 per cent of 2015 international students progress to further study and employment (62.3 per cent in employment and 27.8 per cent in higher study). It is not clear whether these graduates obtained work relevant to their qualification or what skills and capabilities learned at MIT were of most value to employers. MIT is participating in a national alumni project in 2016 to develop ways to track graduate outcomes for international students.

There is evidence from the i-graduate survey, the International Student Barometer 2015, that MIT is recognised as having relatively high levels of satisfaction among

⁹ Data taken from the MIT 2015 Performance Book.

students – 92 per cent satisfaction overall, and 79 per cent would recommend MIT as a place of learning. Both outcomes are above the New Zealand ITP benchmark. These are strong indicators of value.

The approachability of staff, the online availability of teaching materials, additional academic support workshops, and the comprehensive orientation including pre-arrival support were all highly valued by the students interviewed by the evaluators. The students also stated that their study at MIT had met or exceeded their expectations, particularly the internships within the programmes which enabled them to undertake projects within New Zealand businesses.

There are clear management strategies being implemented to identify and agree on the approach to provision of international student support with each faculty and to build capability through the international unit to enable direct delivery of support. Remote campuses, such as the NZ Maritime School, are visited by international centre staff on a regular basis to meet the needs of the international students in the specialist programmes. Monthly meetings are held between the international unit and faculty deans to share/communicate market information and student achievement and to discuss any queries or issues.

With the increase in international students, MIT has set up a new sub-committee of the academic board – international students advisory. This committee will maintain an overview of international students within the institute, monitor academic and pastoral care obligations in alignment with the Code of Practice, and report to the academic board on general issues and needs of international students and international education.

2.6 Focus area: Bachelor of Information Communications Technology (ICT), Graduate Diploma in Information Communications Technology (ICT)

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 Information and Communication Technology (BICT) was introduced in 2013 with the first nine students graduating in 2015. The Graduate Diploma of Information and Communication Technology (GDipICT) was introduced a year later in 2014, with nine graduating in 2015. Both programmes originated from Christchurch Polytechnic Institute of Technology (now ARA Institute of Canterbury) programmes.

Table 9. Learner achievement: successful course completion rates

Year	All %	Māori %	Pasifika %	Under 25 %	International %
2013	79	72	75	76	91
2014	80	74	69	77	93
2015	83	73	75	81	96

The successful course completion rate (SCCR) for the BICT increased overall from 79 per cent in 2013 to 83 per cent in 2015, exceeding the MIT benchmark for all students of 82 per cent.

The GDipICT has 95 per cent SCCR – the cohort is all international students. International students do well in these programmes. However, for the last three years achievement for Māori and for Pasifika has remained below the overall SCCR and under MIT’s benchmark of 77 per cent for Māori and 75 per cent for Pasifika.

Student achievement within the BICT and GDipICT is variable. Course completions for nine of the 33 courses are under 75 per cent, and 18 courses are above the MIT benchmark.

The value of outcomes is high, with all students from both programmes going into employment or further study. The qualification is clearly valued by industry and the students interviewed. There is alignment between industry needs and the programme due to the strong connection with industry through the advisory committee, student industry placements, and staff interactions evidenced in the faculty’s engagement consultation log. The programmes are adding value to the wider community by providing opportunities for high school students to engage in IT activities, as well as current students working with five marae to support local Māori communities’ engagement with technology.

Student and key stakeholder needs are well met, with 70 per cent of students gaining jobs from their industry placements. Stakeholders interviewed for this EER described the many desired attributes that graduates demonstrate in employment; these stakeholders have contributed to teaching and learning content. Students also undertake a special topic to enable them to explore new and emerging technologies. The attrition and unsuccessful completion rates would indicate that the needs of these students are not being met. There is also limited analysis of students’ needs, particularly in terms of student survey data. The 2015 end-of-course survey results for the BICT indicated that 53 per cent of respondents who were Māori were dissatisfied with a number of aspects relating to teaching effectiveness. There was no evidence that these concerns had been considered or that actions had been put in place to address the issues identified.

The new learning environment at the Manukau campus has been instrumental in creating the impetus for pedagogical changes. There has been a focus on improving teaching effectiveness through the introduction of activity-based and collaborative learning. The academic centre has provided support for this change.

The programme committee plays an active role in monitoring course effectiveness and, for example, is currently supporting teaching staff to rewrite learning outcomes to better match the requirements of a level 7 qualification.

Staff are well qualified, with seven out of 12 having doctorates and a further 25 per cent engaged in further study supported by the institute. Staff research is supported, with 75 per cent of lecturers provided with time allocations ranging from half to one day per week.

The helpfulness and support given by staff, who often go well beyond expectations, was noted by both students and industry. This point was illustrated by a student who would have 'dropped out' if the lecturer had not continued to support and encourage her with regular checks on how she was progressing.

Several initiatives have been put in place to support students, including Peer Assisted Student Support (PASS) and more recently tuakana-teina mentoring. International student support was well recognised and appreciated by international students who were, for example, provided with pre-arrival orientation materials and six 'on boarding' workshops on arrival. Other central services were provided at the Manukau campus including library, counselling, learning assistance and health services.

A student class representative system has been introduced to encourage the student voice. This has been effective, for example, in getting some partitions installed to create smaller spaces. However, several students were unaware of the class representatives and their role, while others felt the system was not yet working effectively.

The dean, associate dean, programme leaders and discipline leaders provide leadership for the two programmes. Clear strategic direction is established by the dean who creates a faculty strategic plan that supports the institutional strategic plan, and by the associate dean, who in collaboration with staff develops a school strategic plan.

Staff performance monitored through PERFORM reflects the school's strategic plan, with 75 per cent of the goals being aligned with the strategy and 25 per cent being individual goals.

The leadership team has recognised and is concerned about the ongoing gap in success for Māori and Pasifika students, and believes that this systemic issue requires a significant and deliberately planned shift in focus and behaviour. To this end, an external consultant was commissioned to undertake the development of an overarching plan to guide future actions in terms of Māori engagement, retention and success. While Pasifika success is incorporated into this, the primary focus is on Māori. The outcome, Mā Tātou, was launched at the beginning of 2016. Staff are on board with this development and are well aware of its focus and intent. The first manifestation of Mā Tātou was the initiative for all staff to introduce themselves to their 2016 classes with a pepeha. Staff found the experience rewarding. A

whānau room has been created, and a student reference group created to provide guidance and support for the implementation of Mā Tātou.

While self-assessment is evident and there has been progress from a traditional ‘compliance’ culture to evaluative quality assurance, there are still gaps in the process. The programme evaluation report, which is completed annually and reviewed mid-year, is limited in its analysis of evidence and action planning. Industry feedback is sought and responded to. However, student feedback is not always considered. It is more than timely and appropriate that the faculty has taken purposeful action to change the learning environment and experience for Māori and Pasifika students through the insightful Mā Tātou. Until this can be fully implemented and take effect, it is important to put into action shorter-term solutions to close the growing gap between Māori and Pasifika student achievement, to take into account the analysis and understandings gained from Māori and Pasifika student feedback.

2.7 Focus area: New Zealand Diploma in Cookery (Level 5) and New Zealand Certificate in Cookery (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 New Zealand Diploma in Cookery and the New Zealand Certificate in Cookery were offered for the first time in 2015. These new qualifications were the result of the Targeted Review of Qualifications. The level 4 programme exceeded the MIT course completion target and achievement (85 per cent) for 2015. The level 5 diploma was just under the MIT target, achieving 84 per cent, exceeding the TEC/MIT agreed course completion commitment of 82 per cent. These were excellent results for the first year of programme delivery.

Table 10. EFTS and course completions

	Level 5 EFTS	Level 4 EFTS	2015 course completions level 5	2015 course completions level 4
All	114	78	84.0%	86.2%
Māori	13	25	73.0%	86.0%
Pasifika	24	31	84.0%	88.1%
Under 25	87	37	82.0%	89.9%
International	80	n/a	100%	n/a

Source: MIT Performance Book 2015

All priority students (Māori, Pasifika and under 25-year-olds) exceeded the MIT course completion target and achievement for 2015 for the certificate programme. However, Māori students’ course completions for the diploma were below expectations at 73 per cent. Staff intend using the CAMERA (consistency,

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assessment, moderation, evaluation, review and articulation) evaluation process to ascertain why students who were on par with all students at certificate level did not sustain this achievement for the diploma. This process has been useful in providing a framework for self-assessment for the faculty. Those international students who only enrolled in the diploma programme achieved 100 per cent success in 2015. Again, these are excellent results because apart from Māori diploma students, priority students are on a par with their peers.

In addition to the knowledge, practical and technical kitchen skills-sets achieved, staff acknowledged the growth in personal development of students, identifying attributes such as punctuality, initiative, attitude and time management enhancing the work-readiness of graduates. Stakeholders interviewed by the evaluation team noted attitude as a key attribute alongside skills and knowledge.

A strong feature of the programmes is the work placement and work experience (industry days) opportunities that also lead to part-time and full-time employment. MIT contracts an external company to manage work placements. This has freed up teaching staff to concentrate on teaching and support responsibilities. Employers interviewed had all employed graduates which attests to the collective strategy of correct placements by the company, effective teaching by staff, and student work-readiness. Positive outcomes (employment and/or further training) exceed 80 per cent which also attests to the success of this collective strategy.

The programmes have a positive impact on the community, with many examples shared of students using their skills in voluntary and paid community activities ('Eat My Lunch' charity support, church catering, Tongan festival catering, master classes and group catering, such as race course events). These all provide additional opportunities for students to practise their skills in industry-standard conditions.

Well-qualified, supportive staff provide a rich learning environment structured to meet the needs of the students. Staff use teaching strategies with a strong practical base, which appeals to the students, who are fortunate to have catering facilities (MIT café, restaurant) on site to practise their skills, augmenting their work placements. Staff keep current through networking relationships and also invite guest lecturers, and students meet icon chefs through the previously mentioned voluntary schemes. Staff also use their, and students', different ethnicities to promote and celebrate diversity with food festivals.

Students interviewed by the evaluation team spoke positively of the strong, supportive teacher and student relationships and peer-to-peer mentoring and support. A graduate won a gold medal at the 2014 Worldskills competition (dubbed the Olympics of Trade), which attests to the support of the tutor as a key contributing factor.

MIT has a wide range of academic and pastoral support available to students ranging from services provided by the support centre to those provided by the faculty including the 'porridge club' of free breakfasts, 0800 support line, ruma

whānau, dedicated international tutorial and support role from a Cookery graduate specifically for Indian students, Pasifika and Māori mentors, and email and social access to staff.

Faculties are autonomous, managed and monitored through leadership reports and meetings. The Faculty of Consumer Services operates a 'one-team' philosophy of working hard together and having fun (Fun Faculty). This approach was vindicated by the introduction of these two new programmes so soon after approval by NZQA. Staff report that starting programmes in February 2015 following approval in December 2014 has been a challenge but worthwhile based on the positive student response.

Management acknowledges and celebrates staff (a staff member won the MIT teaching award and was nominated for the Ako Aotearoa tertiary teacher of the year award). Staff continue to contribute to the industry by judging at Worldskills and other competitions. These keep staff current with changing industry needs.

The many programme changes in 2015 made it a very challenging year. However, staff were fully involved and supportive of each other and used the 'design, implement, adapt' strategy, staying flexible to meet the needs of students.

2.8 Focus area: Bachelor of Creative Arts

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 Bachelor of Creative Arts emerged following the withdrawal of the Bachelor of Visual Arts by the University of Auckland. The degree offers three specialisations – Creative Writing, Visual Arts and Performing Arts – and has built up a track record of high course completion rates.

In 2013 student achievement was at 94 per cent, and 91 per cent in 2014 and 88 per cent in 2015. While these outcomes have been dropping each year, they are still well above the institutional target of 82 per cent and the aspirational target of 85 per cent.

Table 11. Course completions

Total EFTS 2014	Total EFTS 2015	Success rate 2014	Success rate 2015	Māori success 2015	Pasifika success 2015	Under-25 success 2015
105.3	111.3	90.7%	88.0%	82.9%	89.2%	87.0%

Pasifika success rates are high at 89.2 per cent, which is attributed to a focus on Pasifika pedagogy.

Through comprehensive self-assessment processes, staff identified a need to restructure the degree to provide more electives for students. Some students were struggling with the number of compulsory courses for each specialisation, while

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achievement was much nearer 100 per cent where students had more selection. A Type 2 programme change was approved in 2015 with an associated transition plan, and the changes were implemented in 2016. Student feedback confirms their appreciation of the more flexible degree and range of choices available.

The faculty has embraced a philosophy of nurturing and building a community of staff and students wrapped in 'aroha'. Staff awareness of their own need to develop their teaching capability, research outputs and higher qualifications is encapsulated in a comprehensive set of professional development opportunities. This includes three professional development workshops in 2015 on cultivating Māori and Pasifika culturally responsive pedagogy. Four staff enrolled in a PhD with one just completed: 'Teaching as Inquiry' professional development programme in 2016.

An example of staff, students and industry working together is the production of the saleable artefact IKA – now in its fourth edition. This integrated project is an expression of Māori and Pasifika creative output enabling students to experience the full spectrum of activities required to produce the work – writing content, production, design, editing through to publishing and sales.

Industry engagement is a key attribute of the faculty, demonstrated in a range of ways. Some examples are: internships in year 2; Professional Practice capstone project in year 3 (which can be an individual or collaborative project); responsiveness to industry requests such as the rebranding exercise of the Ministry of Pacific Peoples involving one lecturer and two students; Auckland Museum outreach 'Beyond the Walls'; and the recent Tautai trip to Wellington where students meet other creative arts students.

Industry and community feedback is overwhelmingly affirmative of MIT and the faculty's agility, flexibility and innovation. Bright Sunday advertising agency has located its offices on the Creative Arts campus which is giving students 'real' business exposure on site. Performing Arts students get involved in productions at the Mangere Arts Centre and the faculty has been invited to be involved in the first TEDxManukau event in 2016. Other examples of community involvement include creating banners for Pasifika churches and sports clubs, and screenprinting T-shirts.

There is a specific foundation programme for Creative Arts students from which over 50 per cent pathway to the degree. For this programme, one-to-one interviews are held with students and individualised study plans designed to suit students' needs and aspirations. These plans are carefully monitored throughout the 16 weeks to ensure that at graduation students are in control of their own learning. Some of these graduates are now top-performing students in the degree. Other graduates from the foundation programme either move to other institutions for further study, or to employment.

In respect of the degree, 82 per cent of respondents to the graduate destination survey are in related employment or further study. Strategies have been identified to improve engagement with graduates through the use of social media, holding

alumni events, and revising the graduate destination survey to include more robust maintenance of the graduate destination log to achieve a nearer 100 per cent response rate.

The outcomes of student feedback, through the first impressions survey, course evaluations and the graduate destination survey are part of the programme evaluation reports process, which includes a quarterly review, a mid-year report and end-of-year report. This systematic and purposeful process enables staff to continually evaluate student progress, identify issues, develop solutions and interventions, as well as providing action plans from the analysis of surveys and reports.

Staff are all creative professionals in their own right and maintain their teaching currency. Student feedback was very positive about the support and pastoral care they received from teaching staff. This, along with central support services providing an adviser two days per week and additional learning support where required, provides a holistic approach to supporting students. Although the Creative Arts facility is slightly remote from the main MIT Otara campus, students were all fully aware of the services available and accessed them when necessary. Students also identified the tuakana-teina mentoring approach as supportive and beneficial to their learning. This approach encourages students to mix between disciplines as well as providing one-to-one meetings with year 1 students to identify specific needs and provide support.

Staff and students highly value the priority of faculty management to provide the best learning environment for everyone to work in. Faculty response to staff and student feedback has already resulted in some improvements such as a provision of a whānau room and redevelopment of the atrium social space. There is a comprehensive faculty strategic plan in place aligned with the key strategic priorities and includes further improvements to the facilities as budgets allow.

The faculty leadership has been restructured, resulting in the disestablishment of the four discipline-based schools and the establishment of a head of transition learning and head of collaborative teaching. Again, feedback from staff and industry strongly affirmed the two people in these roles.

Overall, this faculty is high performing, with results above institutional targets and a strong culture of self-assessment integrated into all functions. Staff are constantly identifying issues and needs, projects and other opportunities for students, and providing solutions or interventions as appropriate.

2.9 Focus area: Certificate in Work Skills (Level 1), Certificate in Community and Work Skills (Level 1)

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 Certificate in Community and Work Skills (Level 1) and Certificate in Work Skills (Level 1) are offered as a two-year programme of study, providing a pathway for students with special learning needs and learning disabilities. These programmes target MIT's priority groups, with current cohorts comprising 100 per cent under 25, approximately 50 per cent of whom are Māori or Pasifika. The numbers enrolled in these programmes have increased from 33 EFTS in 2015 to 45 EFTS in 2016. MIT is currently unable to meet the growing demand.

The objective of these programmes is to enable students to progress to employment, generally part-time, or to further study. A measure of student achievement is the number of students progressing to employment or higher study.

Table 12. 2015 students progressing to employment or higher study¹⁰

	All %	Māori %	Pasifika %	Under 25 %
Certificate in Community and Work Skills (18 students)	100	100	100	100
Certificate in Work Skills (17 students)	66.7	33.3	100	66.7

Student achievement is measured by the number of students successfully completing courses. The 2015 student success, retention and employment rates are above MIT benchmarks.

Table 13. 2015 successful course completion rates

	All %	Māori %	Pasifika %	Under 25 %	Retention %
Community Work Skills	89.8	100	85.7	94.4	88.9
Work Skills	100	100	100	100	88.9

Students gain personal, social, technological and employment skills with literacy and numeracy effectively embedded within this context. The achievement of these programmes is recognised by staff, students, employers and whānau.

The varied programme of study includes activities such as computing, community outings, work experience and cookery. As a result, students mature, develop appropriate interpersonal skills and become work-ready.

¹⁰ Small numbers create greater fluctuations in percentages.

The change in students and whānau is in many cases dramatic, as students develop skills and confidence that enable them to become not only independent, but also to make a contribution to their families. The value of this programme was attested by students and echoed by family, schools and employers.

Matching the needs of students is evident in many aspects of the programmes. Students are encouraged to learn in a way that best suits their needs, and to undertake projects around their areas of interest.

Based on feedback from whānau, the advisory committee, PolyEmp¹¹ and staff, the course Community and Relationships was reintroduced into the programme in the first semester. This course assists students to make the transition from school to tertiary education and to develop appropriate interpersonal skills.

Staff help place students in work experience that suits their aspirations and abilities. Employers complete workbooks attesting to the development of the students' work-ready capabilities including teamwork, grooming, attitude, dress and punctuality. Students are supported and monitored when in the workplace, and employers are asked to provide feedback on the nature and adequacy of this support.

To ensure teaching effectiveness, classes remain at around a ratio of 1:9 to enable staff to develop close relationships with students and to provide individualised learning based on students' strengths and learning plans. Off-site visits encourage students to learn beyond the classroom, while Cookery provides skills for living as well as a context for embedded literacy and numeracy.

Student support is extensive and provided from within the school as well as through the provision of central services such as counselling and the health centre. Integration of school and family as part of the support network reflects the basic premise that support needs to be multi-faceted and comprehensive. Whānau are encouraged and assisted to support their family members. Whānau engagement plays a significant role in the programme, and staff are accessible to families as well as students.

The programme is managed, supported and guided through active engagement by faculty management. Staff are involved in the cascading of the faculty strategy – which is based on the institutional strategy – into their school strategy. MIT key strategic priorities are reflected in individual goals identified and monitored through PERFORM, MIT's performance management process. Engagement with stakeholders is fully supported by faculty leadership and staff are encouraged to be innovative and creative in their approach to teaching and learning. Student feedback plays an important role in staff development, and positive feedback is a requirement of promotion.

¹¹ PolyEmp Employment and Advisory Services is a charitable trust which assists people with learning disabilities to find paid employment and reach their full potential. PolyEmp is located on site at MIT.

Institutional support for these programmes is evident in the additional resourcing in terms of teaching assistants to ensure that with the increase in numbers the quality of provision is maintained.

Self-assessment is continuous, and multiple sources of evidence are used to inform decisions. Such evidence is obtained through institutionally generated educational performance indicator data, student feedback both formal and informal, an incident log, parent and caregiver formal and informal feedback, whānau meetings and employer feedback. There is an active advisory committee that represents a number of stakeholder groups including schools, employers, PolyEmp and Special Education.

The annual performance evaluation report indicates a significant level of self-reflection resulting in actions that are monitored for their effectiveness.

2.10 Focus area: Certificate in Plumbing and Gasfitting (Level 3)

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 Certificate in Plumbing and Gasfitting (Level 3) is a pre-apprenticeship programme which prepares students with the knowledge, skills and attributes to begin a career in plumbing and gasfitting. A new programme of study to meet the requirements of the New Zealand Certificate in Plumbing and Gasfitting (Level 3) is being developed collaboratively with other ITPs and the industry training organisation. This programme has consistently met the MIT achievement targets and is considered a high-performing programme within the Trades area.

Table 14. Course completion rates 2011-2015

Year	2011 %	2012 %	2013 %	2014 %	2015 %
All	85	75	83	77	81
Māori	100	77	69	71	84
Pasifika	78	75	85	72	75
Under 25	83	79	82	77	80
International	Na	Na	Na	100	100

Source: MIT Certificate in Plumbing and Gasfitting (Level 3) [MN4484] performance evaluation report 2015

To improve both participation and achievement, tutorial staff have engaged with both Māori and Pasifika communities prior to and during the programme – working with community churches and families. Tutors have also undertaken regular monitoring of attendance, results and progress, with one-to-one sessions with students as well as providing monthly reports to management. These combined initiatives have contributed to the improved outcomes for Māori and under-25

priority learners. Greater emphasis on Pasifika achievement has been identified as an area for improvement in 2016 in the programme evaluation report.

Graduate survey outcomes indicate that 46 per cent of graduates are in employment within six months, and close to 80 per cent after 12 months. A further 21 per cent undertake higher-level study. The significance of these outcomes is that many of the graduates enrol in the MIT trade programmes as an alternative to gaining an education qualification.

In addition to the knowledge and practical skills achieved, staff acknowledged the growth in personal skills, identifying increased confidence, time management and job-seeking skills as enhancing the work-readiness of graduates. Students valued the links with employers provided by MIT staff, and employers expressed confidence in MIT to produce relevantly skilled graduates who are ready to integrate into the workplace as productive members of a team. Industry forums and advisory committees are actively engaged with the delivery of the programme, resulting in repeat business from employers wanting graduates, and repeat business from students who return to complete higher-level courses.

Strong industry and development links are key features of the programme and include:

- Active engagement and good rapport with key stakeholders – The Skills Organisation (the industry training organisation for plumbing), ATT (apprentice placement) and Masterlink (for mentoring apprentices), including a staff member on the Master Plumbers Association
- National and regional collaboration to develop programmes and teaching resources
- Tutorial staff with relevant, recent and current industry experience and links with businesses who are market leaders, and others who support training and provide teaching resources
- Engagement with parents, community and church groups to support students in their learning and to understand family expectations which may have an impact on study.

There is a strong team culture in this programme area with the outcomes of students being the primary concern for staff. Well-qualified, supportive staff provide an open learning environment using simulated and realistic work contexts and project-based learning activities, encouraging both individual and teamwork. Student feedback acknowledges the constructive and supportive relationship between student and tutor and student and student.

The focus on job completion and sharing of best industry practice aligns with the goal of every graduate to be work-ready. Assessments reinforce the transferability of skills through testing in a variety of contexts such as roofing, ablutions, taps, gasfittings and welding. Literacy and numeracy testing provides strong indication

of gaps. Staff and learners spoke of the value of understanding the gaps so that they could focus on these during their course. There is a challenge to find ways to assess literacy and numeracy progress because the students feel they no longer have any use for that information. The current outcomes of the testing are not taken seriously by the students who are keen to move on to employment at the end of their course. This area has been identified for further reflection and response in 2016.

Staff professional development for both mandatory and self-directed opportunities is well supported. Staff are completing higher-level qualifications as well as tertiary teaching qualifications, and there are strong industry networks with employers and key industry people involved in the learning environment on a regular basis. An area for further staff development in 2016 is enquiry-based learning strategies.

Where appropriate, pre-moderated common assessment tasks for unit standards are used. The Skills Organisation conducts regular moderation visits as well as paper-based post-assessment moderation, and staff attend cluster moderation sessions when appropriate.

MIT has a wide range of academic and pastoral support available to students ranging from services provided by central support services, to those provided within the faculty. With Plumbing and Gasfitting being delivered in a remote campus, there is an increased presence of student support services on site in the faculty. These include specific support for Māori and Pasifika students, literacy and numeracy and ongoing educational support. The improved access to support services has seen increased uptake by students.

To develop a sense of community and meet the needs of these students, a designated breakout space has been provided with appropriate equipment such as a table tennis and pool table to encourage students to share their lunch times and breaks with each other and meet students in other programmes in the school. This has been very successful and the model is now being replicated in other areas of the faculty.

A key feature of the programme is the extent of pastoral care provided to the students from enrolment to employment and beyond. There has been an intentional strengthening of this support and guidance to a more proactive model. An example of this is the grouping of three to four students responsible for each other's attendance. Should one of the group be late or absent it is up to the others to make contact with that person or inform the tutors of the absent student's whereabouts. The intent of this practice is to use the students' own networks and communication methods to create a close working environment within the programme cohort.

Faculties are autonomous, managed and monitored through leadership reports and meetings. The Faculty of Engineering and Trades is modelling this at school level following some significant changes to faculty management over recent years. Staff have the autonomy to connect with industry at all levels, demonstrating the

leadership qualities being supported and fostered in the school, and the value and trust being placed in staff. The high level of consistency of purpose, direction of the programme and management support established through the changes up to 2015 demonstrate a student-centric culture that supports them to achieve their employment and career aspirations.

2.11 Focus area: Graduate Diploma in Supply Chain and Shipping Management (Level 7), Diploma in Supply Chain Management (Level 5) and Diploma in Shipping and Freight (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**.

These programmes are delivered by the Faculty of Maritime and Logistics which is located in the NZ Maritime School in downtown Auckland. The Diploma in Shipping and Freight is also delivered at the MIT Manukau campus. Partly due to its separation from the main MIT campuses, this is a closely knit faculty led by management who also teach on Maritime and Logistics programmes. As the faculty delivers a number of Maritime New Zealand and international statutory maritime qualifications, it is subject to a number of rigorous audits by both Maritime New Zealand and international bodies. For students studying for Logistics-related qualifications, there is the opportunity to meet international requirements for International Air Transport Association freight handling.

Student course achievement in the graduate diploma was 83 per cent in 2014. This increased to 88 per cent in 2015 which is above the institutional target of 82 per cent and aspirational target of 85 per cent. Achievement for Māori was 100 per cent, with 75 per cent for Pasifika, and for international students, 96 per cent in 2014 and 91 per cent in 2015.

There was an increase in international student enrolments from 6.3 EFTS in 2014 to 29.8 EFTS in 2015, which affected class size. Staff were well prepared for this increase, and appropriate learning support was put in place to support these students in the New Zealand learning environment.

In respect of the two level 5 diplomas, student course achievement has been variable. The Diploma in Supply Chain Management overall course completion rate in 2014 was 87.2 per cent, decreasing to 71 per cent in 2015. Māori achieved 100 per cent completion in 2015 (no Māori students in 2014), and Pasifika achievement increased from 42.5 per cent in 2014 to 63.6 per cent in 2015.

The Diploma in Shipping and Freight is delivered at both the NZ Maritime School site and MIT Manukau with an increase in the overall course completion rate from 70.4 per cent in 2014 to 78.9 per cent in 2015. Māori students' course completion decreased from 62.8 per cent in 2014 to 52.5 per cent in 2015, while Pasifika achievement increased from 43.5 per cent in 2014 to 63.4 per cent in 2015. Forty per cent of the students in this diploma are under 25, but like other completion rates

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in these programmes, which were below institutional targets in 2015, the course completion rates for under-25s were 65.4 per cent in 2014, decreasing to 60.3 per cent in 2015.

Table 15. Course completions

	Total EFTS	Overall success	Māori success	Pasifika success	Under-25 success	International
Diploma in Supply Chain Management (Level 5)						
2014	9.0	87.2%	0	42.5%	75%	
2015	9.0	71%	100%	63.6%	56.7%	
Diploma in Shipping and Freight (Level 5)						
2014	44.6	70.9%	62.8%	43.5%	65.4%	81%
2015	47.4	81.0%	52.5%	63.4%	68.6%	100%
Graduate Diploma in Supply Chain and Shipping Management						
2014	15.6	83.2%	0%	75%	80%	96%
2015	40.3	88.4%	100%	75%	95.8%	91%

With the small number of staff, regular informal interaction takes place to discuss what is working well, what is not and what interventions are required. At the more formal programme committee meetings, review of student progress and course outcomes are standing items. Staff reviewed the changes in achievement, and student feedback data identified that the trial of modular block course delivery had created pressure for students to complete assessments in shorter timeframes. Additional support was provided to students for the remainder of 2015, and changes were made to a new hybrid model for 2016. There is good evidence that the implementation of this change is showing improved results and student engagement. Detailed analysis by staff also identified one course in the existing Diploma in Supply Chain Management as problematic for students, contributing to non-completion and disengagement. This course, along with others, has been completely redesigned for the new qualifications resulting from the Targeted Review of Qualifications, which are being delivered from July 2016.

These programmes are highly valued by students and industry. Employers interviewed indicated that graduates from the NZ Maritime School were always of good calibre and often the preferred employees. Overall, graduating numbers are increasing year on year.

Eighty-three per cent of graduates in the Diploma in Supply Chain Management are in work or further study, and 100 per cent of the Diploma in Shipping and Freight students are in work or further study. Similarly with the graduate diploma, of the 40 students enrolled in 2015, 30 graduated and are either in work or further study. Of the remaining 10, eight are either on extensions for one course or retaking a course in 2016. Employers seek graduates from NZ Maritime School programmes, with

some students offered jobs before completion of their qualification. Students are supported to complete their qualification.

Industry and staff have provided input into the new set of New Zealand certificates and diplomas for the supply chain and logistics industry. Industry contacts confirmed that staff are highly engaged with their respective industries, and the industry advisory group meets at agreed times each year, with the next meeting scheduled to review the new programmes leading to the recently registered New Zealand qualifications.

High-quality teaching is recognised by students and industry, and staff operate in an environment conducive to supporting professional development and improvement. The teaching team is constantly reviewing where specific professional development is needed. The faculty academic adviser either leads or co-ordinates appropriate activities in response to need.

There is a strong interface between lecturers and students. An 'open-door' policy operates enabling students to easily access help. Students reported that they had excellent support from staff at NZ Maritime School, including at least one day a week provided by central support services. Interventions and additional learning is provided whenever a problem is identified. Examples were given such as special workshops for international students on referencing; and an identified need for more pre-arrival information for international students in the graduate diploma, particularly in respect of technical language, which is being addressed in conjunction with the international office. An open forum for students is held monthly by the dean, reinforcing the openness that prevails in this faculty. This mechanism for the student voice is part of a more complex system of feedback which includes first impressions surveys, end-of-course and lecturer surveys, and the graduate destination survey. Feedback is always analysed by the whole team and action plans developed, implemented and monitored.

Overall, the educational performance of these programmes is exemplary, with a few exceptions where interventions and solutions are already seeing improved results. A culture of self-assessment and continuous improvement exists within this small faculty, and strong support from the management team and good facilities contribute to a highly effective learning environment for students.

2.12 Focus area: Bachelor of Nursing, Bachelor of Nursing Pasifika, and MIT Foundation Education Programme 1

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 the past five years, overall course completions for the Bachelor of Nursing and Bachelor of Nursing Pasifika have been high and consistently above 90 per cent. Table 16 shows high achievement for both the Bachelor of Nursing and Bachelor of Nursing Pasifika.

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Table 16. Course completions for undergraduate Nursing programmes

Bachelor of Nursing	2013 %	2014 %	2015 %	Bachelor of Nursing Pasifika	2013 %	2014 %	2015 %
All	93	93	94	All	96	93	94
Māori	91	91	89	Māori	99	88	94
Pasifika	88	91	93	Pasifika	95	93	95
Under 25	92	92	93	Under 25	95	93	92

Source: MIT Performance Book 2015

Pasifika students make up 35 per cent of total EFTS and achieve well. In 2015, Māori student achievement was 5 per cent below overall results for the Bachelor of Nursing, though at 89 per cent it exceeded MIT’s internal target. Increasing Māori participation and achievement is a continued focus for the faculty, including as a key objective of the faculty strategic plan 2015-2020.

A solid number of students staircase from the MIT foundation programme to enrol in the degrees and succeed. For example, in 2013, 40 per cent of students enrolled in the degree programme. Of those students, 68 per cent completed the degree in three years, and 23 per cent are likely to graduate in 2016 (91 per cent retention).

In 2015, 85 per cent of Bachelor of Nursing graduates, and 86 per cent of Bachelor of Nursing Pasifika graduates gained employment or progressed to higher study within six months of graduating. Pasifika students achieved a similar result, and Māori student outcomes were even higher.

Key stakeholders interviewed valued the opportunity to employ MIT graduates and consider that MIT’s Bachelor of Nursing and Bachelor of Nursing Pasifika are contributing well towards meeting future demand for an increased Māori and Pasifika workforce. The Bachelor of Nursing Pasifika was developed purposefully to respond to local demand and reduce health disparities in Pasifika populations and is of high relevance to stakeholders. It is the sole programme of its kind in the region and is grounded in Pasifika worldviews and beliefs in health.

Key stakeholders described the benefits to families and communities flowing from students’ completion of the degrees, including graduates role-modelling success, service to community, and the importance of health and wellbeing. Excellent processes contributing to valued outcomes and high achievement include:

- Extensive, relevant, practical and practice-based learning opportunities such as learning simulated in the clinical learning suite, one-third of learning taught at Ko Awatea in Middlemore Hospital, and students gaining in excess of 1,200 hours placement experience in diverse placements.
- Rich learning environments have been structured for the benefit and needs of students. Cultural principles are embedded into teaching and learning. Students are supported to develop their self-identities, strengths and resilience. Student

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enrolments are capped for the Bachelor of Nursing Pasifika and are delivered by a core teaching team to foster a supportive learning environment and teacher and student relationships.

- Highly supportive, skilled and qualified teachers. The 2016 Bachelor of Nursing Pasifika monitor's report commends effective teaching strategies supporting the uniqueness of the degree.
- Extensive and relevant student guidance and support provided from a diversity of sources to meet different needs. This includes the establishment over time of a number of relevant support mechanisms to promote Māori student success (e.g. a faculty leader Māori, a Kaiawhina, a mentoring programme, and a whānau room), and Pasifika student success (e.g. a Pasifika student support person, fono space and fono evenings for students and families).

Staff are mindful of students' commitments to family, culture and community, and students are guided to consider placement and employment opportunities that will align with these commitments. There is a focus on early identification of support needs, and close monitoring of the appropriateness of support provided.

Staff are supported in professional development and research by funding and release time, though the Bachelor of Nursing Pasifika monitor's report identifies that research is challenging due to workloads. The roles of faculty leader Māori and team leader Bachelor of Nursing Pasifika are busy as they also involve teaching and will therefore benefit from formal workload monitoring implemented in 2016. The monitor of the Bachelor of Nursing Pasifika recently commended the faculty for support provided for the teaching development of new staff.

Self-assessment is coherent and comprehensive and is used effectively to contribute to ongoing quality improvement resulting in excellent results over time. Student achievement and destination outcomes are regularly and effectively tracked by year and for different student cohorts. Data is analysed against internal and external benchmarks. Clear actions are devised to respond where a need to improve is identified (e.g. the faculty's comprehensive response to lift state exam results).

Individual course completion results are tracked and targeted for review and action if improvement is required. This is a key activity, as for example analysis of Māori student achievement by course showed at least four courses where Māori students were not achieving as well as other student cohorts.

Key advisory input from the Pasifika advisory group, Te Komiti Kawawhakaruruhau and Te Komiti Tangata Whenua contribute to an understanding of student and community needs. Stakeholder engagement, industry partnerships and relationships are relevant, extensive and well used to ensure ongoing matching of needs.

The Bachelor of Nursing is self-monitoring and the Bachelor of Nursing Pasifika was recommended for self-monitoring by the external monitor in May 2016. This is

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a key indicator of the confidence of the external monitor (representing NZQA and the New Zealand Nursing Council) in the faculty and the quality assurance of its degree programmes and matching of needs.

Recommendations

NZQA recommends that Manukau Institute of Technology:

- Continue its focus on lifting outcomes for Māori and Pasifika to be on par with other learners, and progress the identified need for strong and clearly defined Māori leadership for the Māori education strategy.
- Extend the analysis of student feedback and self-assessment information from different cohorts (priority and international students) to capture the effectiveness of learning and teaching for these groups.

Appendix

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).

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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