

Report of External Evaluation and Review
Waikato Institute of Technology -
Te Kuratini o Waikato

Date of Report: December 2010

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Purpose

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

Waikato Institute of Technology (Wintec) in Context

Location:	Anglesea Street, Hamilton
Type:	Institute of Technology
Size:	Forecast 5250 Student Achievement Component (SAC) funded Equivalent Full Time Students (EFTS) in 2010. In 2009 Wintec had 4818 EFTS from a total student body of 13,375.
Sites:	Wintec's primary campuses are located in Hamilton (City, Hamilton Gardens and Avalon). It also has campuses located in Te Kuiti, Thames, and Otorohonga. The Avalon campus is home to Schools of Trades, Engineering and Construction; International Tourism, Hospitality and Events; and Sport and Exercise Science.

Characteristics of Waikato Institute of Technology

A key element of Wintec's strategic plan has been the development of a number of collaborative and partnership initiatives with industry and businesses in the region including a close association with the Hamilton City Council. Strategic priorities include:

- Improving Quality and Student Outcomes
- A focus on Modernisation, Capability and Sustainability
- Increasing Flexibility of Delivery and Learning Technologies
- Tertiary Sector Collaboration
- Employer and Community Engagement
- Māori Achievement
- Increased International focus
- Facilitating Commercialisation, Research, Development and Technology Transfer.

Wintec is strongly placed to contribute to the Tertiary Education Strategy 2010-15 (TES) priorities. Course (76%) and qualification completion (65%) rates in 2009 were above ITP sector averages at all programme levels and were an improvement on its 2008 results. Wintec also has slightly stronger levels of Māori (25% of EFTS) and under 25 year old participation (53% of total EFTS) compared to ITP sector averages.

In 2009 there were 546 international EFTS (8% of total cohort) attending Wintec, which is the second highest number of international students enrolled at an ITP. In 2010 this is forecast to be 560 EFTS with a target to achieve 15% of the total student cohort in the near term.

Sixty-three percent (63%) of the programmes offered by Wintec are at levels 4 and above. Wintec has one Faculty with 11 Schools and 2 Centres. These are:

- School of Education;
- School of Business;
- School of Social Development;
- School of Health;
- School of Media Arts;
- School of Trades, Engineering and Construction
- School of International Tourism, Hospitality and Events;
- School of Information Technology;
- School of Science and Primary Industries;
- School of Sport and Exercise Science;
- Centre for Foundation Studies; and
- Centre for Languages

Quality Assurance History

A full academic audit was conducted at the Waikato Institute of Technology in September 2006 and resulted in 'Quality Assured Status' being granted by the ITP Quality Board for a period of four years. A subsequent Mid-Term Quality Review was conducted in December 2008, which endorsed the Polytechnic's Quality Assured status and made no recommendations.

General Conclusion

Statement of confidence on educational performance

*ITP Quality is **highly confident** in the educational performance of the
Waikato Institute of Technology / Te Kuratini o Waikato.*

Wintec's 2009 course and qualification completion results at 76% and 65% respectively were above the ITP sector average. Given that approximately half of the programmes delivered are at Level 5 or above, this is a particularly good result.

The quality of teaching across all the programmes reviewed was of a high standard and is supported by good management systems and processes that are focussed on educational performance.

A distinguishing feature of Wintec is the breadth and active engagement of industry through the Employer Partnership Groups (EPGs) at programme level. These industry stakeholders have direct input to programmes to ensure that content and assessment reflect vocational practicalities. Wintec's emphasis on research activity and the recent introduction of the Research, Development & Transfer scheme in collaboration with industry reinforces this relationship while also delivering benefits for teaching staff and students.

Wintec has recently been making substantial investments in modernising its teaching and support facilities and this also contributes to an excellent learning environment for all students.

Statement of confidence on capability in self-assessment

*ITP Quality is **confident** in the capability in self-assessment of the
Waikato Institute of Technology / Te Kuratini o Waikato.*

Wintec is well along the self-assessment pathway. The review team saw many instances of good reflective practice and improvement actions occurring within programmes that often result in programme modifications in response to industry and/or student feedback.

The Institute has developed and implemented a comprehensive and robust institution-wide Excellence Framework (WinQual) for self-assessment that provides programmes, Schools and Management with a wealth of information pertaining to student and programme performance. The use of Programme Self-Assessment (PSA) and Programme and School Evaluation reports are central elements of the WinQual framework.

However the adoption and use of the framework is variable at the programme level and this compromises its effectiveness as a tool for improvement. Many of the PSA reports are completed by the Programme Managers without input from, or ownership by, teaching staff. In some cases the completion of the reports is viewed as a compliance requirement rather than as an output of a continuous improvement process. Greater involvement by all stakeholders in the self-assessment process could deliver even better results.

ITP Response

Wintec has confirmed the factual accuracy of this report.

Basis for External Evaluation and Review

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

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

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

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

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

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

Scope of External Evaluation and Review

Identification of Focus Areas

In order to provide a representative cross-section of Wintec's operations and the programmes offered, the focus areas chosen should, where possible comprise:

- programmes delivered from each of the faculties and subject areas;
- programmes delivered at a number of levels, including certificates, diplomas and degrees;
- a sample from each of the Polytechnic's campuses;
- a significant proportion of the Polytechnic's students and EFTS;
- a range of programmes with high and low retention, completion and success rates or concerns;
- a sample of those that have a partnership component;
- a sample of programmes that comprise different delivery modes.

The programmes reviewed during the EER and the criteria for their selection are listed in the following table.

When reviewing focus areas the EER Team met with Heads of Schools / Programme Managers, other teaching staff, Employer Partnership Group (EPG) members / employers / industry representatives, and students. It was agreed that Research would be included as a focus area given its emphasis at Wintec. Discussions were held with the Research and Development Manager, Research Leaders and support staff as well as post-graduate students carrying out research. The EER team also met with staff of the International office and a cohort of international students to determine levels of support and confirm that the obligations under the Code of Practice for the Pastoral Care of International Students are being met.

In reviewing the Governance and Management function of Wintec the EER team met with the Executive Team, the Academic Approvals Committee, the Academic Board and members of Wintec Council.

School	Programme	Type of award	NZQA level	No. of students (2009)	Attribute*				
					A	B	C	D	E
Media Arts	Bachelor of Media Arts	Degree	7	441	59%	114	42%	11	No
Social Development	Bachelor of Applied Social Science (Social Work)	Degree	7	151	71%	75	57%	5	Yes
Centre for Languages	Certificate in ESOL	Certificate	4	120	79%	0	N/a	144	No
Health	Bachelor of Midwifery	Degree	7	113	78%	32	69%	1	Yes
Sport & Exercise Science	Bachelor of Sport and Exercise Science	Degree	7	106	43%	37	27%	0	No
Trades, Engineering & Construction	National Certificate Motor Industry (Entry Skills)	Certificate	2	81	57%	24	29%	2	No
Business	Graduate Diploma in Business Studies	Post-graduate Diploma	7	78	80%	3	100%	137	No
Information Technology	Diploma in Information & Communications Technology	Diploma	5	48	35%	7	14%	12	No
Science & Primary Industries	National Certificate in Horticulture	Certificate	4	68	49%	22	32%	6	Yes
International Tourism, Hospitality & Events	National Certificate in Hospitality (F & B Service)	Certificate	3	19	55%	10	10%	1	No
*Attributes: A , Qualification completion rate (all students), B , No. of Maori students; C , Qualification completion rate for Maori students; D , No. of International students; E , Flexible delivery of programme									

Focus Areas	
1	Bachelor of Media Arts
2	National Certificate in Automotive (Entry Skills) (Level 2)
3	National Certificate in Hospitality (Food & Beverage Services) (Level 3)
4	Certificate in English for Speakers of Other Languages (Level 4)
5	Bachelor of Midwifery
6	National Certificate in Horticulture (Level 4)
7	Diploma in ICT (Level 5)
8	Bachelor of Applied Social Science (Social Work)
9	Bachelor of Sport & Exercise Science
10	Graduate Diploma in Business
11	Research
12	Governance and Management

Findings

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

1.0 Key Evaluation Questions

1.1 How well do learners achieve?

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

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

Explanation

Wintec has consistently achieved high educational performance results at all programme levels. 2009 course and qualification completion results were above the ITP sector average. However, there is a high level of attrition of Maori students and this has an adverse impact on Wintec's educational performance. This issue needs to be addressed to ensure that the high educational performance is achieved by all student cohorts.

Many programmes have identified the need to provide more information pre-enrolment to help guide learners into appropriate courses and set clear expectations regarding study requirements. Some programmes are also using diagnostic testing to identify those students requiring additional support.

Wintec has recently introduced an electronic system that supports the monitoring of student attendance. This initiative has proved very effective in improving attendance and is valued by teaching staff and students alike.

Staff the review team spoke to regularly consider strategies to improve student achievement. The Quality and Academic Unit provides programmes with a wealth of good data regarding retention and achievement. Better analysis of this data could strengthen improvement strategies and actions.

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

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

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

Explanation

The majority of Wintec graduates are readily employed by industry and this is a reflection of the quality of teaching and the relevance of programme content to the workplace. In some cases students are offered employment before completion of their qualification. Employer Partnership Groups reported positive experiences working with Wintec graduates. They commended Wintec for placing emphasis on practical vocational skills in programmes and in turn producing quality graduates who are work-ready and productive from “day one”.

The Institute places a strong focus on collaboration with other tertiary education institutions, both locally and offshore, as well as developing a number of collaborative and partnership initiatives with industry and businesses in the region. These partnerships promote quality educational outcomes and foster relationships that are valued by businesses.

There are many examples where Employer Partnership Groups have considerable input to the development, content and even delivery format of programmes and this is commendable. This close relationship with industry will ensure that programme content continues to remain relevant and of value to employers and graduates alike.

The understanding of graduate destinations across focus areas was variable and the data from graduate surveys was mostly invalid due to low sample sizes. Wintec would benefit from a more systematic approach to engaging with graduates as well as those who have withdrawn from programmes prior to completion. A larger sample size would allow Wintec to better understand the benefits students gained from the programmes, how this learning has prepared them for the workplace, and where improvements can be made.

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**.

Explanation

Programmes at Wintec are well designed to meet the needs of students and stakeholders. The numerous and well-engaged Employer Partnership Groups ensure programmes are reviewed regularly to maintain relevance and reflect changes in subject content. There are many examples where changes have been made to the delivery and structure of programmes in response to industry and student feedback. This is a positive aspect although many programmes would benefit from further

assessment after making modifications to determine if the changes have had the desired effect.

The embedding of Numeracy and Literacy elements within programmes is another positive initiative that has been the subject of recent emphasis.

Some programmes include work placement as a component of the programme and this provides valuable vocational experience as well as the opportunity to reinforce theory in a practical setting. Other programmes would also benefit from the inclusion of a placement component and given the strong relationship with EPGs, this could be explored further.

1.4 How effective is the teaching?

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

Explanation

Wintec is to be complimented on the excellent standard of teaching evidenced in many areas and the reflective practice underpinning ongoing improvement. Students in all areas reported satisfaction with the standard of teaching and have good relationships with their Tutors. This is reflected through the high levels of student achievement at Wintec.

The use of moderation as a mechanism to drive assessment improvement is applied across Wintec. Whilst most programmes are using the process well, the reliability and validity of assessment for a few programmes (particularly those delivered across multiple sites) could be improved.

The Setmap range of survey instruments to determine student satisfaction is used extensively and frequently however sometimes the low response rate of on-line returns reduces their validity.

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**.

Explanation

The level of support provided to Wintec students is good. Facilities such as The Hubs at both the City and Avalon campuses and Te Kete Konae centralise the services on offer and are well used by most students. Students were frequently complimentary of the accessibility and support they receive from Tutors. The evaluators were impressed with the initiatives and outcomes from the Student Experience team. In particular the attendance monitoring project which is user friendly and “low cost” (in terms of time and effort) for staff, is highly appreciated by students and has led to a direct improvement in student retention.

The Student Experience team are using self-assessment effectively and demonstrate ongoing self-assessment practices that are focused on continuously understanding student experiences and responding to students’ needs. Their approach is grounded in an informed understanding of key priorities that are important to enhancing student achievement. Self-assessment is outcomes focused, simple, and leads to incremental improvement which is then evaluated against student outcomes.

Maori students make up 25% of the total student population and are over-represented in attrition rates. They also have lower levels of qualification completion than their domestic and international peers. While Te Kete Konae provides excellent support for predominantly Maori and Pasifika students, there needs to be an increased focus on Maori student attrition and performance at the Programme level if an improvement in educational achievement is to be achieved.

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 **Good**.

Explanation

Wintec has robust reporting systems and structures in place to inform Schools and Faculty’s of educational achievement. Council receives quarterly reports from the Chief Executive and the Executive team highlighting performance against key indicators and progress against strategic priorities as well as a report from the Academic Board.

There are over 60 Programme Committees that receive detailed information regarding module, course and programme performance and are mandated to manage education related issues as they arise, escalating where necessary.

Programmes are typically well resourced and staff are aware of the systems and processes to request additional resources where necessary.

Self-assessment activities occur at all levels across the institution but are not uniform and are often not collaborative. The use of diagnostic tools to determine student progression or identify support requirements are not applied universally and could be used more frequently to greater effect. As a result of self-assessment activities some programmes have identified difficulties with the placement component of the programme, particularly where there has been a recent increase in student numbers. In these instances solutions to the placement issues have either been put in place or are under consideration.

Whilst survey tools are used extensively, the sample size relating to student satisfaction and graduate destinations is often not large enough to provide reliable data. Larger sample sizes would provide more robust information on which to base to improvement strategies and actions.

2.0 Focus Areas

2.1 Focus Area 1: Bachelor of Media Arts

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

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

Educational Performance

Overall the programme demonstrates good qualification completion rates which are on par with other level 7 and 8 programmes at Wintec however a number of learners leave the programme between years one and two. Programme management consider that the level of information provided to learners about the programme prior to enrolment may be a contributing factor but have yet to implement actions specifically targeted at improving the rate of attrition.

The school has established strong connections with industry which has contributed to a sound knowledge of industry needs and requirements. Industry representatives spoke very highly of teaching staff and have maintained working relationships with the programme over a number of years. Employer Partnership Group members indicated that they prefer to employ Wintec Media Arts Students and identify that the School is producing high quality graduates. The connection with industry through the internship programme has been valuable in assisting students to establish networks and identify employment opportunities. The programme provides an appropriate blend of theory and practice and, in response to the needs of international students, the School has integrated components designed to build English language competency into the programme.

A strong culture of teacher collaboration exists and the evaluators saw clear evidence of reflective practice leading to good teaching. Staff from within this programme area are active researchers and the research adds value to teaching and to industry initiatives. Professional development opportunities are actively utilized to inform teaching practice. Teaching and support staff demonstrate a genuine interest in supporting student success and employ a range of activities to achieve this and this is highly valued by students.

Capability in Self-Assessment

Generally there is a broad understanding of graduate pathways and a confidence that graduates are attaining employment in their fields of interest. The generic graduate survey had a low return rate and any processes from within the department relating to graduate outcomes are informal and not systematic. It is important to understand where graduates end up and how well they have been prepared for their roles so that feedback can inform ongoing improvements to the programme.

There is an awareness of attrition issues between years one and two since 2008, and it has been identified that a number of learners leave the programme early after realising it is not for them. The need for a more rigorous student selection process was identified as being

necessary for the next student intake and more specific information will be provided pre-enrolment to ensure learners gain a realistic understanding of study demands and career pathways. However no specific action has yet been identified nor taken to specifically address attrition rates.

2.2 Focus Area 2: National Certificate in Automotive (Entry Skills) (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**.

Educational Performance

The Automotive team has a strong connection with their industry and their Employer Partnership Group (EPG) ensuring that the programme remains current and up-to-date with industry developments.

The review team saw many examples of reflective practice occurring amongst Tutors and evidence that teaching practice is very good. Students receive regular feedback on their progress and have positive relationships with teaching staff.

However, despite the effective teaching, attrition levels, especially in Semester 2, are unacceptably high. Staff recognise that the nature and extent of pre-enrolment guidance and support may be insufficient. Some students enrolled on the programme have not been well suited to it, leading to high levels of attrition in the early part of the programme. The school has recently embarked on a project to examine the causes of attrition in this, and similar programmes.

Those students who do complete the programme are well prepared for either employment in the industry or progression to Level 3.

Capability in Self-Assessment

Some of the causes of attrition have been identified and are attributed to learners finding that the programme is not for them. The provision of pre-enrolment information about the realities of study may assist with attrition issues identified.

The team is involved in a number of quality improvement initiatives both to this programme and across the whole school.

The programme manager regularly analyses performance against the six KEQs from teacher and learner feedback, EPG input and by making contact with industry. This results in a succinct one-page document that identifies potential actions and is used in discussions with programme staff regarding improvements.

2.3 Focus Area 3: National Certificate in Hospitality (Food & Beverage Service), (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 **Good**.

Educational Performance

A strong collaborative culture is evident amongst programme staff involving shared reflective learning practice which supports effective teaching. The use of iPods for teaching material and student research has been a successful innovation which students have engaged with well.

Staff have substantial industry knowledge and connections which provides learners with work experience and employment experience opportunities within the hospitality field. Training in a live restaurant situation provides learners with realistic understanding of work within this industry. Staff are aware of the importance that industry place on non technical skills such as presentation and punctuality and have set out to deliberately teach these skills and attitudes in the programme. The School has purposely chosen to offer the National Certificate (instead of a local qualification) as they believe that it offers the students greater transferability and long term value. The programme timetable is scheduled around significant local events (e.g. the V8 Super Cars) so that learners can work at events and gain experience without compromising their study.

Students receive excellent support across the programme and are motivated and encouraged as a result. Students appreciate the tight structure and close monitoring they experience in the programme.

Capability in Self-Assessment

Programme staff reflect on learner outcomes and have identified that the majority of learners who leave the programme early do so because they have not fully appreciated the nature and amount of study that has been required. This issue has been addressed through ensuring that the enrolment office is equipped with sufficient information which can be provided to learners to ensure that they appreciate the realities of the programme pre-enrolment and are guided into appropriate programmes of study.

The Head of School and staff stay in touch with graduates and have a good understanding of how well they perform in industry. However there is no formal process in place to systematically capture and analyse information about graduate destinations and graduate reflections about the content of the programme post-employment.

Self-assessment is well embedded into programme review processes, based on an understanding of what has worked well and not so well. Review processes are inclusive of all staff and aim to identify a small number of key improvement actions to focus on.

2.4 Focus Area 4: Certificate in English For Speakers of Other Languages (ESOL) (Level 4)

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

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

Educational Performance

In this focus area the evaluation team saw evidence of excellent learner achievement. Since 2008 there has been a 20% increase in the number of students who have completed all modules. Students receive regular and comprehensive feedback about their progress.

Students are a mixture of international and domestic and have enrolled in the English programme to prepare themselves to undertake further study at Wintec. Nearly all graduates from 2009 have enrolled in further study at Wintec. Although the Centre has anecdotal information about the performance of the graduates in mainstream programmes it does not have a systematic process in place to monitor ongoing performance. Research recently undertaken by staff has focused on learners needs upon entering mainstream classes however this is very much in its formative stage. A systematic process to understand learner progress within mainstream would not only ensure knowledge of learners ongoing needs, but also would identify any improvement opportunities to inform the ESOL programmes at Wintec.

Students were very satisfied with the standard of teaching and the relationships that they have with their Tutors. Students interviewed expressed great pride in their own achievements and spoke highly of the support they had received from Tutors and the Learning Hub. Good teaching is recognised and valued and staff are provided with many opportunities for ongoing professional development.

Capability in Self-Assessment

The high level of educational performance in the Centre for Languages has resulted from several years of ongoing data collection, analysis, reflection and incremental improvement involving all of the staff. The only area where it was evident that improvement was required in this focus area was the absence of a systematic process to monitor and understand graduate performance in their mainstream study. This would enable the Centre to understand how well prepared learners were for ongoing study and highlight areas for ongoing improvement in the ESOL programme.

The Centre takes a team based approach to teaching which results in sharing of resources and professional collaboration. Each semester the teams are reconstituted to ensure that each team has a mix of skills strengths and experience. A range of evaluation strategies are employed to ensure reflective practice and to provide an effective learning environment to maximise learner engagement.

2.5 Focus Area 5: Bachelor of Midwifery

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

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

Educational Performance

The programme has very good course completion rates and all graduates have successfully achieved registration and employment as midwives. Employer Partnership Group members report that the standard of graduate skills has improved substantially in the past 4 years and that the current 2nd and 3rd year students are “exceptional”. However Maori students are over-represented in the attrition rates for the programme and this requires further attention.

Tutors work collaboratively to ensure effective teaching and a shared awareness of learners’ needs. Learners value engagement and supervision from Tutors in clinical placement. Feedback to the review team indicated that there had been some challenges with the clinical supervision for Year 2 and 3 students but this had been identified and policies and procedures have been established in response to this. The Employer Partnership Group also expressed concern at the future availability of clinical placements given the substantial increase in enrolment numbers. Programme staff are aware of this concern and encourage students to consider placements outside of the Waikato from the outset of study however this solution introduces additional logistical challenges. A close eye will need to be kept on the clinical placement aspect of study to ensure that the quality of educational outcomes is not compromised as a result.

Teaching staff are involved in research, have relevant professional experience and are strongly focused on providing a supportive, inclusive learning environment.

Capability in Self-Assessment

The programme is currently going through a period of renewal which has included a significant increase in the number of teaching staff and new roles to address gaps identified in the past. Tutors consistently use moderation as a tool to review and enhance assessment effectiveness.

Policies and procedures have recently been established to ensure a specific level of clinical supervision. A preceptor course is being established to ensure consistency and a high standard of training for learners. Focus groups are undertaken with midwives in practice to identify what is going well and areas that may require improvement for students in clinical placement.

There are opportunities for greater analysis and understanding in relation to the achievement of Māori students and development of strategies to address identified retention issues. Similarly a systematic process to understand graduate experiences would provide ongoing evidence to inform the programme.

Students truly value the opportunities provided by the student forum and feel that any concerns are listened to and taken seriously.

2.6 Focus Area 6: National Certificate in Horticulture (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**.

Educational Performance

The learning environment is excellent, with facilities co-located at the Hamilton Gardens. Course completions are also good, although qualification completions have been poor and reflect the fact that some students have been interested in completing only certain modules rather than the qualification as a whole. The structure of the programme has been recently modified to address this issue with the expectation that student needs will be met and that this will lead to an increase in qualification completions. The Employer Partnership Group considered the programme is now more attuned to industry needs than it has been previously and was supportive of recent modifications to the programme and content.

Capability in Self-Assessment

Self-assessment practices are not well structured but reasonably effective in an informal way. There needs to be greater input to, and ownership of, the actions designed to improve learning outcomes by all stakeholders and more structure to understand cause and effect. Insufficient use is made of student satisfaction survey data or focus groups. External moderation is used effectively, however internal moderation has been planned but not set up and is an opportunity for improvement.

2.7 Focus Area 7: Diploma in Information & Communication Technology (Level 5)

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

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

Educational Performance

Student course completion results in 2009 at 61% were below both the Wintec and ITP level 5-6 averages. In 2009 only 49% of the students completed the Diploma in ICT qualification and this was also below the Wintec and ITP level 5-6 averages.

The structure and content of this programme is largely defined by the national NACCQ manual and generally meets student and stakeholder needs. The manual (NACCQ Blue book) defining the curriculum undergoes frequent revision and Programme management staff have considerable input to this process. Some moderation issues are being addressed.

The programme Employer Partnership Group is very active and engaged, and staff respond well to their recommendations. There is adequate investment in teaching resources to ensure that programme delivery and teaching resources are current. Tutors provide excellent pastoral and academic support for domestic and international students alike. The EPG stated that at the completion of the programme Graduates are 'work ready'.

Capability in Self-Assessment

There is good informal self-assessment of teaching effectiveness and use of the Capability Development Cycle process to improve effectiveness but the Programme overall needs to adopt a more structured approach to its self-assessment activities. The recording and monitoring of specific improvement actions and their effect on learning outcomes could be improved.

Programme staff valued the Quality and Academic Unit Summary statistics received but saw little benefit in the Programme Evaluation Report produced. The gathering of graduate destination data also needs to be improved so that the results can be relied upon. More effective use of assessment moderation could also be made.

The identification of some challenges relating to a cohort of international students has led to improved processes.

2.8 Focus Area 8: Bachelor of Applied Social Science (Social Work)

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

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

Educational Performance

This programme is delivered at multiple sites and this has presented challenges in relation to educational performance. The issues identified, particularly coordination and moderation, are being addressed and an Academic Programme Leader appointed. Student course completions are good. Overall the performance is improving. The programme has strong industry links, and placements in industry are a critical part of the programme. The Employer Partnership Group value and employ graduates. Graduates are often offered employment prior to completion, usually through their placements.

Capability in Self-Assessment

Self-assessment uses some of the Wintec tools well (for example Setmaps), and others less well (Programme Self-Assessment reports and Programme Evaluation Reports).

Monitors reports and the employer partnership group have been used effectively, although the Employer Partnership Group stated their effectiveness could be increased with greater clarity of purpose and more comprehensive representation.

Self-assessment of this programme has been applied effectively and resulted in a series of planned actions. Both the Employer Partnership Group and Degree monitors have confirmed the beneficial effect of these improvements. There is further work being done, particularly around moderation and assessment processes and it is expected that these initiatives will deliver further improvements.

2.9 Focus Area 9: Bachelor of Sport & Exercise Science

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

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

Educational Performance

The programme has access to excellent teaching facilities which contribute to the achievement of quality learning outcomes. Programme management is aware however, that the number of students successfully completing the course (70%) and qualification in total (53%) is below the Wintec and ITP sector averages for level 7-8 study. Course completions for Maori students, who make up 25% of the cohort, are very low. Programme staff are focussed on implementing specific initiatives to improve these results.

The student-focused approach taken by staff in their teaching is evidenced by strategies such as a two-day induction for students prior to programme commencement and adaptation of learning activities to align to student interests.

Capability in Self-Assessment

This programme demonstrates a well-structured and thorough reflective practice. It has an extremely effective Employer Partnership Group that meets with all teaching staff twice yearly to relay industry needs and trends. This feedback, as well as feedback from local school teachers and teacher training is used to good effect to review programme content and relevancy. There is clear evidence of proposed changes being implemented to the satisfaction of the stakeholder groups.

The Programme Self-Assessment is used effectively to analyse what is occurring in the programme and to develop and monitor improvement actions. Input from stakeholder groups is well received and used effectively for improvement to increase the employability of graduates. Research by a tutor on the programme has led to a review of assessment practices and the development of rubrics. Modifications to student assessment practices have occurred as a result. The effectiveness of these changes was evaluated through student feedback. This is an example of excellent self-assessment practice.

2.10 Focus Area 10: Graduate Diploma in Business

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

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

Educational Performance

The evaluation team found evidence of excellent learner achievement rates brought about by effective teaching and a solid understanding of learner needs. Tutors frequently engage in discussions with one another about their practice and strategies to enhance teaching. This is furthered by regular peer observation, co-teaching and feedback.

The inclusion of a pre-entry module *Business Studies in New Zealand* has been integral to excellent learner achievement by preparing learners for mainstream study in New Zealand. The programme has been structured to meet the needs of students who are working. Programme modules are reviewed in conjunction with key stakeholders and staff seek to enhance the learner experience on an ongoing basis.

Capability in Self-Assessment

The student network and class rep meetings provide a forum for students to provide feedback about teaching. Students report that concerns brought up in class rep meetings are acted upon promptly.

Tutors have embraced the Teaching Quality Self-Reflection Framework and have utilized feedback to develop strategies to enhance teaching practice as well as to contribute to potential action points for the organisation.

Most of the students enrolling in the programme are international and many of them are seeking to gain employment and permanent resident status on graduation. There is potential for the school to do more to understand graduate destinations and the value that students have gained from the programme.

Tutors use attendance monitoring information to consider potential issues for students and the need for additional support. Staff have found that since Setmaps have been on line and voluntary, there has been less uptake by students. Low response rates have had the effect of invalidating the results. Programme staff have responded to this concern by utilizing their own systems for gaining regular feedback from students and feedback is actively used to inform the programme.

2.11 Focus Area 11: Research

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

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

Educational Performance

Wintec is to be commended for the emphasis, rigour and funding commitment made to its research activities. The introduction of the Research, Development and Transfer (RDT) voucher scheme is insightful and delivers benefits to staff, students, and industry alike. The alignment of research themes with strategic priorities will ensure that the bond with employers and stakeholders is strengthened while also improving the prestige and quality of teaching at Wintec.

The research programme and activities are supported by well-defined systems and policies that include the reinvestment of Performance Based Research Funding (PBRF) for redistribution, as well as a requirement for Tutors at certain levels to conduct and produce research outputs. In addition to each School, non-academic units also have research plans in place.

Tutors and post-graduate students are well supported in their research activities by a Research Strategy Management group (RSMG), Research Leaders, and a range of support mechanisms. Commendation should also be made of the high-quality Wintec 'Research Bulletin' that is produced to communicate to stakeholders the range of research outputs being produced.

Capability in Self-Assessment

Positive feedback has been received from industry on individual RDT "voucher" projects. Given that the RDT programme has only recently been introduced a formal post-implementation review has yet to be conducted. Wintec may benefit from such a review to confirm the effectiveness of the programme and identify any systemic issues that may exist. Feedback from Research Leaders via the RSMG and Research administration office is received and collectively assessed. Some changes to the process have been made as a result.

Overall, opportunities for the self-assessment of research systems have been identified and are being formalised to ensure continued improvement.

2.12 Focus Area 12: 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 **Good**.

Educational Performance

In 2009 Wintec's student outcomes (course and qualification completions and retention) were generally excellent and consistently above the ITP sector average at all levels of study.

The Wintec Council receives "excellent information" including quarterly reporting against the Strategic Plan, Investment Plan, and EPI Key Performance Indicators. It also receives a copy of the Academic Board report as well as information on student satisfaction, job surveys and Tribal benchmarking information that allow it to track the educational performance of Wintec students overall, as well as a comparison with the ITP sector. Council Members are well engaged with industry leaders and are aware of trends and the implications for tertiary education.

The management and governance of Wintec has a clear vision and underpinning strategic plans. Investment and business planning processes are robust and effective. The restructuring of industry engagement through Employer Partnership Groups has been successful, and through this the relevance of programme content has increased. Industry and Community connectivity has benefited as a result. Significant investment in student support, as well as infrastructure and facilities has occurred and further investment is planned. Modern facilities provide an excellent learning environment that supports educational achievement.

A 'Knowledge Unit' has recently been established and coordinates the monitoring and reporting regime at School, Programme and module level based on EPI data. Numerous Employer Partnership Groups exist (300 members in total) and these are typically well engaged, reflect industry views and challenge Programme Leaders on content and relevancy. Programme approval, review and exit processes are well defined and managed.

The majority of teaching staff have teaching qualifications. Those that do not (approx.30%) are being encouraged to complete CAT, CATE and NCALE qualifications.

Capability in Self-Assessment

Performance monitoring of management is appropriate and well structured. Key Performance Indicators are updated annually. A robust and well-defined risk management programme is in place.

Wintec has developed and implemented a comprehensive institution-wide Excellence Framework (WinQual) for self-assessment but the use of the framework at the programme

level is variable. There is good reflective practice occurring at all levels although in some cases the actions are not explicit or directly targeted at specific educational improvement. In other cases, there is no analysis following the change to validate effect.

The compilation of Programme Self-Assessment Reports is viewed as an annual compliance exercise by some Programme Managers rather than as the focal point of activity targeted toward educational improvement. Many have been completed in isolation and teaching staff typically have limited input. If self-assessment is to deliver significant results the process of identifying, implementing, and owning improvement actions needs to become a collaborative exercise involving all stakeholders.

The Programme Self-Review reports compiled by the Quality and Academic Unit contain an abundance of quantitative statistics. However, Programme Leaders find them difficult to interpret and as a result limited use is made of the report at the programme level.

It may be timely to review the self-assessment tools in use at Wintec and refine them further so that they become meaningful at the programme level and are more specifically targeted toward improving educational outcomes. There is also an opportunity to collaboratively develop and compare self-assessment best practice as it evolves.

International Students

Educational performance

A significant number of International students currently attend Wintec and this is forecast to increase¹. International students typically achieve better results than domestic students in their cohort. Students report that the environment of Wintec is conducive to academic success and that they are well supported by teaching staff within programmes, complemented by learning support services and the Centre for Languages. The International Centre plays an overall role in ensuring adherence to the Code of Practice for Pastoral Care of International Students and provided evidence of the processes it follows in order to meet its obligations under the Code. Copies of the annual statements submitted to the Ministry of Education as required, were provided.

Support is available to International students 24 hours a day and monthly immigration sessions and student fora have been introduced.

Capability in Self-Assessment

There is a sustained commitment in the International Centre to a self-assessment regime that builds on its existing strengths in providing quality support services to international

¹ Wintec has a number of Memoranda of Understanding (MoU) in place with a range of international tertiary education establishments. These MoU provide the basis for a strong emphasis on growing international student numbers and reciprocal teaching and research arrangements. In 2008 Wintec had 494 international EFTS. This grew to 521 in 2009 and is forecast to achieve 560 in 2010. Wintec has a stated goal of international students comprising 15% of the total student population in the near-term.

students. The Centre constantly seeks to identify and implement opportunities to facilitate engagement between domestic and international students. Ongoing engagement between the International Centre and Programme Managers from across Wintec occurs to understand the academic performance of international students and to enable a shared understanding of learner needs. Cultural workshops to assist Tutors teaching international students have also been held.

A recent emphasis on monitoring the attendance of international students has been implemented and this has proved effective. The monitoring of home-stay arrangements is also proactively carried out.

Recommendations

There are no recommendations.

Further Actions

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