



Report of External Evaluation and Review

Otago Polytechnic

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 2 December 2011

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Purpose of this Report

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

Introduction

1. TEO in context

Location:	Forth Street, Dunedin 9054
Type:	Polytechnic / Institute of Technology
First registered:	The Polytechnic has a history that dates from 1870, as New Zealand's first art school ¹
Number of students:	Domestic: 3,341.7 EFTS (in 2010 ²) International: 134.9 EFTS (in 2010 ²)
Number of staff:	More than 700 staff (in 2010 ²)
Sites:	In addition to its Dunedin campus, Otago Polytechnic has a campus at the corner of Erris and Ray Streets, Cromwell. Selected programmes are also offered at Wanaka and Queenstown.
Distinctive characteristics:	Two of Otago Polytechnic's goals are: to enable educational excellence evidenced by students who succeed in their studies and are sought after for employment; and to be a socially responsible and sustainable organisation. ²
Previous quality assurance history:	ITP Quality conducted a full academic quality audit of Otago Polytechnic in 2007, awarding Quality Assured Status for four years until 2011. This status was confirmed at a Mid-Term Quality Review conducted in September 2009.

¹ <http://www.odt.co.nz/on-campus/otago-polytechnic/75336/institution039s-history-goes-back-1870>

² *The Pathway to Great, 2010 Annual Report* (2011). Dunedin: Otago Polytechnic.

2. Scope of external evaluation and review

Programmes chosen as focus areas were drawn from a number of levels, from certificates to degrees; being representative of the Polytechnic's five academic groups (equivalent to faculties), course completion characteristics and, overall, representing a significant proportion of the polytechnic's students and EFTS. Programmes were also chosen to show a range between recently developed and long-standing programmes and mode of delivery (e.g., distance or on-line), and offered at subsidiary campuses. The programmes selected are shown in the table below.

Programme	2011 EFTS	2010 Course completion %	Notes
<i>Bachelor of Applied Management</i>	90	72.50	A degree with 16 majors; association with Capable NZ; first two years can be from the New Zealand Diploma in Business
<i>Bachelor of Visual Arts</i>	152	85.63	New degree, developed in response to stakeholder needs, changing from 4-year Fine Arts degree; has embedded diplomas
<i>Certificate in Creative Studies</i>	46	58.10	Provides a pathway to the creative degrees
<i>Bachelor of Nursing</i>	328	96.31	High-performing programme; Nursing Council is the regulatory body
<i>National Certificate in Veterinary Nursing</i>	83	72.02	Level 5; 20 students face-to-face, rest by distance
<i>Certificate in Automotive Engineering</i>	34	47.89	Level 3: A long history of sub-optimal performance; has embedded literacy and numeracy components
<i>Certificate in Cookery</i>	47	88.40	Level 3; embedded literacy and numeracy components; experiential learning; includes use of YouTube.com videos
<i>Certificate in Stonemasonry</i>	14	87.88	Level 4; based in Cromwell, unique, clearly work-related programme
<i>All focus areas</i>	794	84.12*	
<i>All Polytechnic</i>	3342†	78‡	
<i>Focus areas / Polytechnic</i>	24 %	1.08	
*This is an EFTS-weighted average † 2010 figure from Annual Report ‡TEC-006013-2010-G001-Educational_Performance_Indicators-20110612_open.pdf			

Non-programme focus areas were: Governance and management, and Student Services, through which the achievement and academic support of international students was also evaluated.

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 document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/for-providers/docs/eer-policy-conduct.pdf>

The external evaluation review was intended to be conducted over a five-day period (15-19 August 2011). Winter storms closed the Polytechnic on 15 August, delaying the start of the EER. The EER therefore took place over the four-day period from 16 – 19 August and was conducted by a Lead Evaluator and three Evaluators at the Dunedin campus of Otago Polytechnic, using audiovisual teleconference facilities for discussions with students and staff at the Cromwell campus.

For each programme focus area, a series of discussions was conducted with programme management, academic staff, students (including international students where applicable), and external stakeholders (typically employers of graduates or members of the Permanent External Advisory Committee [PEAC]). To evaluate the *Governance and Management* focus area, evaluators met with the Chief Executive and the Leadership Team, the Academic Board, the Chair and members of Council, and students and staff on the Student Committee and Staff Committee of Council. For *Student Services*, evaluators held discussions with the managers of the area and front-line staff, and the effectiveness of those services determined from discussions with students and with management and academic staff in the programme focus areas.

Otago Polytechnic will have an opportunity to comment on the accuracy of this report, and submissions received have will be fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Otago Polytechnic**.

Otago Polytechnic's course completion rate (74 per cent in 2009, 78 per cent in 2010) exceeds the polytechnic sector median (70 per cent in 2009, 76 per cent in 2010). Otago Polytechnic was rated sixth in the ITP sector for course completions in 2009, and fifth equal in 2010. Similarly, the qualification completion rate (64 per cent in 2009, 62 per cent in 2010) well exceeds the polytechnic sector median (51 per cent in 2009; 56 per cent in 2010). In 2010, Otago Polytechnic was rated fourth in the ITP sector for qualification completions, second in 2009. This change in ratings is attributed to a 14 per cent increase in Year-1 and Year-2 degree students between 2009 and 2010, which reduced degree completions by 20 per cent and the overall qualification completion rate by 2 per cent. Progression and retention rates are similar to the polytechnic sector median. On the basis of TEC's educational performance indicators alone, Otago Polytechnic is a high performer. While there are some programmes in which there is little room for further improvement in these formal performance measures, there is variability of educational performance across programmes, and there is a clear expectation from the Leadership Team that performance will improve in programmes with sub-optimal completions. Review processes are in place to ensure this occurs, for which there is already evidence of interventions shifting educational performance. Besides improvement in these formal measures, the Polytechnic is looking to increased use of experiential learning to further enhance work-readiness, and to continue its forward-looking commitments to promoting sustainability in future workplaces (including in Otago Polytechnic itself).

The proportion of Māori learners at Otago Polytechnic in 2010 (10.8 per cent) was more than double the target (6 per cent, which is the regional percentage of Māori³). In response to previous cultural audits, efforts to make Māori students feel at home on campus have led to the development of a dedicated Maori space on campus, Poho. Poho operates according to Kai Tahu tikaka and kawa, its use being overseen by the Kaitohutohu; and pastoral support being provided by the Kaiārahi. Nevertheless, for Māori students the course completion rate (66 per cent) and qualification completion rate (49 per cent) are significantly lower than for other learners,⁴ although success rates are increasing, as reported in the Polytechnic's report on the current partnership with the four Araiteuru Papatipu Rūnaka.⁵ In 2011 an external review of the Polytechnic's responsiveness to its Maori community and its obligations under its Memorandum of Understanding with Kai Tahu was undertaken, and the recommendations from the ensuing report are being implemented.⁶

³<http://www.statistics.govt.nz/Census/2006CensusHomePage/QuickStats/AboutAPlace/SnapShot.aspx?type=region&ParentID=&tab=Culturaldiversity&id=1000014>

⁴ *The Pathway to Great, 2010 Annual Report* (2011). Dunedin: Otago Polytechnic, p. 18.

⁵ *Whakakaha te Hoataka, Strengthening the Partnership. Report on the Māori Strategic Framework to 2011* (2011). Dunedin: Otago Polytechnic, p. 18-19.

⁶ *The Pathway to Great, 2010 Annual Report* (2011). Dunedin: Otago Polytechnic, p. 25.

There is good evidence that Otago Polytechnic graduates gain valued outcomes from their qualification. For example, the Graduate Destination Survey⁷ showed that 71 per cent of responding graduates' programme of study helped them realise to a great or very great extent the goals they set when they first enrolled. Two thirds of responding graduates (66 per cent) indicated that their programme of study provided to a great or very great extent the skills and knowledge to be work-ready in their chosen career or to undertake study at a higher level. Moreover, 90 per cent of respondents indicated that the programme represented good investment of time and money. As at the end of June 2010, 87.3 per cent of responding graduates were in employment.

The Graduation Destination Survey is complemented by a survey of local businesses,⁸ which noted that "based on their experiences employing Otago Polytechnic graduates, employers are more likely to identify Otago Polytechnic as producing graduates who were 'better prepared for the world of work' than graduates from any other institution". The report indicated high levels of employer satisfaction with Otago Polytechnic graduates, their ability to fit in to the workplace and ability to work as a team being particularly highly rated. These findings were confirmed in a subsequent employer survey.⁹

Further evidence of the value of outcomes came from students spoken with during the evaluation of the programme focus areas. These discussions confirmed a strong recognition of the value of the Polytechnic's programmes not only in providing the requisite knowledge and skills, but also enabling work-readiness. Students cited the merit of work placements and, where appropriate, the commercial ventures on campus (e.g., garage, design shop, restaurant, veterinary clinic) that provide similar experiential learning opportunities, and which are recognised as a particularly significant component of teaching and learning at Otago Polytechnic.

The usual range of student support services, including that for literacy, numeracy, and other learning support, is provided at both the Dunedin and Cromwell campuses to assist all students, including international students. The 2010 AUSSE survey¹⁰ indicated that 71 per cent of Otago Polytechnic respondents believed the staff of Student Services was friendly, available and sympathetic; while the Polytechnic's own Annual Programme Satisfaction Survey indicated a 96 per cent satisfaction rating with the services provided. These statistics are supported by feedback about the satisfaction with the advice and services provided.

It is very clear that a commitment to enhancing educational achievement is a priority throughout the organisation. To cite just one example, the Council triggered the restructuring of the Academic Board to emphasise the Board's role in course and programme development and to further enhance the quality of performance information available to Council. In addition to monitoring educational performance per se, the organisation monitors factors that contribute directly or indirectly to performance as part of its comprehensive self-assessment regime, as is described below.

⁷ *Graduate Destination Report 2010: The Activities of Otago Polytechnic Graduates of 2009* (2010). Dunedin: Otago Polytechnic. For this survey 1045 graduates were invited to participate, of which the response rate was 30%.

⁸ *Surveying local business perceptions: a research report* (September 2009). Christchurch: Research First Ltd.

⁹ *Surveying local business perceptions: Additional tables* (February 2010). Christchurch: Research First Ltd.

¹⁰ Australasian Survey of Student Engagement: <http://www.acer.edu.au/research/ausse>

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Otago Polytechnic**.

Self-assessment at Otago Polytechnic is systematic and robust. Central to the process is the preparation of Annual School and Programme Reviews (ASPR) for teaching areas,¹¹ and Annual Service Reviews (ASR) for central service units. ASPRs include data about course completion and retention rates, qualification completion rates, programme satisfaction results, other student feedback on courses and teaching, reports from PEAC research and scholarly outputs, and staff capability, including their attainment of teaching qualifications and professional development. These data are complemented by commentary based on NZQA's six key evaluation questions (KEQs), as well as how the school/programme is advancing the Polytechnic's strategies related to sustainability, the work environment, and the Māori strategic framework. In addition, the report is expected to comment on its future focus, and, where appropriate, its development of research culture.

Each ASPR report includes ratings by the School or programme of its responses to the KEQs and strategies; and, in 2011, was presented by the school/programme staff as a PowerPoint presentation to the Polytechnic's Leadership Team (LT), accompanied by evaluative discussion. The underpinning data are available on the Performance Portal of the Polytechnic's intranet.¹² The LT reviews the reports, assigning its own ratings, and indicates the reasons for any difference between its ratings and those of the programme or school. Where required, an improvement plan is developed by the school, and approved and monitored by the LT. A similar process is undertaken for the ASRs, which focuses on their performance and contribution to the learner environment as well as the Polytechnic's strategies. Again, there are evaluative discussions with the LT, and the assignment of self- and LT-ratings, which lead to improvement plans. The review process is linked to the business planning process to allow for key recommendations to be implemented, and is intended to be authentic, real and transparent, and result in evidence-based judgements. The intention is that most staff in the school, programme, or service area are involved in the preparation of the ASPR or ASR and attend at its presentation to LT, and that appeared to be the case in most of the focus areas evaluated.

The process not only provides information that is directly related to the KEQs but information that contributes indirectly to the self-assessment of the effectiveness of education offered by the polytechnic. Examples of such information are the perceptions of staff workload, the extent of professional development undertaken, whether there has been peer review of teaching, the progress being made towards the expectation that all teaching staff will hold a teaching qualification (including at least some knowledge and skills in blended learning),¹³ and the research activities of staff. Self-assessment of these last two

¹¹ [http://insite.op.ac.nz/teams/hos/Docs/2011Annual School, Service Area Review-Guidelines for Programme Reviews March 2011.doc](http://insite.op.ac.nz/teams/hos/Docs/2011Annual%20School,%20Service%20Area%20Review-Guidelines%20for%20Programme%20Reviews%20March%202011.doc)

¹² This 'paperless' approach is consistent with the organisation's sustainability aspirations.

¹³ Typically the Graduate Certificate in Tertiary Learning and Teaching (Level 7).

aspects are particularly important, given the Polytechnic is committed to submitting the evidence portfolios of eligible academic staff to the 2012 round of the Performance-Based Research Fund exercise. In addition, the Polytechnic is committed to the introduction of blended learning to all programmes in order to reach more learners in the region, meet diverse learner needs, and foster better learning management and economic delivery of programmes.¹⁴ Self-assessment processes enable the organisation to clearly determine the developing staff capability in these areas.

The LT assesses its own processes and activities, and analogous to the ASPR and ASR processes, its ratings in them are subsequently reviewed by the Polytechnic Council (which also conducts its own self-assessment process). Self-assessment is clearly well embedded in the culture of the organisation. Indeed, the process of self-assessment is itself annually reviewed.

TEO response

Otago Polytechnic has confirmed the factual accuracy of this report.

¹⁴ *Otago Polytechnic Investment Plan 2011-2013* (2011). Otago Polytechnic

Findings¹⁵

1.1 How well do learners achieve?

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

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

The Tertiary Education Commission's (TEC) educational performance indicators for Otago Polytechnic exceed those of the median of the polytechnic/institutes of technology sector, and this is the consequence of a deliberate strategy by Otago Polytechnic to ensure achievement is strong and improving. In 2010, Otago Polytechnic ranked fourth in the sector for qualification completion, with 62 per cent across all levels of study, and 91 per cent at Levels 7-8 (corresponding to degree-level study, which accounts for 40 per cent of the Polytechnic's students). Opportunities for further gains in formal measures of qualification completion are probably limited at degree level, but the Polytechnic is aware that qualification completion rates in other programmes should be improved. The transparent self-assessment process with performance data and information that can contribute to performance available for perusal on the 'Performance Portal' intranet means this variability is not hidden. A close approach to ambitious targets was noted in the Polytechnic's 2010 Annual Report.

In 2010, the Polytechnic ranked sixth in the sector for successful completion of courses (74 per cent, across all levels of study; and 85 per cent at Levels 7-8). Notwithstanding a generally lower achievement by Maori learners (course completion rate, 66 per cent; qualification completion rate, 49 per cent) than those of the Polytechnic's students overall, 97.7 per cent of Maori students enrolled in the Bachelor of Nursing gained that qualification in 2010, and 92 per cent of Maori students enrolled in the Bachelor of Occupational Therapy gained that qualification in 2010. The achievement of international students is typically higher than domestic students.

Tutors and students commented on the improvement in literacy and numeracy, through identifying needs by testing at enrolment, and embedding these skills in courses. In addition, attainment of 'soft skills' appropriate for employment, and enhancement of self-esteem are non-academic achievements in most focus areas, reported by students, noted in discussions with external stakeholders, and reflected in graduate destination and employer surveys.

Strong commitment by the Leadership Team to continued improvement in learner achievement has resulted in 56 per cent of programmes showing an increase in qualification completion rates between 2009 and 2010. Consistent with this, half of the focus areas of this review, course and qualification completion rates show an annual increase in programme completion rates. These improvements are a consequence of the Polytechnic's rigorous and outcome-focused Annual School and Programme Reviews (ASPR) process.

¹⁵ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Strategies to enhance learner achievement resulting from self-assessment vary according to programme level, student characteristics, and the type of learning, but include analysis of whether changes made to core course delivery influence success, the confirmation of attendance as a predictor of academic success, improved knowledge by students of course and programme expectations, close monitoring of work placements and experiential learning opportunities.

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

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

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

The Graduate Destination survey indicates that most graduates obtain employment related to the qualification obtained, and the local employer surveys make clear that Otago Polytechnic graduates are not only work-ready, but can often be the preferred employee over candidates graduating from other tertiary education providers. Thus, there is clear externally derived evidence that study at Otago Polytechnic yields employment as a valued outcome for most students. These quantitative indicators of value are supported by anecdotal evidence from the students themselves, as well as graduates of programmes (where available), work-placement supervisors, employers, and members of the PEAC. However, the Polytechnic recognises that there are still improvements to be made in its understanding of the value of outcomes for graduates and employers, and there remain some programmes in which the engagement with graduate destination information remains low.

Students highly valued the gaining of knowledge of their chosen industry, citing the currency of staff knowledge, the experiential learning in work placements and the commercial facilities on campus, and the use of assessors from industry in formative assessments. In several programmes, this knowledge is complemented by small business skills, valued by students who realised that they might well find employment in small enterprises where they may quickly acquire a supervisory role, or that they may be self-employed. In several programmes, particularly those at lower levels, students explicitly commented on how the programme had given them increased confidence in their own skills and knowledge and perceptions of their work-readiness.

With 40 per cent of its students enrolled in degree-level study, there is a commitment by the Polytechnic to ensure that staff involved in degree-level teaching are involved in research. The Polytechnic has a research plan¹⁶ that aims to support productive researchers, to provide a pathway for emerging research and researchers, and thereby develop a research culture that provides a sound basis for teaching and learning. Over the five-year period from 2007 to 2010, the proportion of research active staff members has increased by 13 per cent and the proportion of quality assured research output has increased by 14 per cent. These

¹⁶ *Research Plan 2009-2012*. Dunedin: Otago Polytechnic

are important measures for Otago Polytechnic's participation in the Performance-Based Research Fund (PBRF).

There has been a notable increase in Māori related research, which “includes work by our Māori staff as researchers, both in areas pertaining to Māori and other studies pertaining to their discipline, ranging from the cultural assumptions in occupational therapy to the affordability of Government-recommended diets for pregnant women. Several Pakeha researchers have also explored Māori themes in their work, such as considering representations of Māori Art”.¹⁷ The Polytechnic publishes its own peer-reviewed journal, *Scope*, principally reporting research relating to art and learning and teaching.

The Polytechnic also has a commitment to incorporating sustainable practices in its teaching programmes and supports this through research, examples of which are reported regularly.¹⁸ Of particular note is the Ecological Footprinting Project, undertaken with Victoria University of Wellington and the Manukau City Council, and associated with the introduction of biofuels to Queenstown.¹⁹

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

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

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

There is good evidence that programmes and activities at Otago Polytechnic are designed and re-designed to better respond to the needs of their multiple stakeholders. Programmes are developed or redeveloped to match a need identified by a particular external stakeholder (e.g., an industry training organisation), changed professional requirements (e.g., in nursing), to increase choice and specialisation in a changing industry (e.g., visual arts), or to enhance employment prospects for students (e.g., through Capable New Zealand). Changes to programmes usually result from a comprehensive self-assessment of the programme and of the industry it serves, seeking and using advice from external stakeholders.

Prior to or at enrolment, staff in most programmes make clear the expectations of the industry (in terms of hours of work, uniforms, etc.) so that students can be sure that their employment aspirations are realistic. A Polytechnic-wide Careers Service is also available to provide advice before enrolment. The learning needs of students are addressed through such strategies as early identification of literacy and numeracy issues, particularly in lower level programmes where literacy and numeracy gains are reported using the Adult Literacy and Numeracy Assessment Tool. These are attributed to the effectiveness of embedding

¹⁷ *Whkakaha te Hoataka – Strengthening the Partnership*. Report on the Māori Strategic Framework to 2011, Dunedin: Otago Polytechnic.

¹⁸ *Rakahau-ā-mahi hou – New Applied Research*, Special issue: Researching sustainability, 5 (November 2010).

¹⁹ Reported in: *The Pathway to Great. 2010 Annual report*. (2010). Dunedin: Otago Polytechnic, p. 13.

literacy and numeracy concepts in the teaching, while pastoral care needs are addressed through a Student Support Service.

As mentioned previously, the Graduate Destination and employer surveys indicate that programmes match the needs of employers well. However, the effectiveness of PEAC was variable, with some being 'refreshed' and others being complemented by other means of strengthening of links with industry.

1.4 How effective is the teaching?

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 interviewed during the evaluation spoke highly of the dedication of staff and the quality of their teaching. Their comments were consistent with the high levels of satisfaction recorded in the student evaluations that were available on the Polytechnic's Performance Portal.

Teaching benefits from the effective relationships individual staff have with the relevant people in their industry, which facilitates work placements for students and provides regular input into formative assessment. PEAC provide advice to inform the continued enhancement of courses and programmes to meet the changing needs of industry and the workplace. A particular focus at Otago Polytechnic is the use of experiential learning in workshops and studios on campus, which are run as commercial enterprises (e.g., garage, design shop, restaurant, veterinary clinic).

Blended learning forms part of the delivery in most Otago Polytechnic programmes, using Moodle as the on-line platform. Although the Polytechnic considers that this will be an effective way of increasing accessibility to its programmes, at this stage of development, both students and staff present mixed views of its effectiveness in enhancing learning. Some staff are clearly more able – and perhaps willing – than others to engage in the activity of transforming face-to-face teaching materials to online learning materials; for at least some of the programmes evaluated, the EER team's view is that more professional development in this area may be needed than that which can be gained from undertaking a course within the Graduate Diploma in Tertiary Learning and Teaching in which many staff are enrolled. The Polytechnic recognises the need for teaching at degree level to be undertaken by research-active staff, and the Research Plan articulates the expectations of research outcomes and the infrastructural arrangements to support that.²⁰ If it is assumed that PBRF-eligible staff are those teaching in degrees, a number of staff-members were not research-active in 2010, although the percentage of research-active staff has increased significantly since the last PBRF round – from 23 per cent to 58 per cent.²¹ The link between research and teaching is clearly illustrated in examples of research cited in the annual research report,²² including a study related to the effect of learning contracts on

²⁰ *Otago Polytechnic Research Plan 2009-2012* (2009).

²¹ *Research Outputs 2010* (2011)

²² *Rīpoata Rakahau-ā-Tau. Otago Polytechnic Research Report 2010* (2011).

educational achievement.²³ Indicative of the leadership role played by the Polytechnic in this area, there are 27 of 297 items (~10%) related to ‘educational resources’ on the Ako Aotearoa website²⁴ that are attributed to Otago Polytechnic.

Many staff commented on their high workloads, citing pressures to complete teaching qualifications, to become proficient in and implement blended learning delivery, and to continually improve research performance. However, these comments need to be tempered by the Polytechnic’s surveys of staff perceptions of workload which show an increasing satisfaction with their own workload and how workloads are managed.²⁵

1.5 How well are learners guided and supported?

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

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

Enrolled students are guided in their learning through a combination of face-to-face contact with academic staff (who students report as being generally approachable and knowledgeable), and use of the Learning Centre. The relative contributions of these support mechanisms and their effectiveness varies across the programmes. Online resources (using the Moodle platform) are provided in many programmes, consistent with the Polytechnic’s strategy of blended delivery,²⁶ but their effectiveness in supporting learning appears to be variable.

The centre assigns a specific staff member to engage with each school, while each school has nominated a contact person to liaise with Student Support Services in respect of support for international students. This network was established to ensure open communication between staff in schools and the centre, and information about learners is shared through notes being placed on the individual student records in Jasper (the student records management system). Individual appointments are available at the Learning Centre, complemented by group sessions presented to students with common academic concerns. The offering of such sessions can be prompted by the centre receiving information from the schools about the nature of assignments and when they are due.

Recognising the central importance of literacy and numeracy to educational achievement, the Polytechnic introduced the national diagnostic assessment tool (ALNAT) for Literacy

²³ Smith, L., & Gasson, J. (2010). Turning them back from the brink... *NACCQ Conference, Dunedin, 5-9 July*. [<http://naccq.ac.nz/index.php/conference-2010>]

²⁴ See: <http://ako.aotearoa.ac.nz/apollo-search?s=otago%20polytechnic&resource-search=all>

²⁵ *2011 Work Environment Survey Report*.

²⁶ The Polytechnic also hosts and underwrites the Open Education Resource Foundation, which “leads innovative projects helping individuals and organisations return to the core educational values of sharing knowledge freely in a sustainable way” using WikiEducator, in association with Athabasca University, University of Southern Queensland, William and Flora Hewlett Foundation, and UNESCO (see *The Pathway to Great* (2010), p. 19.)

and Numeracy in 2010. The Learning Centre also offered two one-week Personal Effectiveness Skills Study courses prior to the start of classes.

In recognition of the fact that learning needs are often intertwined with financial, health and other pastoral care issues, all Student Support Services are now located in a “one stop shop” at the Dunedin campus. At the Cromwell campus, support services available in the community are used where appropriate, but learning support is mainly provided by tutors, with additional support available from Dunedin. The small numbers of students at Cromwell has enabled a case management approach to providing both learning and pastoral support to individual students. Students spoken with in the programme focus areas were aware of these services and many made use of them.

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

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

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

There is a strong focus on achievement at Otago Polytechnic, with a clear strategy for educational excellence, expressed as “our pathways to great”. The Council has exercised leadership in this area by requiring better performance information, which has resulted in the restructuring of the Academic Board. The Leadership Team has promoted a model of self-assessment of continuous improvement to educational performance and its contributing factors. Not only is this model inclusive of staff throughout programmes, schools and service areas; but it is also transparent, through the development of the Performance Portal, which compiles and displays an extensive range of data and information and is accessible to all staff. Because of this approach all parts of the organisation are identified as potential contributors to the educational performance of learners. The Polytechnic has clear expectations of its academic staff to become competent teachers, both through gaining formal teaching qualifications and through gaining skills in blended delivery of education, and, for those teaching on degree programmes, to become and remain research-active.

Programme managers note that they are supported by the Group Managers (who are part of the Leadership Team), particularly when there have been major initiatives such as the development of new programmes and restructuring required. Staff, in turn, report that they are supported in their efforts by their managers, although many perceived their workload was high.

As previously mentioned, the Graduate Destination Survey and the Employer Survey indicate high levels of satisfaction with the performance of graduates in the workplace. The Polytechnic’s commitment to its communities is demonstrated by its delivery of accessible education by distance and at satellite campuses (e.g., Cromwell), and through a number of projects undertaken with charitable organisations, including donating to local charities the proceeds from auctioning houses built by carpentry students. In addition, the modelling of sustainable behaviours within the Polytechnic and included in programme design is a forward-thinking aspect of the Polytechnic’s strategy that can be reasonably expected to have longer term community benefits.

Focus Areas

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

2.1 Focus area: Bachelor of Visual Arts (BVA)

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

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

This 3-year degree programme is a successor to the highly performing 4-year Bachelor of Fine Arts degree (BFA), and was developed to offer students earlier specialisation and more choice than was available in the BFA. Course completions have risen from 78 per cent in 2009 to 86 per cent in 2010. Because the degree was only introduced in 2009, the qualification completion rate is currently low (32 per cent), as reasonably expected. Changes have been made to courses since the degree's introduction and these are considered by staff to have contributed to both the increased course completion rate and the increase in retention rate from 64 per cent in 2009 to 92 per cent in 2010.

Students received literacy and numeracy support in their first week, and the need for any further learning support was identified in the third week of the programme. Some students cited lecturer unavailability, attendance monitoring, lack of feedback, and communication difficulties as management issues related to the programme, but there was high satisfaction with the teaching. Students interviewed also commented favourably on the string studio-orientated focus of the degree, and that the programme provided a multidisciplinary experience. A survey in 2010 revealed that all 22 of the students surveyed said that they would recommend the programme to others, with 90 per cent saying it represented a good investment in time and money.

There is strong value in this programme's studio-based learning and activities which are designed to give students the skills to operate successfully in a wide range of career pathways chosen by graduates of the programme. There are good links maintained with a number of alumni, who are reported as using their qualifications in a variety of settings. Staff-members are active in research and exhibit their work. Students recognise the value of their lecturers being immersed in exhibitions and research, ensuring that lecturers remain up-to-date and internationally experienced. There was clear evidence of research-informed teaching, and that teaching was being undertaken by 'working artists'. This anecdotal evidence is supported by the fact that all but one member of staff had produced more than four quality-assured research outputs in 2010, and all but one are PBRF-eligible.

However, many staff indicated that research and preparation for exhibitions was often done in their own time, and perceived that their workload was too high. Students also indicated a desire for more teaching time. This situation seems to have been exacerbated by recent restructuring and the demands associated with the introduction of the BVA. While programme management is aware of these issues and have sought to respond to them, it was clear to the EER team that improved management of workload and clearer expectations

around research and availability of lecturing staff to students need to remain an important focus.

Self-assessment is effective, with tracking performance data for students in courses identifying specific areas for improvement. Multiple sources of data are used to understand programme effectiveness, potentially including the perspectives of the 'refreshed' PEAC. Students reported that management and staff are highly responsive to identifying issues. Although there are student representatives in courses and forums are held to gain student views and feedback, students appear willing and interested in greater involvement in the reflective processes that are the precursors to self-assessment.

2.2 Focus area: Certificate in Creative Studies (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 **Adequate**.

This Prospectus indicates that this certificate provides an introduction to a career in creative industries, and its principal value to students is as a pathway to degree programmes in design, fine arts, and information technology. Half of the graduates of this programme progress to higher study, typically in fine arts or design, although in the evaluation, only the pathway to the BVA was considered. In 2010 rates of course completion (43 per cent), qualification completion (58 per cent) and retention (71 per cent) have all declined from previous years. Although these figures are not atypical for foundation programmes, and the downward trends are concerning, they appear to be attributable to a highly variable cohort with a diversity of learning needs and expectations. An attempt has been made to address this comparatively low achievement through more careful enrolment processes, but the impact of this is not yet clear. Māori achievement exceeds that of other students, but the reasons for this are not articulated.

The use of ALNAT to identify literacy and numeracy challenges is good, as is follow-up tutoring to enhance these skills where needed. However, this information needs to be better shared by staff and with Learning Support in order to have the greatest benefit to learners.

Students also often present with high pastoral care needs. A high level of student-tutor engagement was reported, peer tutors were available on a 1:1 basis if needed and some examples of good practice using the Moodle online platform were cited. However, students reported that criteria for assessment could be unclear, and useful feedback was not always given.

Progression to the BVA degree is generally more successful than to design programmes, although analysis of such progression is not systematic. Better alignment of the programme's courses with those of the degrees to which it staircases is being considered in order to better manage staff workload issues.

In summary, this is a programme in which the effective transition to destination programme are currently not sufficiently well analysed to develop a plan that is likely to improve student outcomes. The programme would also benefit from more systematic tracking of student needs and goals, and the needs of the destination programmes.

2.3 Focus area: Certificate in Cookery (Level 3)

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

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

This certificate gives the basic practical and theoretical skills to work safely in a commercial kitchen, blending an understanding of teamwork in a kitchen setting with individual responsibility and decision-making. There has been a strong increase in the course completion rate to the 88 per cent achieved in 2010, with a high rate of completions by Maori and Pacific students. The qualification completion rate increased to 84 per cent in 2010, but this was attributed by the programme staff to a difference in the 2009 and 2010 cohorts rather than to any intervention derived from self-assessment.

Staff describe the programme's graduates as "commercial savvy", recognising that in the local job market, work-readiness skills and some knowledge of running a small business are helpful. The programme introduces concepts of sustainability through the use of herbs and vegetables from the campus gardens, and an interaction with horticulture classes. The principal value of the programme is its providing graduates with the skills and attitudes so that they can be useful at an entry level in the hospitality industry. During the programme students assemble a portfolio that showcases their skills and knowledge. This is designed to be helpful to potential employers. Although entering employment is the graduates' principal objective, the Certificate represents a pathway to higher study, viz., the Certificate in Professional Cookery (Level 4), and thence to the Bachelor of Culinary Arts (see below).

On-line literacy and numeracy testing is used to identify learning needs. Formative assessments are conducted by those in the industry, and students value this approach to learning, because it provides different perspectives on their cooking. Programme staff identify that they have formed relationships with student support students to benefit students, but at times find that they need to respond to students' wider needs themselves where the concern has immediacy.

Students also value their workplace experience, which may lead to an offer of immediate employment or to employment when the programme concludes. Some students interviewed identified that they would have benefited more from their work placement if they had received greater guidance about options available. Staff have a strong awareness of the changing needs of the hospitality industry, maintain their restaurant practice and participate in competitions, gain teaching awards and grants, and use former successful graduates as role models for current students.

With the introduction of the Bachelor of Culinary Arts in 2012, programme staff recognise and are responding to the challenge to upgrade their own qualifications, (despite the increase in workload) to fulfil a forward plan focused on increasing the capability of staff in the school. The Leadership Team have been supportive of the school in the development of this degree, and facilitated the recent move to new facilities on campus.

2.4 Focus area: Certificate in Automotive Engineering

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

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

This programme was redeveloped with Tertiary Accord of New Zealand (TANZ) partners, but the design of the programme has proved to be disappointing, yielding low retention and completion rates. The programme was not offered in 2009; in 2010 the course completion rate was 47 per cent and the programme completion rate was 46 per cent. This poor performance was reviewed and the assessment structure has been adjusted to better match student and employer needs.

Despite the 2010 educational performance, the 2011 students were engaged with the programme (although noted that the work placements lacked structure) and indicated relationships with tutors were good, and that the programme met their expectations. Student progress was monitored on an individual basis by mid-term interviews.

The staff recognise the need to keep pace with technological developments in this fast-changing industry. However, they also note that the US-based programme does provide foundation automotive knowledge for pre-apprentices. The 'working garage' provides relevant experiential learning and provides opportunities to develop self-confidence and some business skills (e.g., the preparation of job-sheets and invoices). Eleven out of the 15 graduates in 2010 (73 per cent) are working in the automotive industry, with five (33 per cent) having gained apprenticeships.

If the targeted approach to improving achievement and engagement with industry continues, the evaluators are confident that performance in this programme will improve. There is some promising initial evidence of improved achievement and relationship-building. Some gaps and weaknesses appear to be being addressed. A number of reviews have identified key issues to improve achievement and better meet the needs of key stakeholders. Some further improvements in systems and processes for understanding stakeholder needs are required. However in this context self-assessment is part of a reasonably coherent approach, with evidence of some worthwhile improvements.

2.5 Focus area: Certificate in Stonemasonry (Level 4)

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

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

Course completion and retention rates for this programme, which currently attracts about ten students to the Cromwell campus, have exceeded Otago Polytechnic targets in the last two years; in 2010 achieving an 88 per cent course completion rate and a 74 per cent qualification completion rate.

Students obtain skills and training that serve them well in terms of their career pathways. Students highly value the hands-on learning as well as specific business training. Regular

opportunities are provided to engage with employers through work placement and guest lectures. This includes business development, which has led to graduates going on to become not only stonemasons but also managers and business owners. Hands-on experience and opportunities facilitated by the tutor for students to interact with industry are highly valued by students. Employers in the area actively seek current students and recent graduates. In 2010, 72 per cent of the previous year's graduates were in employment, with 45 per cent in either stonemasonry or in landscaping. This has led to the incorporation of landscaping and business skills into the programme.

The sole tutor is well supported by management and colleagues at the Cromwell campus, and has developed contingency plans to enable the programme to continue in the event of his being absent or incapacitated. There is a developing focus on how the programme might be offered beyond Cromwell in response to an identified national demand, with the tutor locating sources of stone for use in proposed practical 'blocks' to meet expected demand and recognising that other aspects of the programme will require blended delivery.

Self-assessment is operating at both teaching and management level, with evidence of on-going self-assessment by the tutor to enhance programme and teaching. As an example, the tutor initiated regular progress reviews for each student after identifying that this would enable early identification of concerns and more timely interventions. The tutor is active in making changes to enhance the teaching and learning experience and continuously reflects on opportunities to do so. There is informal input from industry, although an appropriate PEAC is still to be incorporated.

Student support has recently been enhanced to better meet student needs in this and other programmes offered in Cromwell. A 'case management' approach has been adopted, managed by a support coordinator based in Cromwell, with health and counselling services provided locally.

2.6 Focus area: National Certificate in Veterinary 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**.

Four hundred students are enrolled in this programme, which is available by distance (for part-time students) or on-campus (for full-time students). The overall course completion rate in 2010 was 72 per cent, continuing a recent declining trend, with a similar trend for retention (85 per cent in 2010) and qualification completion (71 per cent in 2010). Completion rates for on-campus students increased from 2009 to 2010 (from 71 per cent to 75 per cent), while the completion rate for distance students decreased (from 76 per cent to 68 per cent). Self-assessment of the possible causes of these trends was undertaken. In addition to closer management of enrolment processes and the development of individual pathways for targeted students, improvements to the workplace experience and the assessment practices has been implemented, with tracking of the effectiveness of these interventions still to occur.

Programme staff are united in their focus on the student learning experience and achievement. Stakeholder support is high, and value has been confirmed over an extended period. A diverse group of committed stakeholders are actively engaged with the programme, its staff and students, and support work placements and offer employment opportunities. Recently introduced video assessments are recognised as a best practice which has been shared with the wider polytechnic and industry and the AgITO. The recently established working veterinary clinic on campus provides a real-world context for learning and is enhancing the value of the programme for students and industry. Efforts are underway to better understand and support the needs of distance learners and to identify strategies for improvement.

Graduates are being employed in regional veterinary practices; employers confirm that graduates have relevant and current practical skills and knowledge, and appropriate workplace experience for entry-level employment.

Self-assessment is a coherent and thorough approach. Improvements are based on careful analysis of data from multiple sources and there is evidence that the impact of enhancements made is being monitored. In response to concerns about staff workload, the programme management team has reviewed marking and scheduling to relieve staff workload peaks.

2.7 Focus area: 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**.

This is a consistently high-performing programme. Over the last three years, retention rates have increased from 95 per cent to 99 per cent, course completion rates have increased from 90 per cent to 96 per cent, although qualification completion rates have decreased from 84 per cent in 2008 to 73 per cent in 2010. Virtually all candidates pass the NZ Nursing State Final Examination at their first sitting.

The programme is also offered in Timaru to a cohort with different entry requirements from those in Dunedin, to which is attributed the lower course completion rate of 79 per cent. A strength of the programme is the attention paid to finding quality clinical placements; the high number of clinical hours in the programme is highly valued by students. The investments in the simulation clinic and modern mannequins were considered an excellent way to enhance student engagement. As expected, and consistent with the Graduate Destination Survey, most graduates are employed.

There has been a recent curriculum review, which staff assert deepens understanding of content; a high proportion of the teaching staff have adult learning and teaching qualifications. A shift to online learning has reduced the number of contact teaching hours; staff consider that this shift has had workload implications for them, and has not necessarily matched student needs. Furthermore, this shift has not been supported with an upgrade of staff computers. Students commented that online learning was somewhat disorganised, and

was not supportive of discussions, adding that Moodle was “hard to use”, and that the availability and speed of computers was an issue.

Students were aware of the availability of student services, particularly student health, of which they were high users. They commented that they would like more opportunities for different year-groups to mix. They also noted that there were additional costs associated with the programme, of which they had not been notified at enrolment.

Self-assessment of the nursing programme is comprehensive, with extensive collation of information from many sources, and tracking of results. However, there appears room for improvement in communication between management, PEAC, students and staff. Greater support is needed for staff in the shift to blended delivery of learning and a commitment to a more vigorous research culture promoted.

2.8 Focus area: Bachelor of Applied Management

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

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

This degree is offered with a diverse range of majors, and can include credit from assessment of prior learning undertaken by Capable New Zealand (CNZ), which can constitute the entire qualification. The course completion rate in 2010 was 72 per cent (below the Otago Polytechnic target), although the course completion rate for international students was higher (89 per cent). Course completions for those enrolled through CNZ are lower (31 per cent in 2010), but the two groups of students are not strictly comparable. Qualification completion rates increased from 2009 to 2010.²⁷

Employers confirmed that graduates of this degree are well-rounded and fit well into organisations, are more work-ready than graduates from comparable programmes elsewhere, and noted the value provided to them from research projects completed during work placements (some of which led to employment). A candidate in the CNZ ‘stream’ reported particularly positive experiences and outcomes, and an employer of a CNZ graduate valued the professional development and the increased confidence and self-esteem the degree had provided.

Staff are well connected to their relevant industry, with appropriate qualifications and experience, maintaining currency through professional association networks, attendance at conferences, and some research activity. While there is widespread awareness of the sustainability goal of the Polytechnic, and concepts are incorporated into learning and practice, implementation of blended delivery has been more problematic. Staff have identified a need to build capability in the use of the Moodle online platform. Staff workload is perceived as being high, but no strategies to address this were identified to the evaluation team by programme management.

²⁷ The calculation of qualification completion rates using the TEC methodology yields 136 per cent for 2009 and 176 per cent in 2010.

Changes to the programme and individual courses have been undertaken as a result of staff reflection, student feedback, and the use of focus groups. The introduction, in 2011, of a project-based model for the first year of the degree is intended to address the currently high attrition rate between year one and year two of the programme. Overall, while self-assessment is being undertaken, it could be more systematic. In particular, the outcomes for internal and CNZ students invite more rigorous comparison and analysis, and there could be more investigation of graduate outcomes.

2.9 Focus area: Student Services

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

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

A comprehensive range of services is provided to meet the pastoral care and learning support needs of students at the Dunedin campus. Effective communication with schools is fostered through Student Services assigning a liaison person to each school; similarly, each school has an international contact person for Student Services. On the Dunedin campus, Student Services are organised as a 'one-stop shop', recognising that a particular student may need assistance in several areas simultaneously. Students are well satisfied with the services provided. In 2010 the use of individual learning support services declined, offset by the growth of group-based activities. This trend, which is consistent with the services' strategy, is made possible by enhanced communication with schools: a knowledge of the timing and types of assessments, for example, enables learning support to be provided to groups of students or even to full classes.

At the Cromwell campus, a co-ordinator takes a 'case management approach' in offering or brokering support services, although it is recognised that teaching staff undertake more pastoral care than is the case in Dunedin.

An initial attempt to quantify the effectiveness of student learning support services provided by the Learning Centre identified a positive relationship between 'retention' and service usage at a school level. The 2010 Customer Services survey was not sufficiently granular to gauge the effectiveness of the various student support services. For learning support services, this is to be addressed in a forthcoming survey, complemented by focus groups for Maori and Pacific students, hosted by respected students.

While the Learning Centre has obtained feedback at the end of individual sessions or by inward email, this was recognised as voluntary rather than a systematic approach to determining the effectiveness of services provided. The increasing use of adding notes to students' record in Jasper (the student record management system) about learning assistance provided to students will enable a more systematic analysis of whether learning support can be related to educational performance. Student Services are still developing ideas for measuring, tracking and evaluating the impact of student support interventions on student experience and achievement, but there is regular collection and analysis of data collected across all activities and a conscientious effort to improve service provision and to respond to needs of students and the Schools.

International students

Most international students at Otago Polytechnic are enrolled in nursing or applied management programmes. The educational achievement of international students exceeds that of the aggregate of all students, as shown in the following table.

No. of EFTS in 2010			Course completion rate in 2010 (%)		
International (N_I)	Total (N_T)	% (N_I/N_T)/%	International C_I /%	Total C_T /%	$C_I - C_T$ /%
46.21	712.71	6.48	91.09*	83.07*	+2.33† ²⁸
*EFTS-weighted average course completion rate † 2010 figure from Annual Report					

International students are admitted to programmes following a determination by the International Admissions Co-ordinator that English language and other entry requirements are met, and a decision by the school that the student is appropriately qualified and prepared for likely success in the programme.

To address the particular needs of ethnic and national groups within their international students, the polytechnic makes strenuous efforts to become informed about particular learning needs and challenges and through its contacts with the Multi-Ethnic Council of the Dunedin City Council, establishes links with the appropriate group in the wider community to provide cultural and other support. Recent examples of the use of this approach include the support provided to a group of students from Saudi Arabia; Indian students enrolled in the Postgraduate Certificate of Teaching and Learning; Japanese students studying engineering under an exchange arrangement; and German students studying business.

Student Services provides opportunities for international students to visit attractions in the region, and social events that seek to encourage interaction between international students and domestic students. These are not always well supported; a new initiative is a Kiwi-International 'adventure packing' activity to be run by students in the Diploma in Outdoor Learning. International students are also provided with regular emailed information about activities in the wider community, links to transport providers, etc., with the intention of enabling them to make the most of their time in Dunedin and New Zealand.

Otago Polytechnic is compliant with the Code for the Pastoral Care of International Students, and engages an external consultant to review the Code. The Manager of Student Services has responsibility for implementing any recommendations made.

2.10 Focus area: Governance and Management

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 Leadership Team is determined to maintain its high recent record of educational achievement as measured by the TEC's educational performance indicators, and it has put in place a comprehensive system which records educational performance data, and all relevant information that influences learner achievement. The database that contains this information is available to all staff. Data analysis at the programme and school level is central to the self-assessment process and provides the basis of the Leadership Team's ratings of KEQs and additional strategic objectives (related to sustainability, engagement with blended delivery, and future focus), and discussion with programme managers and staff about further improvements.

There is a very strong emphasis on the value of students being work-ready: the commitment to experiential learning both through external work placement and internal 'shops' (in, for example, design, garage, restaurant, and massage) that are operated like commercial entities is one manifestation of this. The effectiveness in achievement of this value is measured by graduate destination surveys (70 per cent of the respondents to which indicated that the programme had helped them realise their goals, 91 per cent would recommend the programme to others, and 87 per cent said it represented a good investment of time and money), and the employers' survey which indicated that over half of local businesses surveyed had employed Otago Polytechnic graduates, with most being pleased with the 'fit' of graduates to their workplaces. These high levels of satisfaction were corroborated by conversations with members of PEAC and other external stakeholders.

Educational performance and self-assessment are clearly linked through the Polytechnic's "Good to great" aspirations, evident in its strategic documents and publicly espoused in its Annual Report.

Recommendations

There are no recommendations arising from the external evaluation and review, other than those implied or expressed within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of rules for programme approval and accreditation made under the Education Act 1989. The Course Approval and Accreditation Criteria that were made under the former section 253 of the Act are deemed (by section 44 of the Education Amendment Act 2011) to be rules for programme approval and accreditation made under the new section 253 of the Act. Rules are also being made for training schemes, which will include requirements for self assessment and external evaluation and review.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The 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 policies and criteria approved by the NZQA Board.

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

External evaluation and review reports are one contributing piece of information in determining future funding decisions 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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/>

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