



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

Nelson Marlborough Institute of
Technology

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 21 August 2017

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Final Report

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:	Nelson Marlborough Institute of Technology
Type:	Institute of Technology (ITP)
First registered:	31 May 2004
Location:	322 Hardy St, Nelson
Delivery sites:	85 Budge St, Riversdale, Blenheim Zhejiang University of Water Resources and Electric Power, Hangzhou, China (NMIT offshore) Global Campus, 42 Upper Queen Street, Auckland Community Church, Level 1 Cantec House, 24 George Street, Timaru
Courses currently delivered:	http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=601114001&delSiteInd=0
Code of Practice signatory:	Yes
Number of students:	Domestic: 3,271 equivalent full-time students (EFTS) (2016). Fourteen per cent of enrolled domestic students were Māori, 4 per cent were Pasifika, and 51 per cent were aged under 25 years. International: 991 EFTS (2016) compared with 462 in 2013 International (delivered overseas): 292 EFTS in China (2016)

Number of staff:	<p>2016: 260 full-time equivalents (FTE) (174 full-time, 180 part-time (86 FTEs))</p> <p>2017: 317 FTEs (214 full-time, 228 part-time 103 FTEs))</p>
Scope of active accreditation:	<p>http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=601114001</p>
Distinctive characteristics:	<p>NMIT is the largest education and training provider in the Nelson-Marlborough region. Its delivery includes specialised areas such as aquaculture, maritime/marine, viticulture and wine, and aviation engineering. These programmes have been developed in consultation with employers, and provide career pathways and bridge skills gaps in the region.</p> <p>NMIT has continued to develop a learner-centred delivery model which includes collaborative projects and blended and work-based learning. This includes several strategic partnerships, some of which NMIT has had for some time with regional industries and other stakeholders nationwide at all levels.</p> <p>The organisation has a significant number of collaborative arrangements and partnerships with other providers such as:</p> <ul style="list-style-type: none"> • Ara Institute of Canterbury (Ara, formerly Christchurch Polytechnic Institute of Technology and Aoraki Polytechnic). Ara has approval for the Bachelor of Nursing qualification and programme. NMIT has accreditation to provide the degree Wintec (Waikato Institute of Technology) has approval for the Bachelor of Applied Social Sciences and programme. NMIT has accreditation to provide the degree. • Department of Conservation (DoC). NMIT has approval and accreditation for the Trainee Ranger Certificate programme and undertakes most of the work related to its delivery. • AUT. The Bachelor of Sport and Recreation is delivered by NMIT staff at NMIT's Nelson campus. • Cawthron Institute. NMIT developed an aquaculture technical facility in collaboration with the institute, which is New Zealand's largest independent science

organisation specialising in aquaculture, biosecurity, marine and freshwater, and laboratory testing. NMIT has developed aquaculture qualifications and programmes and gained approval and accreditation from NZQA.

Since 2008, NZQA has given NMIT approval to deliver two programmes offshore at Zhejiang University of Water Resources and Electric Power, Hangzhou, China: the Diploma in Commerce (Level 6) and the Diploma in Information Technology (Level 6).

NMIT gained many new programme approvals in 2015-2016. The number and proportion of international students have increased significantly.

Recent significant changes:

NMIT established its Global Campus for international students in Auckland in 2015. A new chair of Council was appointed in 2016. Recent new appointments have included the director of teaching, learning and quality; the quality enhancement manager; and the teaching, learning and assessment coach. The NMIT directorate has undergone staff changes, and departments have been rebalanced (2016).

NMIT ended Skills Update Training Institute (SUTI) delivery of Community Support Services programmes (Care for the Older Person) on behalf of NMIT in 2016. For students who want to engage in such vocational programmes at levels 2 and 3 in 2017, NMIT restructured its arrangements with SUTI in 2017. SUTI has resumed delivery of the community care services programme on NMIT's behalf.

Previous quality assurance history:

At the previous external evaluation and review (EER) in November 2012, NZQA was Highly Confident in NMIT's educational performance and Confident in the organisation's capability in self-assessment.

NZQA accepted NMIT's action plan to meet moderation requirements for the New Zealand Diploma in Business requirements in Business Financial Accounting (2015), Leadership (2014-2015), and Applied Management (2015). NZQA also accepted NMIT's action plan to meet unit standards external moderation requirements for Adult Education, Communication Skills levels 4-6, Computing levels 1-4, Mathematics in the Workplace,

and Numeracy.

NZQA found NMIT 'Sufficient' in consistency for the New Zealand Certificate in English Language (Levels 2, 3 and 4).

NMIT has continued an active and successful history of gaining NZQA approval and accreditation for the delivery of programmes and consent to assess standards.

All degree programmes delivered at NMIT have been subject to monitoring visits and have reported positive outcomes.

NMIT has met the moderation requirements of the following industry training organisations: BCITO (Building and Construction Industry Training Organisation), Primary ITO, Careerforce, Competenz, HITO (Hairdressing and Beauty Industry Training Organisation), and ServiceIQ.

NMIT has implemented the recommendations of the Tertiary Education Commission (TEC) audit report November-December 2016 with regard to the enrolment process for learners enrolled in ESOL – ILN (English for Speakers of Other Languages – Intensive Literacy and Numeracy), the process for recording contact hours for these learners, reviewing and updating subcontracting agreements, and clarifying National Certificate in Motor Industry reporting requirements to meet the TEC's expectations relating to the reporting of course completions for one national certificate.

The 2015 Telarc Management System Assessment Report commissioned by NMIT noted that management's commitment to both the quality management system and continuous improvement was clearly visible. A revalidation assessment carried out by Telarc in 2016 to determine the status and level of compliance of the management system against its internal requirements and those of AS/NZ ISO 9001:2008 recommended that NMIT's certification be continued.

Other:

NMIT has refreshed its Māori strategy in the past 18 months. Te Ara Wai is a long-term strategy intended to

better support the needs of Māori students and their achievement by involving all students and staff and stakeholders in making NMIT a culturally inclusive learning environment.

2. Scope of external evaluation and review

The following focus areas for evaluation were chosen by NMIT and NZQA and were drawn from a number of different levels, from certificate to degree. The focus areas were chosen to be representative of NMIT's programme clusters and included the new Global Campus and international and domestic students, including Māori and Pasifika. Overall, the programmes represent a significant proportion of the organisation's students. Details of the number of students, including Māori, Pasifika and international, and their educational performance are provided with each focus area in the body of this report.

1. Management – Graduate Diploma in Management (Level 7). This programme has 62 EFTS. It is delivered at the Nelson and Global Campus Auckland campuses, with approximately 30 per cent of the EFTS at the Global Campus. The programme has an increasing number of EFTS and a high proportion of international students. The focus of the EER was on delivery at the Global Campus site.
2. Health and Fitness – Diploma in Applied Fitness (Level 6). This programme has 62 EFTS. The qualification is the only applied fitness diploma in New Zealand. The programme's EFTS have increased year-on-year since 2012, and Māori students comprised 23 per cent of the programme's student population in 2016. The programme includes community engagement and provides a pathway to a Bachelor's degree or exit employment opportunities for graduates.
3. Health and Fitness – Bachelor of Nursing (Level 7). This programme has 150 EFTS. NMIT is the only provider of this programme in the region. NMIT experiences high levels of demand and has a relationship with the district health board and its recently established education unit (the first in the region). NMIT is delivering ARA's programme for which NMIT has accreditation. NMIT has a close, ongoing partnership with ARA for the delivery of the degree beginning 2011. The partnership was designed to transition NMIT to the Ara degree programme. The programme has had a consistently high number of EFTS, a fair representation of Māori students and a small number of international students, a relatively high employment rate six months' post-graduation, and high levels of course and qualification completions.
4. Trades – Certificate in Trades and Primary Industries (Level 2). This programme has 31 EFTS. It is a 'second-chance' opportunity for learners (often

disengaged youth), has a high proportion of EFTS at level 2, a relatively high proportion of Māori students, and variable course and qualification completion rates.

5. Trades – Certificate in Carpentry (Level 4). This programme has 37 EFTS. Course and qualification completion rates had been trending downward over 2013-2015, but improved by 5 and 6 percentage points respectively in 2016; this programme has 32 per cent Māori participation and high under-25 participation.
6. Trainee Ranger – Trainee Ranger Certificate (Level 3). This programme has 26 EFTS. Over the last four years, student numbers have not increased overall, and Māori participation has been low. This programme is delivered in collaboration with the Department of Conservation and reflects NMIT's responsiveness to industry needs and support for the demand for employees to work across the three national parks in the region. The programme supports learners to be kaitiaki for Aotearoa, and provides high graduate employment outcomes.
7. Aquaculture – Diploma in Aquaculture (Fish Farming and Fishery Management (Level 5), Bachelor of Aquaculture and Marine Conservation (Level 7), Postgraduate Diploma in Sustainable Aquaculture (Level 7). These programmes have a total of 39 EFTS. One of NMIT's unique programme areas, these programmes are the only ones of their type in New Zealand. They provide training to a growing sector, a \$2 billion industry. International student participation increased in 2015, Māori participation is relatively low, and overall student numbers have flatlined. The aquaculture programmes provide progression pathways within NMIT from diploma to postgraduate level.
8. International Students: Support and Wellbeing. International students (mainly from China and India) are a significant proportion of NMIT's student population, with 991 EFTS (at least 23 per cent), with the potential to grow. NMIT courses/programmes specifically approved by NZQA for international students include: Postgraduate Diploma in Business Enterprise (2013), Postgraduate Diploma in IT Security Management (2016), Study Abroad Training Scheme 1 (Level 5) (2016), and Study Abroad Training Scheme 1 (Level 5) (2017).

As a result of the Mandatory Review of Qualifications, NZQA has given NMIT extension approval until the end of 2018 to continue to deliver two programmes at Zhejiang University of Water Resources and Electric Power in Hangzhou, China: Diploma in Commerce (Level 6) and Diploma in Information Technology (Level 6). International student achievement and delivery in China was included in this focus area.

9. Māori support and achievement. Approximately 14 per cent of NMIT's student population, with 476 EFTS, is New Zealand Māori, and 4 per cent Pasifika with 100 EFTS. Support for and achievement by Māori and Pasifika students is of

particular interest to NZQA, the TEC and government. Both groups will be reported on, but NMIT has a higher number and proportion of Māori students. Focus area programmes include some with a relatively high representation of Māori students. The EER also considered the participation, achievement and performance of additional Māori-specific programmes. Pasifika support and achievement is reported through the key evaluation questions.

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.

NZQA met NMIT on two occasions prior to the EER, which was conducted by five evaluators over six days (22 and 29-31 March, 4 and 5 April 2017). For each programme focus area, a series of discussions was conducted with programme management, tutors, students, graduates and employers as well as members of industry advisory groups in Nelson. Telephone interviews were conducted with a sample of external stakeholders that NMIT engages with.

Two evaluators visited Global Campus in Auckland on day one, and interviews covered the focus areas of the Graduate Diploma in Management and international student support. Discussions were held with international student support staff and international students and student association representatives. Discussions were also held with the directors, advisors, coordinators, heads of department, tutors and students with particular involvement in Māori student support and wellbeing. There were also meetings held with graduates and local employers who form part of the advisory group.

For governance, management, strategy, learning design and teaching, the EER team met with the NMIT Council, the chief executive, the directorate, and the academic board and committees. Documentation reviewed included the information NMIT submitted before, during and after the visit, self-assessment review reports from the programme focus areas, key strategy and research documents, staff, student and graduate surveys, and reports and minutes including for the Council, academic board, directorate and committees and sub-committees.

Summary of Results

Statements of confidence in educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Confident** in the capability in self-assessment of **Nelson Marlborough Institute of Technology**.

The main reasons for these levels of confidence are:

- NMIT's governance and management provide sound leadership and implement strategies that are improving educational performance and leading to good employment outcomes. Despite ongoing organisational change, staff feel supported and well informed and are responding positively to these strategies. (Refer to Findings 1.5.)
- NMIT is effectively preparing its graduates for work and/or further study. Graduate outcomes data shows solid, relevant employment outcomes in some programmes.¹ These outcomes are supported by strong, purposeful employer and industry engagement. NMIT has identified as an area for improvement the gathering of feedback from graduates on the quality and relevance of their learning to their employment. (Refer to Findings 1.2, 1.3, 1.5 and Focus Areas for further details.)
- NMIT is maintaining overall course completions – a key TEC indicator of educational performance – within a range of 78 to 81 per cent for the period 2013-2016. This is at or above the ITP median. (Refer to Findings 1.1, Focus Areas and Appendix Tables for further details.)
- Strategies to improve learning and teaching, achieve valued outcomes, match regional and national needs, and maintain investment are effective. Tutors have a good understanding of how well individual students are achieving, and direct students to the right support. Staff monitor programme performance, relevance and levels of student satisfaction. This is an area of strength. (Refer to Findings 1.3, 1.4 and Focus Areas for further details.)
- International student support and monitoring of the Education (Pastoral Care of International Students) Code of Practice are well managed. The Global Campus is a positive extension to NMIT's international strategy. The recent changes to governance and management, and international numbers not quite

¹ NMIT's Graduate Destination Survey overall shows 68, 54, 64 and 68 per cent of its graduates were employed in 2012, 2013, 2014 and 2015 respectively six months after they graduated. When those studying full-time are added to those who are employed, the positive graduate destinations are 83, 68, 73 and 78 per cent respectively.

reaching expected levels, have presented challenges to NMIT that are well understood and monitored. (Refer to Findings 1.1, Focus Areas 2.1, 2.8 and Appendix Table 9 for further details.)

- Student support services are working well to support learner needs. (Refer to Findings 1.4 and Focus Areas for further details.)
- A revised strategic framework has improved support for staff research. While there are few active researchers², peer reviewed research outputs have increased from 20 in 2012 to 70 in 2016.³ (Refer to Findings 1.2, 1.5 and Focus Areas for further details.)
- Compliance is well managed and monitored. NMIT's effective compliance management is validated through an independent audit, with roles and responsibilities clearly defined and integrated into operations. (Refer to Findings 1.6 and Focus Areas for further details.)
- NMIT monitors student achievement data and identifies programmes that are underperforming. There is a lack of detailed analysis in some programmes. The new data visualisation dashboard⁴ will improve NMIT's capability to capture, report and present data to identify trends, including priority groups and areas for improvement. (Refer to Findings 1.1, 1.5 and Focus Areas for further details.)
- There is a persistent gap in achievement between Māori and non-Māori students. This also applies to Pasifika students. At a programme level, Māori and Pasifika achieve better in some programmes than others. NMIT recently put in place initiatives to improve support for Maori students, which have yet to be fully implemented. (Refer to Findings 1.1-1.5, Focus Areas and Appendix Tables for further details.)

In summary, NMIT is meeting the most important needs of most of its students. NMIT is matching regional and key industry needs. It is also adding value to its community through collaboration to provide study opportunities to degree level in Nelson. NMIT's effective governance and management have the means to continue to deliver a high level of educational performance. NMIT is continuing to strengthen the quality and validity of information it gathers to support educational achievement and further develop its self-assessment.

² All degree tutors do research.

³ On the back of current data and planned improvements, NMIT has decided to enter the 2018 Performance-Based Research Fund Quality Evaluation round.

⁴ NMIT previously used visual management boards.

Findings⁵

1.1 How well do students achieve?

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

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

Table 1. NMIT student participation and achievement rates, 2013-2016

	Total EFTS – all programmes				Course completions (%) all programmes				Qualification completions (%) all programmes			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Overall	2789	2721	3179	3271	78	81	78	81	81	71	63	69
Under 25	1476	1466	1751	1663	76	80	78	80	76	70	58	65
Māori	363	434	490	476	66	73	69	70	70	66	60	57
Non-Māori	2345	2287	2687	2796	81	81	80	82	82	73	64	69
Pasifika	128	105	108	100	69	73	71	69	57	51	68	68
Non-Pasifika	2581	2617	3070	3173	79	81	79	81	82	73	63	67
International	445	483	844	991	83	84	76	83	75	70	38	62
Non-international	2344	2238	2335	2280	72	80	78	79	80	72	73	71

Source: NMIT 2016 data provisional subject to TEC confirmation

Table 1 shows that students at NMIT achieve well overall. The course completion rates have been consistent since 2013, and course completion and qualification completion rates for 2016 were around or at the ITP median. There was a significant increase in EFTS in the same period, much of it due to the growth in international numbers. There was a high qualification completion rate in 2013 and a lower but consistent qualification completion rate for 2014-2016 which NMIT has explained.⁶ Otherwise, NMIT has performed at or above the ITP median.⁷

⁵ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁶ The cessation of aviation pilot education funding in 2013 resulted in high numbers of qualification completions in 2013.

⁷ Course completion rates for all students were 4 percentage points higher than the national median in 2016. Qualification completion rates for Student Achievement Component funded students were at the sector median. Retention rates improved steadily each year for 2013-2016, from 62 to 70 per cent, which has brought NMIT close to the median of all ITPs. Course and qualification completion rates for all students improved from 2015 to 2016 by 3 and 6 percentage points in 2016 respectively, and retention and progression rates by 1 and 3 percentage points respectively.

There has been a persistent gap in the course completion rates of Māori students (14 per cent of NMIT's students in 2016) when compared with non-Māori from 2013 to 2016. The achievement rates of Pasifika students (4 per cent of NMIT's students in 2016) were also lower than for non-Pasifika. There was limited evidence of analysis of achievement data by department, programme or course to identify areas of concern, and targeted responses to lift Māori and Pasifika learner achievement.

For priority groups other than Māori and Pasifika, such as Youth Guarantee and Intensive Literacy and Numeracy-funded students, NMIT has had mixed success. Youth Guarantee course and qualification completions improved but are slightly below or at the median for all ITPs. In 2016, NMIT exceeded its targets for literacy and numeracy levels 1-3. Analysis of these significant gains and their relationship to successful course completions is not clear or evident from the information provided.

International students have achieved at about the same rate as domestic students overall since 2013, when they achieved 10 per cent higher. There was a dip in achievement for 2015, understood by NMIT as being related to English language entry requirements and the differing expectations and learning styles of some international students.⁸ There was a lift in achievement in 2016 as a result of the improvement in a range of strategies based on what was learned.

Achievement in most programme areas is being closely monitored by programme staff, with at-risk students mostly identified early and effective support put in place to help them to succeed. Attendance is also closely monitored and non-attendance acted on because of its relationship to achievement success. Most programmes have identified why students have withdrawn before completing their programme, in an attempt to support earlier intervention and reduce withdrawals. Personal reasons beyond the control of NMIT are one key reason, but the documentation of the reasons varied.

At an organisational level, tools such as the new data dashboard system available to managers, programme leaders and administrators, are improving NMIT's ability to monitor and understand achievement. Programmes that are causing concern because of low student numbers or declining or poor educational achievement are closely monitored with a focus on improvement. However, the full potential of new tools has not yet been fully realised, and their day-to-day use has not yet been

⁸ As documented later in this report, there was a significant increase in international student numbers, including students from India, based on English language requirements at the time and since tightened. There were also cultural differences in learning styles, assessment, and plagiarism – which led to high failure and withdrawal rates.

made readily available to all staff.⁹ The planned implementation of the new tools has been focused on management and programme management in the first instance to build capability at that level. NMIT intends as soon as practicable to roll out the new tools with related professional development to ensure student achievement tools are fully used at the programme level.

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

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

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

A range of evidence at programme level assures the evaluation team that NMIT is well connected to industry and gaining strong outcomes for key stakeholders, including students. Feedback reflects a high level of support for NMIT. Ninety-three per cent of surveyed students were satisfied with NMIT overall in 2016. In an NMIT-commissioned telephone survey of employers in July 2016, 74 per cent of employers who had had experience with NMIT students or graduates were satisfied with their ability to fit into the workplace, 67 per cent were satisfied with their ability to work as a team, and 60 per cent with how well NMIT students and graduates met employers' expectations.¹⁰

Graduates, employers, advisory groups and other stakeholders interviewed by the evaluators confirmed the organisation's understanding that the knowledge and qualifications gained enabled the students to readily find and succeed in employment. The evaluators were told that in some industries, organisations employ and even seek out NMIT graduates. This was consistent with NMIT's annual survey and commissioned employer research.

Destination data is being increasingly systematically collected at the programme level as well as at a higher level.¹¹ Most programmes take different approaches to

⁹ Data is, however, currently shared through team meetings and performance panel meetings.

¹⁰ An independent research company telephoned 100 businesses within the NMIT catchment area to determine employers' perceptions of graduates' work-readiness and the suitability of their technical skills and knowledge, and employers' likelihood to recommend NMIT graduates to others based on their experience. The survey targeted both the employers that engage with NMIT on a regular basis (by providing work placements for NMIT students or employing NMIT graduates) and those that currently did not have any association with NMIT.

¹¹ For example, in 2016 in applied fitness, 50 per cent of certificate graduates (16) progressed to further study, 34 per cent (11) gained employment in the fitness industry, and 6 per cent (two) gained unrelated employment, 90 per cent overall. NMIT's graduate destination survey 2012-2015 showed the percentage of graduates studying full-time and those in employment six months' post-graduation in 2015, as 78 per cent. Response rates averaged approximately 28 per cent which the evaluators considered may limit the value of some surveys aggregated or broken down to department or programme level.

gathering graduate destination and other related graduate outcomes information depending on the specific objectives of the programme.

Significant numbers of graduates are moving either to relevant employment or further study, in particular from programmes with strong industry links and/or a specific vocational focus such as applied fitness, aquaculture, trainee ranger nursing and carpentry. For example, since 2012, 100 per cent of NMIT nursing graduates who have sat the state final examination conducted by the Nursing Council of New Zealand have passed.¹² NMIT destination data shows that 100 per cent of 2015 graduates gained employment in nursing jobs within six months of graduation and eighty per cent of 2016 graduates were employed as at 1 January 2017.

From 2012-2016, 88 per cent of graduates from the Trainee Ranger programme found relevant employment either with DoC or on conservation-related projects with other organisations. There are also strong employment outcomes for learners who complete the Diploma in Aquaculture or the Postgraduate Diploma in Sustainable Aquaculture. Most of the Bachelor's students were confident they would find relevant employment, and some already had job offers. Of the 35 diploma graduates from 2012-2016, 30 are employed in industry, two are continuing to study, and three could not be contacted.

Outcomes for other programmes across the focus areas that may not have specific vocational outcomes are variable. For example, data for Youth Guarantee students shows that 38 per cent of the graduates since 2013 are in further study, 28 per cent are in employment, and 6 per cent are in apprenticeships.¹³ These are good outcomes for young students who started the programme with no or low formal qualifications. Data relating to outcomes for the Graduate Diploma in Management is influenced by the fact that 42 per cent (26 graduates) were not able to be contacted, but of those who were, 50 per cent (31 graduates) had found employment in 2016, one graduate progressed to further study, and four were seeking employment.

Programme self-assessment showed the extent to which external factors may have an impact on outcomes. For example, a strong labour market in the construction industry, particularly in 2015, meant that students were able to readily find work either before or at programme completion. Similarly, some Applied Fitness students enrolled in the level 6 programme left for employment with the level 5 certificate. Thorough tracking shows that nine of the 19 students who left after one year gained employment related to their training, but their non-completion of the

¹² There were 36 NMIT candidates in 2016.

¹³ The remaining students either could not be located or were not in training or employment.

two-year programme impacts negatively on the diploma achievement and outcomes data.

The value of work placements and strong engagement with industry for achieving employment outcomes is evident in programmes such as Carpentry. Employers value the fact that their new employees are immediately able to apply their skills on site. Destination data for the last four years shows consistently high employment rates of graduates in the construction industry (more than 90 per cent). In addition, approximately 10 graduates each from 2015 and 2016 have progressed to apprenticeships. Similarly, as noted above, aquaculture students benefit from the strong partnership with industry and the opportunity for degree and postgraduate students to include research in a real work context with their work experience.

To date, NMIT has placed significant weight on employment and further study outcomes. It is important that NMIT obtain information on the value of outcomes in addition to further study or employment destinations, including feedback from graduates¹⁴ as well as employers on the relevance of the learning and soft or transferable skills¹⁵ to their jobs. Strengthening understanding of graduates and alumni relationships to ensure a better understanding of value is a current priority for NMIT as identified in its 2016 self-assessment and current TEC investment plan. As a result, NMIT has identified further developments that will be made in relation to the collection and evaluation of graduate feedback.

NMIT also provides value to the wider community by strengthening pathways for students from school into trades training and work, and from undergraduate to postgraduate study.¹⁶

NMIT engages effectively with different sectors within its local community and region. Relationships with the nine local iwi and iwi-based corporates are developing and there is a commitment at the Council and senior management level to improve valued outcomes for Māori. NMIT continues to support several initiatives: ongoing engagement with youth in the community, collaboration with the region's trades academy, and offering scholarships for youth to supplement Youth Guarantee funding. NMIT's partnership, collaboration and engagement with key regional economic development groups and strategic planning initiatives is highly valued and is having an impact on NMIT's alignment of educational opportunities with the direction of the region. For example, the development of the aquaculture

¹⁴ Graduates are members of some but not other advisory groups, which is one way they can provide feedback.

¹⁵ The evaluators have noted that there are questions on these skills in the Graduate Destination Survey but there was no summary of the responses overall or by programme.

¹⁶ An exceptional example of this is NMIT Diploma of Applied Fitness graduates who pathway to the AUT degree programme at the Nelson campus, which means they can study at a higher level at the same time as maintaining and contributing to the local industry.

programme in collaboration with the Cawthron Institute provides value in a significant area with potential future growth as does the partnership with DoC for a jointly funded coordinator to train park rangers.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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**.

Collaborative arrangements with industry and other education providers enables NMIT to expand learning opportunities and deliver a wider range of programmes than it would otherwise be able to do. NMIT delivers specialist programmes like aviation, viticulture, maritime, and aviation engineering which other providers are also accredited to deliver. The addition of new aquaculture programmes unique to NMIT and the development of the aquaculture technical facility in collaboration with the Cawthron Institute is an example of how NMIT is responding to industry needs.

The significant industry experience of the teaching staff supports and enables NMIT to match the needs of students and other stakeholders, including employers, industries and trades, to a high level. NMIT has worked hard since the previous EER to reinvigorate its industry advisory groups and ensure they have meaningful input into the way programmes are developed and delivered. Across a number of programme areas, these advisory groups support programme teams and programme development to ensure industry needs are being matched.

NMIT has a range of programmes, modes of delivery and assessment approaches that match the learning needs of students. These include online and blended learning and flexible learning technologies. Theory and practice are well integrated across the programmes. Feedback from students about the different delivery options was positive across the programmes. This is highlighted in Findings 1.4.

Systematic approaches to improving programme design and delivery, such as the well-researched and documented learning design framework and the 'Blue Tick' programme approval process, ensure consistency in the development, maintenance and improvement of all programmes. The learning design framework ensures that initiatives such as Te Ara Wai and literacy and numeracy are considered and embedded at the front end of programme development.

Programme design and delivery is effectively enhanced by performance panels.¹⁷ Staff consider that the panels provide greater transparency and are an effective way to engage staff in a performance conversation. Any proposals for new programmes have to be approved by the directorate before they are developed.

NMIT provides significant support to enable staff to develop their effectiveness. Teaching and learning initiatives and processes include for example, the PLATO programme. The observation of practice and feedback to tutors by trained observers is not only useful for professional development, but also gives NMIT a clear understanding of what is happening in the classroom and how some initiatives are translating into improved student engagement or achievement.

Tutors are positive about initiatives such as the recently introduced Learning Walks¹⁸, and professional development workshops, for example literacy and numeracy, which has been a focus for the delivery of programmes and the development of teaching staff. Although this is still a work in progress, NMIT has positive gains data which suggests it is making a difference for some students. The wider use of the TEC's online adult literacy and numeracy tool to level 5, to ensure that student needs are understood and addressed, is a positive development.

These initiatives are making a difference for students, teaching staff and industry stakeholders. There is strong evidence across the focus areas that staff work collaboratively and willingly to share their knowledge and expertise in teaching and learning and research. In addition, tutors contribute to external programme development projects. Staff on the Applied Fitness programme contributed to the Targeted Review of Qualifications and coordinated the development of new programmes with other ITPs to ensure consistency.

All courses and assessments are moderated in the first year of delivery to ensure their quality and to provide support, and thereafter at least every three years. NMIT programme moderation ensures that NMIT delivery and the outcomes are credible to academic and industry stakeholders and that course assessment procedures are fair and equitable, fit for purpose, and support an ongoing emphasis on improvement. The evaluation team saw evidence of several examples of assessment being used for learning, with useful feedback being given and students having a good understanding of the learning outcomes they were trying to achieve.

¹⁷ At these panels, programme coordinators present to the directorate on the successes, challenges, initiatives and improvements in their programmes.

¹⁸ Learning Walks were introduced in mid-2016 to provide an opportunity for tutors to observe and reflect on effective teaching strategies to assist, challenge and improve practice across NMIT. Learning Walks is a way to spread highly effective practice across NMIT. Tutors, managers, learners, educational developers, programme coordinators and directors all participate in Learning Walks.

While each programme has an annual assessment moderation plan, and moderation is a standing agenda item at every academic committee meeting, NMIT found that not all assessment and moderation plans were being fully implemented. This is now being monitored by the academic committee.¹⁹

1.4 How effectively are students supported and involved in their learning?

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 are very well guided and supported at enrolment and also receive comprehensive and timely information and advice after they start. The quality of induction and orientation has further improved since the previous EER as part of the continuing delivery of NMIT's Learning Journey strategy.

Processes include student interviews prior to acceptance, orientation activities, and literacy and numeracy assessment. For example, in 2017, as part of a focus on identifying at-risk learners earlier in the Carpentry programme, changes have been made to the selection and interview processes (to provide opportunities for a greater involvement of whānau) and a greater focus on tracking student participation during the first three weeks.

Effective support is provided through goal-setting, regularly reviewed individual learning plans which are widely used, regular conversations with tutors, discussions with at-risk students, and attendance monitoring, all of which support students and are prioritised as part of NMIT's strategic objectives.

NMIT also conducts regular First Impressions and Learner Experience Surveys which show that, overall, students are very positive about most aspects of NMIT.

NMIT has integrated its student support services²⁰ under Learner Services and improved self-assessment to better measure their effectiveness. Results to date on the quality of the services and their usage are increasingly positive. For example, learners are very satisfied with the range of learner support functions. These include staff and student/graduate-led tutorials, group sessions, and drop-ins which extend to all students including Māori. Learner Services has a real interest in

¹⁹ External moderation reports where action is required must be submitted to the academic committee and to the quality committee to review the report and suggest a plan to resolve any issues.

²⁰ Learning support-equity, the library (there is also a dedicated Māori learner support advisor based in the library), IT support, international, Māori/Pasifika/Youth and Equity.

ensuring students are more involved in what is provided and has used occasions such as Matariki and Dwali to achieve this.

The evaluators considered that Learner Services is responding to student (and tutor referral) demand well, and there is some information about the impact and success of their interventions. The evaluators considered that there is an opportunity in some instances for service provision to be more needs based than demand-driven.

NMIT has a range of supports in place for the increasing number of international students, including orientation and accommodation support. International students value these services, as shown by surveys and the evaluators' interviews.

A student representative system coordinated by NMIT's student association operates effectively across most programmes and NMIT sites. Regular meetings of representatives and key NMIT management staff are one of many opportunities NMIT's student association and NMIT have to gather feedback and engage with students. The student association also has a service agreement with NMIT in relation to its key social and student support activities, and it meets and reports regularly against these.

Regular programme representative meetings with NMIT's student association and its independent manager are an effective way of helping Learner Services develop ongoing improvements. NMIT hears and responds to student feedback. One example was improving the information and advice given to students at enrolment. Another example is extending after-hours access to the Fishbowl computer café, implemented after requests from students.

Across most focus areas, students indicated that the learning environment is positive, constructive and inclusive, and that the tutors are fully focused on ensuring that students achieve. Strategies, support and resources that help students engage in their learning include guided work placement opportunities, blended and online learning options, group work, and purpose-built facilities.

These learning and teaching initiatives contribute to an effective level of student commitment, involvement and engagement in their learning. NMIT has increased its resources for Māori learner support and engagement including the introduction of a new fulltime role: Kaiārahi Tikanga-a-rua bicultural advisor and a Kaiāwhina Māori part-time role within Learner Services.²¹ The advisor has continued to host Māori student hui, conducted an inaugural Māori Learner Experience Survey for Māori students only, and maintained Te Ara Wai resources online for staff including karakia, waiata, kupu Māori, Māori maps. Other events significant to Māori are celebrated including Matariki and Te Wiki o te reo Māori.

²¹ These roles have replaced the Cultural Advisor – Māori and Pasifika 0.8 FTE position

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

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

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

Governance and management are clearly focused on the long-term educational performance and sustainability of NMIT, and are responding appropriately through identifying strengths and challenges, consultation and analysis of information, development of strategy, and considered investment in key priorities. The Council is fully engaged in ensuring NMIT realises its vision of being 'a future-focused learning organisation preparing work and world ready graduates' while 'supporting the development of Nelson, Tasman and Marlborough ('The Top of the South') through providing applied vocational and professional education and training' in consultation with industry in areas as diverse as applied fitness, aviation, aquaculture, business, carpentry, nursing and viticulture.

The Council continues to invest in the resources and infrastructure NMIT needs to effectively deliver current and future learning, training and student support. Following significant investment in infrastructure prior to the previous EER, NMIT's surplus has enabled it to continue to support provision in one of its key priority areas, maritime, by purchasing a new ship handling simulation system. The Council is comfortable with its current financial strength and capability based on domestic and international student numbers, investment of its own capital, and careful control of its outgoings. NMIT has a comprehensive risk register which includes a wide range of possible risks and how they are mitigated.

Management of the separate NMIT campuses in Auckland, Nelson and Marlborough is effective, with video-conferencing facilities at all three campuses and access to student support, ensuring that students' needs at all three sites are matched. Global Campus is attracting international students to Auckland and NMIT is ensuring these students receive the same quality of academic and student support as the international students in Nelson. Management effectively supports the separate campuses through a regular programme of visits and meetings, shared resources, and staff who are strongly connected to their counterpart to ensure consistency of practice and robust communication and decision-making.

Governance and management are aware that they are responsible for educational achievement that includes the gap between Māori and Pasifika student achievement and non-Māori and non-Pasifika student achievement. There is strong leadership commitment to Te Ara Wai, NMIT's Māori education strategy. This is a long-term and important approach to building ownership and cultural capability across NMIT. There is evidence of strong buy-in to the principles of Te Ara Wai across most of the organisation. As noted in Focus Area 2.9 in more detail,

NMIT could plan to formally self-assess the effectiveness of Te Ara Wai. While Te Ara Wai is not in itself an action plan to improve Māori student achievement, it could lead to the development of such a plan. This would support NMIT's acceptance that it could do more to develop and implement specific actions relating to Māori student support and achievement.

NMIT has effectively managed a change in structure²² which has realigned academic and programme responsibilities and seen the introduction of clearer reporting lines²³ and a performance framework. Management and staff are working well together to implement the strategies and initiatives. Several processes ensure the staff and student voice²⁴ is heard by Council, senior management and shared with other staff.²⁵ Staff and students confirmed that their voices were heard through a range of mechanisms including 'Opportunity on a Page'²⁶, performance panels, performance conversations including Learning Walks, Talking Walls, surveys, NMIT's student association suggestion boxes, website feedback, and digital signage.

NMIT has responded constructively and openly to the 2013 and 2016 staff engagement surveys and focused on strengthening relationships and communication between management and staff. Senior management accepted and considered the findings, and managers at all levels were involved in sessions for ways to enhance relationships and communication practices. Staff are increasingly feeling heard. The 2017 staff engagement survey has shown a 'meaningful change²⁷' in staff engagement.

As mentioned, NMIT is improving and supporting staff research. The roles of those responsible for research have been clarified and resourced to enable them to fulfil NMIT's expectations and individuals' commitments. The evaluators noted active research activity by students and graduates, as well as teaching staff, related to

²² Some areas in the new structure, such as carpentry, have been recently established and are being consolidated.

²³ This has included new directorate positions and new programme and Māori leadership appointments.

²⁴ NMIT's 'Surveys' policy was renamed in early 2016 as 'Student Feedback – The Student Voice' to reflect the range of ways NMIT captures student feedback, in addition to the First Impressions, Learner Experience, and Graduate Destinations surveys.

²⁵ This includes other campuses, faculties, departments, programmes, staff and students via 'Talking Walks' and interactive visual displays.

²⁶ This mechanism is used to submit a new idea or programme proposal to the directorate for approval prior to any further work or development on it.

²⁷ The Gallup staff engagement survey 2017 had a response rate of 79 per cent and recognised the improvement as 'considerable'

educational provision in an area such as aquaculture. Other areas, such as nursing, have an emerging research culture at an earlier stage of development.

Self-assessment processes such as self-assessment reviews, performance panels, internal reviews, and academic committee oversight implemented across the organisation, are helping staff focus on achievement, outcomes and quality teaching and learning processes. They also ensure the teams have solid evidence and information to enable them to evaluate their relative success and areas warranting improvement.

Actions that fall out of the self-assessment reviews are tracked for progress to ensure that the issues stay live and improvements are made. For example, in 2016 all programme managers were required to deliver at least two scheduled presentations²⁸ to the directorate where specific data reports were evaluated and explained. The reports included learner attendance, register completions, literacy and numeracy outcomes, financial status, EFTS tracking, learner achievement and withdrawals. Actions were identified by the directorate and collated for programme managers to follow up. These processes aim to ensure that programmes and the actions taken to determine their effectiveness are being reviewed. There was some variability in the reporting of the success and effectiveness of some actions, and in some cases consequences were not yet clear.

Benchmarking of achievement is limited to a few programmes, which was also noted in the previous EER. Most self-assessment reviews would benefit from comparisons with similar programmes elsewhere, rather than just meeting or exceeding internal NMIT targets, or even comparing programme performance with other members of TANZ (Tertiary Accord of New Zealand, a network of ITPs) with whom NMIT shares programme development.

Self-assessment overall is effective and contributing to many worthwhile improvements. NMIT is committed to further improvements in areas such as: analysis of student achievement, identification of trends and gaps and reasons for them in areas like Māori and Pasifika achievement that can be further addressed²⁹; Te Ara Wai; valued outcomes and graduate outcomes in particular, and soft or transferable skills. The evaluators expect that the ongoing development of NMIT's capability in self-assessment at all levels will continue to be well supported by governance and management. Governance and management have already

²⁸ These included the use of visual management boards that show status at a glance.

²⁹ When NMIT rolls out new student achievement data dashboards, some programmes staff will need sustained and focused support to strengthen their capability in thinking about how data can be used to understand outcomes and the factors underpinning them.

demonstrated considerable success in the development of self-assessment capability in how effectively NMIT has managed its compliance accountabilities.

1.6 How effectively are important compliance accountabilities managed?

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**.

NMIT has effective compliance management processes. Roles and responsibilities are clearly defined and integrated into the operational activities of the organisation. Council, management and staff are actively involved in ensuring that NMIT manages its compliance accountabilities and responsibilities effectively. In addition, the NMIT risk register includes some important compliance risks and how they are mitigated.

Policies and procedures identify key areas of legislative compliance, with ongoing systems and review of operational processes to identify any gaps or weaknesses. Changes to legislation are tracked through the compliance register to monitor currency and impact on the organisation. A review schedule is used to ensure the policies in the quality management system are updated regularly and comply with the relevant approval process.

NMIT has established a new system for recording and monitoring compliance with the Health and Safety at Work Act 2015 across the wide range of activities conducted at the institute. The system has recorded an increase in incidents and near misses, although this may be a function of increased reporting rather than actual incidents.³⁰ In addition, a safety, health and wellbeing self-assessment tool was introduced in 2016.

The focus area programmes are being delivered according to NZQA's programme approval. Programme development and review processes conform to the requirements of the NZQA rules covering the organisation's responsibilities for approval and accreditation. There is clear evidence of the quality of the documentation in applications to NZQA – NMIT has an impressive track record of approval of these applications.

³⁰ Especially with regard to the increased reporting of near misses, this increase could be considered a positive indicator of how well this important compliance obligation is being managed and as evidence of a strong health and safety culture at NMIT.

There is a high awareness of the risks associated with not meeting contractual requirements regarding programme delivery hours, consent to assess approvals, and the approval of training programmes. Strong systems are used to ensure that student data and records meet TEC requirements. Comprehensive documentation and records provide evidence that requirements are met in a timely manner, with no risks or major issues identified by the TEC in its recent audit. NMIT has implemented the recommendations of the 2016 TEC audit report. A new contracts management system enables NMIT to manage its contracts with other organisations and stakeholders effectively and in a timely manner.

Systems and processes to maintain compliance with the Code of Practice are effective. Overall responsibility for the management of international students is shared. Effective coordination across the various roles is important to ensure that processes and practices are being well implemented. In 2016 NMIT reviewed its practices against the new Code of Practice, which resulted in a number of improvements, including reducing the number of agents, robust renewal and monitoring of agent contracts, increased communication with homestay families, and increasing the number of support staff to manage the growth in international student numbers.

The sample of student records viewed by the evaluators confirmed that student enrolment processes and course information met requirements. Student information is stored electronically. A complaints register is held in the directorate with regular reports to Council to monitor the status of complaints. This register is being transferred to an online database to strengthen monitoring and review in this area.

There is a strong emphasis on ensuring compliance responsibilities and accountabilities are well managed, monitored and reviewed for improvement at all levels of the organisation.

Focus Areas

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

2.1 Focus area: Management – Graduate Diploma in Management (Level 7)

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

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

The Graduate Diploma in Management has been delivered from both the NMIT Global Campus in Auckland since 2016 and from the main campus in Nelson. In 2016 course completions at Global Campus were 99 per cent, qualification completions 89 per cent, and retention 98 per cent.³¹

Some international students study at NMIT to add international business and management skills to their current qualifications to enhance their own business opportunities and employability. In response to requests from students for internships, the Global Campus director has developed criteria and an application process for internships to be awarded to deserving students.

Graduate outcomes are mixed as noted in Findings 1.2. A number of initiatives are being explored to keep in touch with graduates to understand the value of the qualification and the outcomes to inform programme improvements. An advisory committee has been set up to support the programmes at the Global Campus, but it is too early for the impact to be seen.

The requirements of the Code of Practice are clearly understood by administration and teaching staff and complied with. Student support is strong and students reported being clear about where to go if they required extra help or support. The change in management of the Global Campus at the end of 2016 has enabled the streamlining and strengthening of processes and practices in alignment with NMIT requirements. A measured approach is being taken to plan for future programme delivery and initiatives to secure the sustainability of the campus.

³¹ While this EER programme focus area was Global Campus, student achievement across both campuses was very strong, with course completions at 95 per cent, qualification completions at 90 per cent, and retention 79 per cent in 2016 (following lower achievement in 2014 and 2015, which staff have attributed to the changes to English language entry requirements and a review of agents).

2.2 Focus area: Health and Fitness – Diploma in Applied Fitness (Level 6)

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

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

Course completion rates overall have risen significantly from 72 per cent in 2013 to 86 per cent in 2016, an increase of 14 percentage points, and meeting or exceeding NMIT's performance targets. Māori student numbers are quite low but comprise 20-24 per cent of the total number of students in this programme. Course completion rates for Māori have been variable from 2013 to 2016, and there is a persistent gap between Māori and non-Māori achievement, apart from 2014. The qualification completion rate for Māori in 2016 was particularly low (28 per cent). The Māori retention rate in 2016 was 67 per cent compared with 73 per cent for the cohort for all learners in the two-year programme.

While the self-assessment report identified a trend for some students to leave for employment after one year, staff were otherwise unable to explain the reasons for the widening achievement gap between Māori and non-Māori. Putting in place a range of initiatives³² to raise achievement has not yet improved Māori achievement.

NMIT's graduate data shows a high proportion of graduates gain relevant employment in gyms, rest homes, wellness centres, and primary and secondary schools, where students do a lot of their training before they graduate. Stakeholders, including graduates and employers interviewed by the evaluators, confirmed that graduates are well grounded, have relevant skills and are work-ready.³³

Graduates spoken to by the evaluation team had a range of mostly positive, constructive feedback. Some graduates felt the range of content meant some topics were covered lightly, and the sequencing of topics could be improved, e.g. linking coaching with skill acquisition. Comments reflected a very engaged and interested graduate group who could be used by programme staff to inform programme design and strengthen the advisory group even more.

The programme is structured to enable students to pathway into the Bachelor's programme or employment. Programme design matches student and stakeholder needs. For example, the two challenging science component courses of anatomy and physiology have been separated as much as possible based on student

³² Including interviewing students prior to acceptance to ensure they understand the requirements of the course, tutor conversations after six weeks and regularly thereafter, individual learning plans, literacy and numeracy testing and access to related learning support, access to laptops for Māori students who do not have them, and flexibility in assessment deadlines to accommodate whānau commitments.

³³ NMIT evidence shows that businesses ask for NMIT graduates.

achievement and feedback. NMIT attributes improved achievement in physiology to peer mentoring provided to students at the end of 2016. Students receive useful individual feedback from tutors which they can apply if they have to repeat an assessment³⁴ or plan for a future assessment. Programme delivery and assessment includes individual performance as part of a team.³⁵ A few students found group assessments frustrating because they considered that they did not always sufficiently distinguish between the contribution and performance of different individual students. Tutors have improved their assessment practices of students in groups.

The national advisory group meets twice a year, but it also has strong relationships with Māori and ITPs. The applied fitness advisory groups' and industry stakeholders' feedback has identified a need for programmes for rehabilitation, health and wellness, and management and NMIT have been developing how these might be strands in the new programme and intend implementing them in 2018.

The department has a Te Ara Wai plan and staff felt well supported by the Māori director and cultural advisor to implement practices from this plan, which have been effective to date in their early stages of implementation.

2.3 Focus area: Health and Fitness – Bachelor of Nursing

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

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

The Bachelor of Nursing programme has been delivered in collaboration with ARA since 2012. Learner achievement in the programme is very strong. Over the last four years, course completion rates have ranged from 94 to 96 per cent, and qualification completion rates have been between 72 and 108 per cent.³⁶ The course completion rates are high, and benchmarking data indicates that NMIT's course completion rates compare very favourably with other ITPs. Staff reported that the lower qualification completion rates in 2016 reflect deferrals or study gaps – that is, students taking longer than the minimum three years and/or taking a break from study. The programme is quality assured by ARA, which holds the programme accreditation. Further analysis of achievement by cohort groups could

³⁴ More commonly they repeat part of an assessment rather than the whole assessment.

³⁵ A key skill of working effectively in this sector and real life.

³⁶ Qualification completion is measured by the number of qualifications completed each year as a proportion of the total enrolments in qualifications in that year. The calculation method and changes in the number of enrolments across years can mean that high course completion rates do not necessarily translate into high qualification completion rates, or that rates greater than 100 per cent have been achieved.

provide useful information for improvement purposes, and more work could be done to contact graduates in employment to understand how well the programme met their needs.

Māori participation in the nursing programme has ranged from 16 to 20 EFTS over the period, and course completion rates are broadly consistent with the rate for students overall for three out of the four years reported. The very small numbers of Pasifika and international students precludes any meaningful analysis of the achievement of these cohorts

NMIT has an effective relationship with ARA which supports collaboration in programme development and delivery, and strong connections with the regional health sector ensure programme delivery is well aligned with the needs of external stakeholders. The nursing advisory committee and Kawa Whakaruruhau group meet regularly and offer ongoing industry advice and support

During 2016, NMIT reviewed its model for clinical education and trialled Dedicated Education Units. The project was evaluated and the concept will be further extended during 2017. NMIT has established an ongoing online survey process to gather feedback from registered nurses from the regional district health board, and from students on their experiences of clinical placements and the support offered by NMIT. Initial feedback from more than 90 registered nurses has been received and is being analysed. NMIT is effective in maintaining communication with learners and is responsive to feedback.

Students are supported to establish effective learning and support networks. A whānau group for Māori nurses meets regularly, and practical support is provided for attendance at the national Māori student nurse hui.

2.4 Focus area: Trades – Certificate in Trades and Primary Industries (Level 2)

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

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

The Certificate in Trades and Primary Industries is a Youth Guarantee course focused on students 16 to 18 years old who are not in any formal learning programme or employment. The course has grown from 20 student places in 2012 to 35 places across three streams (trades, hair and beauty, and Ka Hao).

Since 2013, the course completion and retention rates have been variable for students overall, including Māori learners. Programme staff are aware of the educational performance data and use it to guide improvements each year. Past information did not provide strong evidence of student progress throughout the year (e.g. assessment and/or unit standard achievement and/or comparative cohort data

analysis) or identify areas where students may be finding it difficult to engage in their learning.

The management team, however, has put in place strategies in 2017 to support learner achievement, and has also looked at how well the learners achieve against other Youth Guarantee providers. This has led to staff visiting a provider with higher completion rates for Youth Guarantee students to share ideas on how they might redesign the programme and content to better meet the students' needs and ultimately lift achievement. As a result, programme changes for 2018 are in progress.

Students are achieving valued outcomes as shown in Findings 1.2. Key stakeholders – including youth services, schools and parents – valued the opportunity the programme gave youth who were often alienated from the mainstream schooling system. Parents in particular felt the programme helped students gain self-responsibility, confidence and self-respect.

The programme provides students with an opportunity to experience different areas of study to help identify their interests and skills. The programme is reviewed annually and adjustments are made as needed to improve student engagement and achievement. For example, in 2013 Ka Hao was introduced as a strand to engage Māori learners. This change has had limited success in terms of engaging, retaining and ensuring Māori student success. As a result, automotive, engineering and carpentry courses have now been replaced with level 1 Te Reo and a variety of practical aquaculture and seafood processing unit standards. At the time of the EER, the Ka Hao cohort had yet to start.

Te Ara Wai is being socialised through the department by the head of department. However, there is still more work to be done to embed the principles of Te Ara Wai. Key priorities for staff include professional supervision for tutors working with high-needs youth, and setting up a more formal industry advisory group.

2.5 Focus area: Trades – Certificate in Carpentry (Level 4)

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

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

Course completion rates for the Certificate in Carpentry are variable for students overall, with a generally declining trend from 2013 to 2015 and an increase between 2015 and 2016 (from 59 to 64 per cent). Completion rates for Māori (who were 32 per cent of students in 2016) show a widening and significant gap in the achievement of Maori relative to non-Maori students (course completion declined from 62 per cent in 2015 to 35 per cent in 2016). NMIT attributes the learner achievement trends to a combination of factors, including the readiness of students to progress from level 2 programmes, the characteristics of learner cohorts (such

as maturity and challenging personal circumstances), and a strong labour market in the construction industry, particularly in 2015. Some evidence was provided to substantiate this explanation for achievement trends but it was not compelling. Further analysis of achievement data could provide useful information for improvement purposes.

Students are achieving highly valued outcomes as noted in Findings 1.2. .

There is good evidence of genuine and purposeful engagement with advisory committee members, employers and graduates, as well as relevant national professional bodies. From 2018, NMIT will deliver a new programme at level 3 (New Zealand Certificate in Construction Skills with strands in carpentry and joinery) in collaboration with ARA. This initiative is strongly supported and informed by industry stakeholders, and is expected to strengthen the pathway for learners from school to apprenticeship training.

2.6 Focus area: Trainee Ranger Certificate (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**.

This level 3 qualification was developed and is delivered in partnership with the Department of Conservation (DoC). Funding and management of the programme coordinator's role is shared by both DoC and NMIT. Trainees form a valuable part of DoC's future workforce and therefore the department has a vested interest in the trainees who participate and in the content and delivery of the programme. The current certificate is expiring, and from mid-2017 will be replaced by the recently approved level 4 Trainee Ranger Kaitiaki Whenua programme which leads to the award of the New Zealand Certificate in Conservation (Operations).

Achievement is strong, with most learners achieving the level 3 certificate.

NMIT leadership and programme staff work to ensure the training is relevant and useful. There is ongoing engagement with DoC and other stakeholders, including local councils. Consequently, the changing demands of DoC work are incorporated into programme changes.

The programme is working to attract and retain more Māori through incorporating Te Ao Māori into the content and delivery, including a noho marae and activities designed to build whanaungatanga. The programme has had success for Māori, with high achievement rates and 22 per cent of the graduates who are currently working for DoC being Māori. The newly approved programme has two patterns of delivery including the option of marae-based block courses, with the intention of further increasing Māori participation.

The programme attracts a significant number of applications, so interviews are conducted with potential students to determine fit and suitability.

2.7 Focus area: Aquaculture - Diploma in Aquaculture (Level 5), Bachelor of Aquaculture and Marine Conservation (Level 7), Postgraduate Diploma in Sustainable Aquaculture (Level 8)

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

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

The Diploma in Aquaculture has been delivered by NMIT since 2011. In 2015 NMIT introduced the postgraduate diploma and Bachelor's programmes. The retention rate for both new programmes was 100 per cent in 2016, although the Diploma's retention rate was lower at 76 per cent. The first Bachelor intake is due to graduate in 2017. Course completions for learners in the Diploma in Aquaculture have improved significantly since 2013. It is positive that course completion rates for Māori students have also increased steadily from a low of 19 per cent in 2013 to 82 per cent in 2016, which is higher than for all students. Course completions for both the Bachelor's and postgraduate programmes has also improved over the two years since their introduction.

Ongoing and meaningful industry engagement including the co-location of the NMIT saltwater aquaculture facility with the Cawthron Institute's Aquatic Centre. is a feature of these programmes.

Programme staff have a strong research culture, and their research projects also add value to industry and the programmes being taught. The programme teams have ongoing, meaningful engagement with the industry advisory groups. A current discussion is the length and level of the programme that will eventually replace the diploma. In addition, industry developments with respect to biosecurity and scientific advances are also shared. A notable feature of the aquaculture suite of programmes is the ongoing and growing engagement with local secondary schools, through delivery of a Year 13 biology students' project at the Glenhaven campus and the industry-sponsored Salmon in Schools' Project. A clear strategy is in place to engage with schools to try and strengthen the pipeline of students coming through to meet the needs of the aquaculture industry. Numbers are not strong, however, and this continues to be a challenge for management.

While there has been some integration of Maori content into the programmes, mention of Te Ara Wai is absent from the aquaculture self-assessment reports for 2015 and 2016, and it is not clear how well Te Ao Māori is embedded into the new programmes. The excellent support of NMIT's student association was noted by both students and the teaching team, although the EER team found a potential gap in systems to identify and support students at risk of failing.

The complexities and increased workload of running three programmes with increased numbers of learners has resulted in pressure being put on existing systems, including administration and managing work placements and research projects. New management and reporting systems, including the new data visualisation dashboard, are in place and will support the aquaculture specialism's growth and development.

2.8 Focus area: International Students: Support and Wellbeing

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

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

There has been significant growth in international student numbers from 2013 to 2016, with a 100 per cent increase from 2014 to 2016. This includes the opening of the NMIT Global Campus in 2015. The achievement of international students studying at NMIT is sound. The dip in achievement for 2015 is well understood as being related to a range of factors including English language entry requirements and the differing expectations and learning styles of some international students. These have been addressed and there was a definite lift in achievement in 2016, and staff commented on a noticeable change in the quality of international students generally.

Attendance is monitored through software that provides alerts, which are immediately followed up by the support team. The international support team is highly experienced, knowledgeable and works collaboratively to ensure students have access to a support person when the need arises. Highly effective communication within the team ensures that appropriate and relevant individual support is provided.

Two significant events occurred during 2016. The new Code of Practice came into effect from July 2016, requiring NMIT to conduct a self-assessment against the new Code, and it reviewed its organisational management and associated responsibilities for international students. Areas for improvement were highlighted and strategies put in place to ensure international student support and wellbeing continued to meet NMIT's standards. These included:

- Finalisation of the 2017 international development plan to identify future strategic partnerships and priorities, and to combine the international staff at Auckland and Nelson into one team.
- Reduction in the number of agents, and renewing all agent contracts, as well as developing a process for new agents and strengthening the monitoring of performance to ensure consistency of applications. This has led to a significant increase in the visa approval rate which is currently 91 per cent.

- Introduction of a new international website aligned with the revised international student guide to strengthen the online service to students while in their home country.
- Enhancing the orientation programme to ensure all support provided is available to students in different forms, such as online and in-programme activities.
- Development of improved communication with and between homestay families to build a homestay community.
- Introducing a range of strategies to obtain feedback from international students, such as focus groups to strengthen learner support processes.

The self-assessment of support activities for international students under the Code of Practice demonstrates that NMIT has effective systems and processes to ensure compliance with the new requirements.

There is good evidence that international students are valued and supported at NMIT. The changes and structures implemented over the past three years are having a positive impact on improving the effectiveness of the support systems.

2.9 Focus area: Māori Support and Achievement

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

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

The number of Māori learners attending NMIT has increased slightly since 2014, to 1,000 students in 2016, representing 14 per cent of the total student population. This is a positive participation result given that Māori represent 9 per cent of the total population in the region. The majority of Māori learners are in social sciences and Te Toki Pakohe (32.8 per cent), primary industries (21.3 per cent), and maritime and adventure tourism (16.7 per cent).

Māori achievement has fluctuated over the past three years but is still tracking lower in course completions compared with non-Māori, and lower than the organisation's achievement commitment of 78 per cent. There is a persistent gap in achievement, but limited evidence over the past three years to demonstrate an analysis of achievement data by departments, programmes or courses to identify areas of concern, and targeted responses put in place to lift achievement. The new data dashboards will enable tutors and management to access and interrogate achievement data, and the performance panels provide opportunities to analyse, discuss and monitor learner achievement overall. Both improvements are relatively new and it is too early to evaluate their effectiveness in flagging achievement issues, driving change, and monitoring impacts on achievement.

At a departmental level, it was found that analysis of achievement data by course, cohort or tutor – for example, across focus areas – is inconsistent and/or a gap. There was some evidence of strategies being put in place to raise achievement that are contributing to Māori learner success, either for individuals or groups of learners. Examples are the Trainee Ranger Certificate (100 per cent course completion), Postgraduate Certificate in Professional Supervision (100 per cent course completion), Bachelor of Nursing (97 per cent course completion) and Bachelor of Counselling (75 per cent course completion). Sharing the learnings from these successes across the organisation may benefit other departments and/or programmes.

NMIT may also benefit from an organisational strategy focused specifically on lifting Māori learner achievement. These could include research and initiatives to gather the voice of Māori learners (what works for them), identifying and sharing strategies across the organisation that have led to a significant and positive shift in Māori learner success, and targeted responses to programmes where Māori learner achievement is declining.

Understanding of Māori learner needs and valued outcomes is limited across the organisation. The voice of Māori learners (particularly those not involved in Te Toki Pakohe programmes) is limited due to low response rates in Learner Experience³⁷ and Graduate Destination³⁸ surveys. Māori learners shared their experiences with the evaluation team that highlighted the isolation they felt being a minority in particular programme areas, and some of these students congregated at Te Toki Pakohe, where being Māori was ‘normal.’ In some cases a sense of frustration was shared when responses to te reo Māori and bicultural content from programme staff came across as tokenistic. Gathering the voice of Māori learners is a priority for the organisation and initiatives including regularly holding hui for Māori learners (initiated as a whakawhanaungatanga support forum initially), and a Māori Learner Experience Survey for Māori students only are in place.³⁹ Both of these initiatives are positive and, given the experiences (both positive and negative) shared by Māori learners with the evaluation team, these initiatives will be important in NMIT uncovering and addressing the specific needs and experiences of Māori learners across the organisation. There is also a dedicated Māori learner support advisor. Discussions with staff and Māori learners suggest this position is highly valued and well used.

³⁷ In 2016 there were 46 responses (4 per cent response rate); 41 per cent of responses were from students in social sciences/Te Toki Pakohe.

³⁸ In 2016 there were 28 responses (2.6 per cent of total Māori graduates in 2015).

³⁹ There were 44 responses to the survey, and 35 of these responses were from students in Te Toki Pakohe/Social Sciences Department (2016).

NMIT's strategic response to the needs of iwi and Māori learners is Te Ara Wai which has evolved over the past four years was refreshed and relaunched in the last 18 months. Strategically, Te Ara Wai is a long-term strategy to change the landscape of NMIT to better meet the needs of Māori learners and stakeholders. In particular the intent of Te Ara Wai is to:

- Continue to develop cultural practice and capability across all staff (academic and support teams) to better support Māori achievement and the Māori learner experience at NMIT
- Continue to embed matauranga Māori concepts within its programme offering as well as increase its te reo Māori programme offering in general
- Improve the physical spaces to be more engaging and inviting for Māori learners
- Develop sustainable mutually beneficial relationships with iwi.

As a strategy, staff felt Te Ara Wai articulated NMIT's commitment to te reo and tikanga as an accepted part of the culture of the organisation. Staff across the focus areas spoke positively of the Te Ara Wai resources on the staff intranet (waiata, karakia, pronunciations, iwi maps), and the training and professional support provided to them by the director Māori and the bicultural advisor. Heads of department are required to facilitate Te Ara Wai team plans and actions, which are reviewed by the director Māori and monitored through performance panels. Overall, there appears to be a strong level of buy-in to Te Ara Wai by most departmental management and staff, and a genuine desire to develop authentic responses. However, some of these responses are minimal at this stage. Currently, Te Ara Wai has no timebound objectives or targets, therefore it may be useful for NMIT to plan to formally self-assess what it has achieved thus far, to what extent the achievements are sufficient or not, and next steps in the journey.

NMIT's commitment to Māori learner success is also evident through its resourcing of the Māori director who participates in organisational decision-making, the bicultural advisor, and a specific Māori learner advisor position. That said, responsibility for Māori achievement and Te Ara Wai sits within the departments and is monitored through performance panels. NMIT has also taken its responsiveness to meeting the needs of iwi seriously, with attempts initially to support a Kaunihera Māori, which has had limited success; to now engaging directly with the chairs and chief executives of iwi entities to establish meaningful relationships. A recent appointee to the Council is the economic development manager of an iwi trust who brings a unique iwi perspective to the governance to complement the existing range of experience and skills of the Council.

Recommendations

NZQA recommends that Nelson Marlborough Institute of Technology:

- Develop the information currently being gathered on graduate destinations in employment and further study to include other valued outcomes, including how well programmes and qualifications are meeting employers', and particularly graduates', needs in the workplace.
- Develop the full use of the new information dashboard tool to realise its potential for all staff in presenting and analysing achievement and other related information, and identifying trends, progress and areas for improvement.
- Analyse the gap in achievement between Māori and non-Māori students, determine the reasons for the gap, and develop a targeted strategy to address them.
- Analyse the gap in achievement between Pasifika and non-Pasifika students, determine the reasons for the gap, and develop a targeted strategy to address them.

Tables Appendix

Table 2: Student participation and achievement in Graduate Diploma in Management (Level 7) – Global Campus

	Total EFTS		Course completions %		Qualification completions %	
	2015	2016	2015	2016	2015	2016
Overall	18	60	99	99	0	89
Under 25	0	0	0	0	0	0
Maori	0	0	0	0	0	0
Pasifika	0	0	0	0	0	0
International	18	60	99	99	0	89

Table 3. Student participation and achievement in Diploma in Applied Fitness (Level 6), 2013-2016

	Total EFTS				Course completions (%)				Qualification completions (%)			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Overall	51	59	69	62	72	80	88	86	71	53	77	72
Under 25	39	47	53	44	66	80	88	82	128	61	90	53
Māori	12	14	14	14	59	81	77	68	49	69	45	28
Non-Māori	38	45	55	48	76	80	91	91	78	47	80	81
Pasifika	-	1	2	2	44	63	67	28	0	0	0	0
Int'l												

Source: NMIT 2016 data provisional subject to TEC confirmation

Table 4. Student participation and achievement in Bachelor of Nursing (Level 7), 2013-2016

	Total EFTS				Course completions (%)				Qualification completions (%)			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Overall	163	148	143	151	95	94	96	96	108	83	96	72
Under 25	84	72	80	85	95	90	96	93	128	61	90	53
Māori	17	18	16	20	96	91	95	97	87	69	92	59
Non-Māori	145	130	127	130	95	95	96	95	121	85	97	74
Pasifika	0	3	3	3	0	62	100	100	-	0	0	100
Int'l	2	3	4	2	64	100	79	100	0	100	100	100

Source: NMIT 2016 data provisional/subject to TEC confirmation

Table 5. Student participation and achievement in Trades and Primary Industries (Level 2), 2013-2016

	Total EFTS				Course completions (%)				Qualification completions (%)			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Overall	14	24	39	31	81	47	68	51	64	45	67	48
Under 25	14	24	39	31	81	47	68	51	64	45	67	48
Māori	4	13	16	16	100	31	75	41	100	31	74	38
Non-Maori	0	0	0	0	75	64	62	61	58	62	62	59
Pasifika	0	0	2	2	-	0	33	12	-	0	33	0

Source: NMIT 2016 data provisional/subject to TEC confirmation

Table 6. Student participation and achievement in Certificate in Carpentry (Level 4), 2013-2016

	Total EFTS				Course completions (%)				Qualification completions (%)			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Overall	38	36	34	37	82	75	59	64	83	75	56	62
Under 25	32	27	23	32	78	81	56	64	80	81	52	63
Māori	13	8	13	12	72	88	62	35	69	88	62	33
Non-Māori	25	28	21	25	88	72	57	78	91	71	52	76
Pasifika	3	0	2	2	50	0	100	50	50	0	100	50
Int'l	1	1	-	-	100	100	-	-	100	100	-	-

Source: NMIT 2016 data provisional/subject to TEC confirmation

Table 7. Student participation and achievement in Trainee Ranger Certificate (Level 3), 2013-2016

	Total EFTS				Course completions (%)				Qualification completions (%)			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Overall	28	28	26	26	98	100	94	100	95	100	91	102
Under 25	20	21	17	17	98	100	100	100	98	100	100	103
Māori	3	3	3	4	82	100	100	100	0	100	100	100

Source: NMIT 2016 data provisional/subject to TEC confirmation

Table 8. Student participation and achievement in aquaculture, 2013-2016

Diploma in Aquaculture (Level 5)												
	Total EFTS				Course completions (%)				Qualification completions (%)			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Overall	21	33	23	21	64	67	76	77	30	36	94	29
Under 25	8	17	13	13	62	75	84	74	0	50	91	45
Māori	4	7	6	5	19	26	48	82	0	0	36	42
Bachelor of Aquaculture and Marine Conservation (Level 7)												
	Total EFTS		Course completions (%)		Qualification completions (%)							
	2015	2016	2015	2016	2015	2016						
Overall	4	15	88	88	94	94						
Under 25	2	8	88	88	100	100						
Māori	1	3	88	88	70	70						
Postgraduate Diploma in Sustainable Aquaculture (Level 8)												
	Total EFTS		Course completions (%)		Qualification completions (%)							
	2015	2016	2015	2016	2015	2016						
Overall	6	3	94	100	87	133						
Under 25	-	1	-	100	-	100						
Māori	-	-	-	-	-	-						

Source: NMIT 2016 data provisional/subject to TEC confirmation

Table 9. International student participation and achievement (%), 2013-2016

	2013	2014	2015	2016
EFTS	445	483	844	991
Student numbers	799	1007	1445	1722
International student course completions	83	84	76	83
Non-international student course completions	77%	80%	78%	79
International student qualification completions	75	70	38	62
Non-international student qualification completions	80%	72%	73%	71%

Source: NMIT 2016 data provisional/subject to TEC confirmation

Table 10. Māori participation and achievement, 2014-2016

	Total EFTS				Course completions (%)				Qualification completions (%)			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
All	2789	2721	3179	3271	78	81	78	81	81	71	63	69
Māori	371	433	489	475	66	73	69	70	70	66	60	57
Non-Māori	2418	2288	2690	2796		81	81	82		73	64	69

Source: NMIT 2016 data provisional/subject to TEC confirmation

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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