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External Evaluation and Review Report



Tai Poutini Polytechnic

Date of report: 15 March 2021

About Tai Poutini Polytechnic

Tai Poutini Polytechnic (TPP) is a regional polytechnic based in Greymouth on the West Coast. As well as offering NZQA programmes and training schemes for secondary school and tertiary students on the Coast, TPP also delivers programmes and block courses in a few other regions, mostly in collaboration with other registered tertiary education organisations.

Type of organisation:	Subsidiary of Te Pūkenga
Location:	73-87 Tainui Street, Greymouth
Code of Practice signatory:	Yes
Number of students at time of scoping:	Domestic: 386; equivalent full-time: 154.74 International: 0 In 2020, 30 per cent of learners are under 25 years of age; the participation rate for Māori and Pasifika is 25 per cent (20 per cent Māori and 5 per cent Pasifika), an increase on both 2018 and 2019. ¹
Number of staff:	65 full-time equivalents; 21 part-time (including permanent and fixed-term roles)
Last EER outcome:	In March 2019, NZQA was Not Yet Confident in both the educational performance and capability in self-assessment of TPP.
The focus areas selected for this evaluation were:	<ul style="list-style-type: none">• Outdoor Education and Instruction programmes• Hard Stone and Jade Carving programmes• New Zealand Certificate in Food and Beverage Service (Level 3)• Trades Academy delivery• Implementation of improvement plan

¹ The proportion of Māori and Pasifika participation on the West Coast was 16 per cent (15 per cent Māori and 1 per cent Pasifika). This compares with the West Coast population of 12 per cent Māori and 1.2 per cent Pasifika

MoE number: 6024
NZQA reference: C41354
Dates of EER virtual enquiry: 24-26 November 2020

Summary of results

NZQA is Confident in the educational performance, and Highly Confident in the capability in self-assessment of Tai Poutini Polytechnic

Tai Poutini Polytechnic benefits the community it serves by gaining an increasingly clear understanding of their educational needs, and matching this to programme delivery, as far as is feasible within the constraints imposed by scale, location and resources. This is a dynamic and never 'complete' process, but one which is now being pursued successfully and with an absolute clarity of purpose. Self-assessment processes are comprehensive, underpin strong educational performance, and have led to wide-ranging, well-embedded improvements for learners and stakeholders.

Achievement, participation and value for graduates and stakeholders are all sound and improving and are well reviewed and understood

- Student achievement is strong and has improved markedly since the previous EER. Successful course completions exceed 80 per cent, and qualification completions were 58 per cent in 2019. Over the last three years, course completion rates have risen, and TPP now ranks eighth of the 15 Te Pūkenga subsidiaries. Despite the disruptions of the COVID-19 pandemic, retention and success continue to be positive. Achievement has improved and poorer performing programmes are no longer offered; there is a likely relationship between programme cessation and improved TPP-wide indicators.
- Participation by priority learner groups has also increased. As with some other Te Pūkenga subsidiaries, there has been an achievement gap between Māori and non-Māori, but this is closing. The most reliable of these improvements are measured in Auckland, and within national short-course delivery, where larger numbers of Māori and Pasifika are enrolled.
- The evidence of outcomes value for graduates and other stakeholders is positive, as seen through consistency review results, graduate survey results (which show strong employment levels after graduation), positive net promoter scores and industry feedback. Evidence is gathered to confirm that programme design and delivery, including learning activities, increasingly match the needs of students and stakeholders.

Programme quality, teacher capability and support for students have been substantially strengthened across a much-reduced scale of delivery

- Management and staff have re-established multiple systems of quality

assurance to address sustainability and compliance and build better stakeholder relationships. This work has led to increasingly positive achievement and satisfaction by students. Staff provide additional services and value-add to the community, and many staff contribute to multiple dimensions of the operations of this small-scale polytechnic.

- Students are well supported by staff who are committed to the 'student at the centre' strategy. A clear understanding of, and growing connection with, the communities of the West Coast region are also evident.

Governance and management effectively support educational achievement and compliance management

Governance and management are clear on the strategic imperatives and tasks that have driven their work since the previous EER. This work has been effective. There has been leadership development from within, as well as new appointments from outside the region. Evaluation and review of all, or almost all, programme implementations and initiatives have sought evidence of their impact on or benefit to students and stakeholders. Compliance is now sufficiently well managed, the Crown Manger role has concluded, a new board is in place, and the quality improvement plan is no longer subject to the same strict external scrutiny by agencies. It has instead become a useful internal set of measures as the new Te Pūkenga subsidiary company model of operation at TPP commences.

TPP has good to excellent physical resources, and improvements to services based on greater attention to the student experience and their wellbeing needs. There was a concerted response to maintain teaching and support throughout the pandemic during 2020, which tested the embeddedness of numerous elements of the improvements listed above.² Code of Practice³ awareness and responsiveness are strong. Teacher development processes are in use.

There has been ongoing and adept use of a quality improvement plan to drive change and provide a useful focus for monitoring progress towards intended goals, both within TPP and for external stakeholders.

There have been a few areas of weaker performance since the previous EER, and these are discussed in the body of this report. They are not deemed critical failures, and improvements have occurred in respect to each of these areas. In brief, these matters include timely reporting of some student results (at least to NZQA, suggesting some system lag); the ineffective business diploma offering; and weaknesses in the Trades Academy focus area delivery pre-2020.

² TPP participated in the comparative student survey conducted by Toi Ohomai Institute of Technology. The outcome of the review indicates that learners were able to continue their studies during the lockdown ... delivery being adjusted. TPP SA Summary 2020 p.10

³ The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

Key evaluation question findings⁴

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Overall, there have been favourable trends in student achievement at TPP since the previous EER (see Appendices for key institutional data sets). Course completions for all funding sources are just over the TPP goal of 80 per cent for 2017-19. For SAC-funded courses over the same period, TPP has risen from fourteenth to eleventh to eighth using the ITP sector median as a ranking scale. Course completion for Māori students has improved from thirteenth to second in the same ITP rankings, and fifth in qualification completions; there was still a negative 6 percentage point differential with non-Māori (within TPP programmes) in 2019. Under-25 students achieved course and/or qualification completions at rates as good as, or better than, the ‘all students’ comparator. There has also been a notable reduction in student attrition in the 2017-19 period.</p> <p>There was a dip from 57 per cent to 48 per cent qualification completions (for programmes funded by the Tertiary Education Commission (TEC)) in 2018, which led to close analysis and 22 programmes being discontinued by TPP. The programme portfolio at TPP has been thoroughly scrutinised, pruning has occurred, and the phase of fresh, relevant programme offerings has already commenced.</p> <p>Self-assessment evidence about educational performance and learner outcomes was of good quality and capable of independent verification as valid. It draws on relevant benchmarking, sector collaboration tools and evidence from participation in external moderation systems managed by NZQA, ITOs (industry training organisations) and others. NZQA national external moderation and ITO external moderation results have been satisfactory (see 1.6).</p> <p>Achievement in the national delivery of apprenticeship block courses is strong, with overall average course completion rates</p>

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

	of 91 per cent, and 92 per cent for priority groups. Capability to deliver successfully at sites across New Zealand and to maintain quality and support student achievement has significantly improved.
Conclusion:	Student achievement is good, and there are clear improvements using a range of measures. Significant culling of weaker performing or unsustainable programmes has undoubtedly had a positive impact on the educational performance indicators. Resetting the programme portfolio based on strong stakeholder engagement and longer-term sustainability is still a work in progress, as is the progress towards parity of qualification achievement for all learner groups. Achievement in focus area programmes is positive.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>TPP states that ‘graduates and employers are key to determining whether the knowledge and skills process developed through undertaking [our] programmes of study are of value and relevant to their needs’. Evidence that TPP’s programmes do provide value is now more wide-ranging and positive. For example, it is captured or otherwise reflected by:</p> <ul style="list-style-type: none"> • Institutional surveys such as graduate and next user surveys. On a scale of 1-5 (5 being strongly agree), graduates have rated their confidence that they have met the graduate profile outcomes on average as 4.45, while employers/next users rated their confidence as 4.24. TPP’s expectation is that both graduates and employers/next users rate their confidence as at least 4.0. • Net promoter scores (NPS).⁵ TPP’s net promoter score in the 2019 graduate outcomes survey was 56, compared with an average across participating ITPs of 44. • Consistency review data. There have been 11 consistency review outcomes since the previous EER, for programmes from levels 2-5. All were found ‘sufficient’. TPP consistency

⁵ NPS is an index of scores, ranging from 1 to 100, which measures the willingness of customers to recommend a company’s products or services.

	<p>review processes are well designed and lead to sound evidence, supporting positive review outcomes.</p> <ul style="list-style-type: none"> • Employment outcome data. In 2018, 90 per cent of graduates moved into employment, and of these, 23 per cent undertook further study or training such as apprenticeships. • One method used by TPP for ascertaining graduates' views on their study experience is the annual Otago Polytechnic graduate outcomes survey. These benchmarks with other ITPs using a similar or same survey are robust, and the response rates of between 35 and 39 per cent for TPP are sound.⁶ The findings from these are both positive and used by TPP to inform programme planning. • In an MSD⁷-funded programme in 2020, 30 of 40 students gained an employment outcome. Outdoor education graduates find casual, contract or permanent employment in that field at rates exceeding 90 per cent. Other focus area programme reviews also show that positive further study or employment outcomes are being achieved by graduates. • Being a regional polytechnic serving a highly dispersed and low-density population brings additional expectations. TPP makes a noteworthy and wide-ranging contribution to education and development on the Coast. Notable added value is reflected in a diverse range of non-core but high-value collaborations. TPP also hosts an alternative education service; Salvation Army staff; Primary ITO staff; and, from 2021, a Te Wānanga o Aotearoa staff member who works from a TPP campus to support the 'community education hub' concept. TPP also hosts 'Coast Connect', an initiative to link employers with potential employees, particularly graduates. A notable financial contribution comes through the student-built 'Project House' annual auction.
<p>Conclusion:</p>	<p>The value of outcomes is at least good, and in some areas is clearly stronger. There are some limitations which impact ratings. Rebuilding stakeholder engagement, although continuing at pace, is still maturing. This has also been, to a lesser degree, constrained because of unforeseeable impacts</p>

⁶ TPP has also implemented an internal graduate destination and graduate/next user feedback survey focused not only on gathering data on graduate destinations but also on feedback from graduates and next users as to how well they consider TPP graduates have met the graduate qualification outcomes.

⁷ Ministry of Social Development

	such as the pandemic and government policy change affecting some West Coast industries.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students interviewed by NZQA commented positively on their experience of the teaching and the constructive relationships and level of engagement they enjoy with tutors. Student feedback gathered by TPP’s regular, anonymised surveying is analysed to identify trends and understand the effectiveness of teaching and learning, and where interventions or improvements may be needed. On a scale of 1 to 5 (with 5 being highly satisfied), students have rated the delivery of TPP programmes and courses for the period 2017-19 as between 4.2 and 4.4 on average. Quality of teaching, on the same scale, has been rated between 4.2 and 4.7 over that period. Feedback sampled in focus areas such as Outdoor Education was highly positive, with a rich and useful range of qualitative student comment being gathered which feeds into programme review. Trades Academy students spoke highly of the tutors and their enjoyment of their programmes.</p> <p>TPP has now completed a full transition to New Zealand qualifications. In 2020, TPP has either accreditation and/or approval for and is delivering [only] New Zealand certificates or diplomas, along with two industry-based training schemes. This is a significant change process which has been effectively led. TPP discontinued 22 less than highly performing programmes, following a 2018 dip in educational achievement and with sustainability also considered. The now reduced portfolio is more aligned to student demand and regional economic needs, continuing with strongly performing niche programmes and developing new approved programmes and training schemes for offer from 2021.⁸ Appropriate efforts to determine regional needs is occurring, and engagement with iwi to understand and reflect their educational aspirations is also occurring. This is well</p>

⁸ These include the New Zealand Certificate in Agriculture (Level 3); New Zealand Certificate in Skills for Living for Supported Learners (Level 1); and Training Schemes in Tourism Māori Guiding (Levels 3 and 4)

	<p>documented. Programme development and delivery engage a diverse range of stakeholders and industry experts for input, ensuring relevance and need for the programme, and rebuilding the credibility of the overall TPP programme offer.</p> <p>The evaluators found strong evidence of suitably qualified teachers undertaking ongoing professional development. For example, there is embedding of literacy and numeracy (and teachers trained and qualified to engage in that work). There are plans for cultural competency training for staff to further respond to Māori learner needs, which also links to the wider Te Pae Tawhiti strategy of Te Pūkenga. Formal teaching observations were undertaken by external consultants in 2019-20. This kind of assessment will continue to support tutor induction and development, with a view to ongoing programme improvements. TPP reports that ‘at the beginning of 2020, 11 tutors were identified as not having the desired NZ Certificate in Adult Tertiary Teaching (Level 5) and all are now engaging in this study. To date two have now completed, three will complete in 2021 and the remaining six in 2022/2023’. This responds positively to a finding from the previous EER. Staff described and offered examples of the value derived from their professional development.</p> <p>TPP has improved attention to valid, reliable and useful assessment of all programmes, and a centrally coordinated and monitored moderation strategy and process. Examples of this include cluster moderation (mixing subject areas) which was implemented in 2020. This has enhanced sharing of assessment practices across programmes, provided opportunities to discuss and debate assessor decisions, and improved consistency of judgements. Robust data on moderation activity and outcomes is gathered and reported to management and an academic committee.</p> <p>Since 2019, programme evaluation has evolved from a single annual evaluative report to a more cumulative and iterative self-assessment approach, embedded into regular team meetings. This appears to match the programme portfolio – level and size of programmes – well. Review is collaborative (involving contractors, support staff and part-time staff at various points in the process), timely and leads to actionable changes or desired improvements. The process is a maturing one and is suitably recorded, allowing for monitoring of impact.</p> <p>The academic quality infrastructure has also been redesigned, and is similarly appropriate to scale. There is greater role clarity;</p>
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	<p>for example terms of reference for committees have been reviewed against the new Te Pūkenga academic architecture. The programme approval committee has more capability and has demonstrated enhanced evaluation of applications; it is unlikely the issues encountered with a poorly performing business diploma will re-occur. Some late reporting of unit standards results to NZQA was identified by the evaluators, and this is discussed further under 1.6.</p> <p>TPP expectations of student achievement and programme performance provide clear targets, clarity and shared understanding across programmes. Minutes of committees monitoring programme performance, as well as programme evaluations, show that staff understand the expectations they work within and work towards achieving them.</p>
<p>Conclusion:</p>	<p>A number of themes emerged in evaluating this key evaluation question: improvements in consistency in messaging by management; improved clarity of roles for all academic staff; and clear expectations for student achievement which are understood and sought after by all staff.⁹ Much of the self-assessment focuses on adjusting the programme portfolio, right-sizing academic quality arrangements, refining tools, and better alignment with regional needs. These were all concerns or limitations identified by the previous EER, and much improvement has occurred across these key themes. There is strong staff engagement and high student satisfaction, and this has led to the solid achievement and outcomes reported under 1.1 and 1.2.</p>

⁹ TPP Expectations of Student Achievement and Programme Performance

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A key strategy at TPP, to put the 'student at the centre', is evident across the organisation, and through the lens of the focus area programmes. Academic and pastoral support is available for all students, with a carefully tiered approach to identify the type of need. There is effective communication between support services and tutors to ensure appropriate learning needs are met, and regular student surveys gather feedback on this for monitoring. Programme evaluation processes and wider self-assessment activities also seek to explicitly put the 'student at the centre'.</p> <p>Multiple learning support methods were evident. These are flexible given TPP's scale, but are focused well on student needs. Monitoring and reporting on the use of student support services to understand student needs and wellbeing is occurring. Notable examples of programmes and activities that practically involve and support student success include: transport services available free to students from Hokitika; construction students building a house as part of a community project; food and beverage/cookery students undertaking work experience blocks and hospitality students operating the training restaurant; and civil construction and farming students undertaking practical, work-integrated learning.</p> <p>Outdoor education programmes are providing hands-on 'client days' for local secondary students, and the sharing of a student awards recognition¹⁰ with numerous secondary schools across New Zealand. These activities help sharpen both the ongoing programme needs assessment and tutor familiarity with NCEA delivery, thus facilitating effective pathways to TPP qualifications.</p> <p>TPP's response to pandemic disruptions was appropriate for staff and students, resulting in ongoing student learning support and successful programme continuance. Student (and staff) access to devices for learning and the internet was one focus, with multiple interventions by TPP staff. As with numerous other</p>

¹⁰ A West Coast pounamu, carved toki made at TPP.

	<p>tertiary education organisations, young people’s mental wellbeing is under pressure for a multitude of reasons. TPP staff have made interventions and referrals, but this is an area Te Pūkenga will certainly need to strategise on to ensure resourcing is appropriate and effective as TPP grows.</p> <p>TPP states that their ‘approach to ensuring the needs of Māori students are being met is based on Mason Durie’s Te Whare Tapa Whā. Students who identify as Māori when they enrol are contacted by the Te Kaiwhakahaere o Mātauranga Māori who ascertains their needs and keeps in contact with them over their time at TPP. TPP staff also link Māori learners who did not identify at enrolment with the Kaiwhakahaere, to ensure that their needs are met’. Effective support services for Māori, and indeed all students, is creating an inclusive and supportive environment, with ongoing access to additional support where needed. Support for students at the Auckland campus is also highly focused, notable and showing good effect in student engagement and success.</p> <p>Students also have access to specialist spaces that simulate workplaces, such as the modern automotive and engineering workshops; jade carving workshop; TPP training farm; carpentry workshop; training kitchens and café; and a hairdressing salon.</p> <p>Accommodation services are guided by the interim domestic Code of Practice guidelines, and this is an area of ongoing, internal knowledge-sharing and review to understand fully the expectations of the Code. There are improved mechanisms for staff to check student welfare, and for those in accommodation whether they are on or offsite. This monitoring is reasonable as most of these students are engaged in adventure sport recreation as well as field trips, so knowledge of student whereabouts needs to be, and is, carefully managed.</p> <p>Industry engagements provide employment opportunities for learners and access to industry representatives and learning opportunities, one example being the well-supported carving exhibitions at the Left Bank Gallery. Connections with regional economic agencies provide employment and training pathways such as the Makaawhio water and land restorations, and the ‘3 Bridges’ project. Potential and actual engagements with stakeholders are logged to identify opportunities in the relevant sectors. This has improved data available for self-assessment. School sector engagement by TPP staff supports the likes of career guidance objectives, students’ awareness of the Trades</p>
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	Academy offerings, and student recruitment more broadly.
Conclusion:	Students are well supported by staff who understand their needs and are committed to the 'student at the centre' strategy. A clear understanding of and growing connection with the communities of the West Coast region is evident. This enhances the ability of TPP to ensure the wellbeing and learning needs of students are understood and met.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Self-assessment at TPP has benefited greatly from the direct linkages to the formation of the New Zealand Institute of Skills and Technology and, more recently, the Te Pūkenga workstreams.¹¹ This linking includes the phase from the appointment of a Crown manager and acting chief executive from 2016 until April 2020, through to the most recent, initial roll-out of the Te Pae Tawhiti framework, and initial self-review against that framework by TPP. TPP did not have a strategic plan during 2018 and 2019, instead focusing on the Minister's requirements, the quality improvement plan and the TEC Capital Injection Funding Agreement. Self-assessment has also benefited from the clear expectations and fiscal limitations associated with TEC funding and monitoring.¹²</p> <p>Governance and management are highly aware of and monitor 'change fatigue' among staff. Support is available to staff as they have been dealing with the challenges and changes within the organisation. Management and staff have been restructuring and rescaling multiple systems of quality assurance to address sustainability and assure compliance. This has required strengthening stakeholder relationships, while at the same time delivering business-as-usual education on the West Coast and in other regions. This has been done well and has contributed to increasingly positive student achievement and satisfaction. TPP provides additional services and value-add to the community (as outlined in 1.2), and staff contribute to multiple dimensions of the</p>

¹¹ Te Pūkenga 'Transition Pathway' <https://xn--tepkenga-szb.ac.nz/our-pathway/>

¹² For example: TPP report, Remote Subsidy Report to TEC, August 2020.

	<p>operations of this small-scale polytechnic by sometimes filling multiple roles.</p> <p>The formation of Te Pūkenga is timely for TPP; for example, sustainability would be questionable without the potential efficiencies of the shared service model and compliance cost reduction, which are predicted outcomes over time.¹³ Other Te Pūkenga subsidiaries may also benefit from TPP experience and areas of strength in tertiary education. The relatively new board contains extensive and diverse experience and, crucially, a combination of West Coast and Te Pūkenga subsidiary viewpoints, as well as national skills and perspectives. They are fully engaged with the challenge set them and are being provided with sound educational and operational data upon which to base strategic decisions.</p> <p>The operational structure of TPP has improved based on ongoing review and fits the scale of current programme delivery. Academic quality management, programme leadership, teacher development and curriculum and assessment quality appear well aligned and subject to monitoring and review. Documentation such as meeting agendas and minutes, job descriptions, dashboards and analyses sampled by the evaluators supports this view.</p> <p>Teachers and other staff are well engaged and understand their responsibilities and roles, and report that better and more transparent organisational communication is playing a part in this. The engagement focus for regional development is resulting in relevant and strengthening local and regional links, including iwi and hapū. Stakeholder expectations are managed through systemic understanding of TPP values, clear communication and employing a workforce committed to enacting these.</p>
<p>Conclusion:</p>	<p>Effective organisational planning and monitoring, in alignment with Te Pūkenga expectations, has contributed to the progressive and thoughtful improvements now being implemented at TPP. This is driven by a productive governance and management, with clear direction and much improved organisational oversight and communication. Strong evidence of the positive results of this proactive leadership was found through the conversations and documented evidence sampled from across the organisation.</p>

¹³ <https://www.rnz.co.nz/news/business/432636/te-pukenga-polytechnic-s-expected-29m-deficit-nearly-half-of-previous-forecast>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance management processes at the governance and management levels are particularly robust. This relates to point 8 of the quality improvement plan (see Appendix 2). TPP uses a commercially sourced specialist checklist system to monitor legislative changes and give confidence that compliance is maintained.</p> <p>The quality management system policies are normally reviewed according to scheduled timeframes and, after consultation, approved by one of the three designated approval bodies (TPPL Board, Academic Committee or the Chief Executive). The emergence of Te Pūkenga has paused some policy work as new responsibilities as a subsidiary become apparent. An institution-wide health and safety audit was conducted in 2018, and a number of actions arose which the health and safety committee is working through towards completion. Appropriate representation and participation by staff on working groups reflects the 'good employer' requirements of legislation. An audit and risk committee of the board and a risk management committee are also active venues for managing compliance.</p> <p>TPP programme approval processes are robust and align well with NZQA and TEC requirements. There is now much closer monitoring of teaching and learning hour inputs, and management oversees or undertakes analysis of programme delivery at a relatively granular level to ensure alignment with both NZQA approval and TEC funding rules. This was a critical fault in the not distant past.¹⁴ A comprehensive internal audit of learning hours was completed in 2020.</p> <p>In 2018, TPP met the majority of the assessment requirements of NZQA national external moderation. Of the three learner samples submitted for moderation in Numeracy, none of the</p>

¹⁴ 'The TEC and TPP have worked together to address ... [significant under-delivery of learning hours in 13 of 14 programmes] in a number of ways...The TEC is confident with the approach TPP is taking to ensure business improvements are made.' TEC overview: Tai Poutini Polytechnic Investigation (February 2018) p.2

	<p>assessor decisions were verified. In 2019, TPP again met the majority of requirements.¹⁵ Of the six learner samples submitted for moderation in Computing, only three assessor decisions were verified. The assessment materials for Numeracy again did not meet requirements. Non-reporting of learner results to NZQA was identified for a computing standard. There is some variability in national external moderation performance, but for the most part it has been acceptable. A thorough analysis of themes has occurred, and actions for improvement implemented.</p> <p>In 2019, TPP achieved a 100 per cent agreement rate for post-moderation conducted by ITO external moderators, with all 19 standards selected passing external moderation. This was an improvement on the 2018 result, which was 85 per cent.</p> <p>In 2020, programme monitoring by NZQA of the New Zealand Diploma in Business (Level 6) (Leadership and Management strand) found that it did not meet criteria. NZQA moderators did not agree with 71 per cent of assessor decisions from the samples moderated. Due to low student numbers, TPP had by then discontinued the programme, which had enrolled fewer than 20 students.</p> <p>Late reporting of results to NZQA has been an ongoing issue. In 2019, 30 per cent of results reported to NZQA fell outside the three-month reporting timeframe required by NZQA consent to assess rules. Improvement occurred in 2020, and as at 23 November, 11 per cent of results were late. As the evaluators have no comparable data available, it is difficult to know if this is a better or worse performance than other subsidiaries. Regardless, this meets neither TPP's policy statement nor NZQA rules and so leads to a requirement (see below). TPP has been aware of the issues here and has been working to address them.</p> <p>There are various sub-contracting arrangements and approved or notified delivery sites across New Zealand, such as the Skills ITO scaffolding block courses. Responsibility for monitoring compliance and performance is clearly allocated and reporting on this occurs. All these arrangements have been approved by the relevant TPP academic committee and notified to NZQA.</p>
<p>Conclusion:</p>	<p>Compliance is well managed. The architecture (policies,</p>

¹⁵ Relating to Core Skills, Mathematics, Adult Education, Te Reo Māori, Tourism Māori and Communication Systems.

	<p>committee structure, monitoring and documentation, tools and so on) is robust. There have been some educational performance gaps, but measurable improvements have occurred since the previous EER. Systems are increasingly more embedded as the smaller staff cohort become accustomed to the additional shared responsibilities they have assumed.</p>
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Focus areas

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

2.1 Focus area: Outdoor Education and Instruction programmes

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Two new programmes were successfully developed, approved by NZQA, and delivered for the first time in 2020. An exemplary needs analysis stated that, 'The new programmes do not significantly differ from the previous programmes except in continuing to drive improvement using the standing (sic) methodology. Resulting changes have been small but always focused on the needs of the stakeholders and improving outcomes for students'. This was evident to the evaluators, and strongly confirmed by students, graduates and stakeholders.</p> <p>Students achieve well across all learner groups. Sound selection and entry processes, a dynamic and engaging programme, and student support lead to high retention and qualification completion (over 90 per cent) year on year. There is a clear pathway from a certificate to a diploma, and to related employment.</p> <p>The pandemic disrupted the programme, which is activity based and mobile, and is designed to fit into seasonally appropriate modules. Perhaps the biggest upset was the well-reasoned requirement for students to leave their TPP accommodation (where most reside) and return home during lockdown. Overall, responses by staff were nimble; technology was used creatively to keep students engaged and in training, and ready to resume on site. Core staff are experienced, qualified and embed self-assessment practices in an ongoing and effective way. Current industry practitioners contribute directly to teaching, as there is high use of contracted specialist tutors. Employment outcomes are strong, and graduates can and do progress to leadership roles.</p>
Conclusion:	This programme area continues to go from strength to strength. Attention to embedding soft and technical skills, mātauranga, student wellbeing and academic quality is convincing. The qualifications have high recognition by a wide range of outdoor recreation stakeholders. A few areas of self-assessment were

	rated Good and not Excellent within this focus area, but these were not for critical or risk-related elements.
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2.2 Focus area: Hard Stone and Jade Carving programmes

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Hard Stone and Jade Carving (levels 3 and 4) are the only programmes of this kind delivered throughout Aotearoa New Zealand. Attainment of the qualification is therefore particularly significant for learners wanting to produce and sell products. Graduates can register with Ngāi Tahu to validate their understanding of and commitment to ethical and compliant practice and tikanga principles around the access and use of pounamu. Developing ongoing, respectful relationships with iwi, as well as effective staff recruitment, helps protect the programme's access to and sustainable use of pounamu.</p> <p>In addition to refining carving skills and techniques, the programme provides students with opportunities to be exposed to and connect with industry experts, carvers and exhibition spaces. The evaluators heard evidence of the transferable skills and knowledge attained by students, leading to jobs in customer service, and self-employment across New Zealand. Students and graduates attribute their post-graduation success to their growth in self-confidence and motivation, artistic development and industry networks made through the programme. While this is the case, measures of value, or awareness of the value of the programme to the community, are not yet strongly evidenced.</p> <p>Overall programme completion rates for both qualifications have progressively improved since 2018, with an average of 85 per cent. These now exceed internal targets for course and qualification completions (80 per cent and 60 per cent respectively). These are supported by robust academic quality systems, including moderation to validate assessor judgements and practices and to ratify results.</p> <p>Effective systems for enrolment, staff recruitment, programme delivery and moderation lead to successful monitoring and understanding of student needs. Recent staff recruitment has begun to address needed improvements towards consistent communication with students. The evaluators saw evidence of a collaborative environment and regular programme oversight and clear communication within the organisation and with external</p>

	<p>stakeholders, which ensures that the expectations of iwi, industry and students are met.</p> <p>Staff are experienced and qualified for delivery of the programme. Teaching is innovative, particularly in the time of COVID-19, which saw much disruption to the face-to-face delivery, moving to a more individualised phone or online teaching and support approach. This included additional technical assistance as needed, such as the provision of devices and training in their use, and learning materials. Staff are effectively resourced and supported by management to engage in the activities needed for quality programme delivery.</p>
Conclusion:	<p>The Hard Stone and Jade Carving programmes are meeting student and stakeholder needs and are adapted accordingly where necessary. Programme leaders make informed decisions which support ongoing effective delivery and maintenance of quality, and match with stakeholder expectations. The systems embedded in the oversight and delivery of this programme are effective and support students' successful outcomes. The effectiveness of some recent changes is yet to be demonstrated, and this includes a deeper understanding of the programmes' value.</p>

2.3 Focus area: New Zealand Certificate in Food and Beverage Service (Level 3)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>This 60-credit programme has good pass rates but low student numbers. Overall course completions have been increasing since 2018, and in both 2019 and 2020 these are well above the TPP target, at 92 per cent and 100 per cent. Service IQ resources are used, and the moderation processes and findings give confidence in the validity of learner achievement.</p> <p>Applications and enrolments have dropped each year from 2018. In 2020 only five learners were enrolled, and all completed the programme at the Westport campus. Students generally complete a full year of study at TPP, as they have the opportunity to pathway to a level 3 tourism programme.</p> <p>Graduates gain employment, with most from the last two years employed locally. The programme meets industry needs, and employers noted that graduates were well prepared for work,</p>

	<p>with strong foundation skills and knowledge of food and beverage and clear understanding of what is expected in entry-level roles. Some recent graduates have progressed to cookery positions, and also to apprenticeships.</p> <p>The teacher is well qualified, with a focus on embedded literacy and numeracy and good connections to the community and an awareness of employer requirements. These attributes are all contributing to a programme which is relevant and engaging and prepares students well for further study and employment.</p> <p>Work experience and practical hospitality service activities are valued by both the students and the wider community. These components of the programme provide real-world experience and enable students to meet employers and actively demonstrate their skills and knowledge. Graduates have gained employment as a direct result of these components of the programme.</p>
Conclusion:	<p>This small-scale programme is meeting student and industry needs well, with students gaining value and employment. Review processes provide clear information about what is working well within the programme. The ongoing viability of the programme may need to be reviewed considering the downward trend in enrolments since 2018.</p>

2.4 Focus area: Trades Academy delivery

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>TPP has worked conscientiously over the last two years to rebuild its reputation, connect more strongly, and co-ordinate well with the West Coast Trades Academy (WCTA), in order to enhance delivery and improve student outcomes. The appointment of a dedicated manager role, stronger working relationships, additional resources, and a renewed focus on Trades Academy goals have been key contributors to the lift in performance, which is acknowledged by the WCTA chair (also principal of Greymouth High School).</p> <p>Trades Academy offerings are selected with regional employment needs, student interests and TPP resourcing and staffing in mind. There were 11 programmes enrolling over 100 students in 2020. Programme offerings changed in 2020 in response to the pandemic and/or increasing employment</p>

	<p>opportunities. Offerings reflect this balancing, and TPP endeavours to maintain alignment with student and stakeholder needs. The ongoing consultation with the WCTA coordinator is a key part of this. It is expected that Trades Academy students will achieve a minimum of 20 unit standard credits during their year-long study. In 2019, 86 per cent of students met this expectation, compared with 53 per cent in 2018.</p> <p>Tutors actively seek to understand their students' aspirations, develop respectful relationships, and effectively engage them in their learning. They now monitor student progress towards credit achievement targets much more closely. Students say they enjoy the adult learning environment at TPP, particularly the practical aspects. They value the opportunity Trades Academy courses allow them to pursue areas of personal interest, explore options for further study, or specifically prepare for employment in a chosen field.</p> <p>There is high value in this focus area for the local high schools as well. In proportion to population, the West Coast has the highest number of Trades Academy learners in New Zealand. Employers on the Coast also benefit from a growing stream of Trades Academy students moving to part-time and post-school employment, including apprenticeships.</p> <p>A reflective culture has evolved in response to the performance issues previously occurring. Annual and mid-year evaluations have resulted in action plans which clearly identify what needs to be worked on, with monthly monitoring of progress until improvement is evident. TPP managers of teaching and learning are also actively involved in Trades Academy, taking responsibility for implementing improvements in their respective vocational areas. The sound resourcing, coordination and oversight of the many moving parts has proven a key to the success of Trades Academy provision in 2019 and 2020.</p>
<p>Conclusion:</p>	<p>TPP's reputation as a partner in WCTA and its overall performance has improved significantly in the last two years. Additional resourcing, close working relationships, enhanced teaching delivery and close monitoring and regular reporting of student progress have contributed to these improvements.</p>

2.5 Focus area: Implementation of the quality improvement plan

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The TPP quality improvement plan arose from a comprehensive set of recommendations in the 2017 EER report. It became a central focus for monitoring the change process and has been extended over time. The impacts and improvements arising are strong to very strong across the set of nine indicators.</p> <p>Ministerial, NZIST and later Te Pūkenga expectations have all been incorporated into the quality improvement plan and socialised through staff communications at TPP. Recent elements such as Te Pae Tawhiti – Tiriti Excellence Framework – are also factors within what has become a tool for practical planning for change and monitoring. It is referenced by governance and management, and routinely shared with Crown agencies. The financial agreements, and monitoring of those by the TEC, also frame the quality of performance and self-assessment rated in this focus area.</p> <p>All areas of TPP have been subject to deep and searching scrutiny, and the quality improvement plan leverages change and multiple improvements. That said, there has been a large reduction in staff and programmes¹⁶, and so the weight of expectations is borne by relatively few people. Key responsibilities across the management team exist for each of the quality improvement plan points, with ongoing monitoring and reporting of activities and expectations. The extent of improvements is reflected in the ratings across this EER as the quality improvement plan is wide-ranging in scale and detailed in its implementation.</p> <p>Notably, TPP has not been premature in signing off as ‘complete’ indicators for which further potential gains are sought, or where new goals have arisen from the reform of vocational education. Of the nine overarching tasks, 4, 6 and 9 were deemed complete (see Appendix 2) at the time of the on-site phase of the EER.</p>
Conclusion:	The implementation of the quality improvement plan is well

¹⁶ For example, from early 2019 TPP no longer had its own learners enrolled nationwide on the National Certificates in Scaffolding, with all delivery now by contract to Skills ITO. This resulted in a significant drop in students and income for TPP.

	<p>embedded. Everything (within reasonable resource limits) which can be monitored or reviewed is being or has been done to lock in the required improvements. There have been a few performance weaknesses. Crucially, educational performance overall is emerging from weak or, probably more fairly, inconsistent performance over the previous two EERs. There is still a way to go to claim excellent sustained educational performance overall, but TPP has delivered significantly against their plan.</p>
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Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Tai Poutini Polytechnic:

- Reflecting the level of programmes (mainly levels 3-5) in the portfolio, continue to resolutely build teacher capability in embedding literacy and numeracy, both with regard to understanding and using the Learning Progressions, but also by further strengthening assessment practices, which would then match NZQA national external moderation expectations.
- Work in collaboration with Te Pūkenga and other subsidiaries to share and determine new strategies for assisting students with their mental wellbeing as an integral part of their educational support and guidance, particularly in the context of an ongoing pandemic.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. These include NZQA Rules and relevant regulations promulgated by other agencies.

There is one requirement arising from this external evaluation and review:

- Ensure unit standard results are reported to NZQA with three months of assessment. See: Consent to assess against standards on the Directory of Assessment Standards Rules 2011 (v3-2018) Part 2. Section 10.1b

Appendix 1

Sample of achievement data tables, sourced from TPP SA Summary (data sources are indicated below)

Table 1

Course Completions (all funding)	Successful Course Completion All Qualifications Percentage All Funding Sources		
	2017	2018	2019
All Students	81	83	82

Table 2

Qualification Completions (all funding)	Successful Qualification Completion All Qualifications Percentage All Funding Sources		
	2017	2018	2019
All Students	57	48	58

While the Report Portal data above shows levels of student achievement across all funding sources, data from TEC's Nga Kete web portal filters out and uses only SAC funded results. This allows TPP to benchmark its performance against other ITPs (see Tables 3 and 4 below).

Table 3

Course Completions (SDR SAC funding)	Successful Course Completion All Qualifications Percentage All Funding Sources		
	2017	2018	2019
Sector Average	81.7	81	81
TPP	78.1	79.2	81.7
Sector Ranking	14 th	11 th	8 th

This benchmarking shows that TPP when compared to other ITPs has, over the last three years, moved course completions rates from below the sector average to above the sector average and is now ranked 8th amongst the other 15 ITPs.

Table 4

Qualification Completions (SDR SAC funding)	Successful Course Completion All Qualifications Percentage All Funding Sources		
	2017	2018	2019
Sector Average	53.1	52.6	54.7
TPP	57.4	49.4	57.7
Sector Ranking	9 th	13 th	9 th

TPP has identified that while qualification completions in 2018 dipped to below the sector average, 2019 completions were back to 2017 levels well above the sector average. As a result of TPP's review of its mix of provision in 2018, 22 (63%) of the 35 qualifications that contributed to this low qualification rate were

Table 6

Course Completions (All funding)	Successful Course Completion Percentage		
	2017	2018	2019
Māori	72	77	78
Non-Māori	83	85	84
Pasifika	71	82	83
Non-Pasifika	81	83	82

Table 7

Qualification Completions (All funding)	Successful Qualification Completion Percentage		
	2017	2018	2019
Māori	62	52	58
Non-Māori	56	48	58
Pasifika	64	49	57
Non-Pasifika	57	48	58

Table 8

Māori Course Completions (SDR SAC funding)	Successful Course Completion Percentage		
	2017	2018	2019
Sector Average	72.5	71.8	72
TPP	66.9	72.7	77.5
Sector Ranking	13 th	8 th	2 nd

Table 9

Māori Qualification Completions (SDR SAC funding)	Successful Qualification Completion Percentage		
	2017	2018	2019
Sector Average	49.6	49.4	49.7
TPP	61.8	54	57.8
Sector Ranking	1 st	8 th	5 th

While TPP recognises that there are many variables effecting course and qualification EPI data and that the changes to TPP's mix of provision over the last three years is a significant variable, the focus on achieving parity between Māori and Non-Māori through the foundations building blocks described below (table 10) is impacting Māori learner performance.

In 2018 and 2019 EPI course completion data shows under 25-year-old students are achieving at a similar level as all students. This compares favourably to 2017 where this priority group were achieving 4% below others.

Table 11

Course Completions (All funding)	Successful Course Completion Percentage		
	2017	2018	2019
All Students	81	83	82
Under 25	77	84	83

Qualification completions have been maintained above the percentage of All Students through 2017 and 2019 although 2019 did see a slight drop from 65% (2018) to 61% in (2019).

Table 12

Qualification Completions (All funding)	Successful Qualification Completion Percentage		
	2017	2018	2019
All Students	57	48	58
Under 25	65	65	61

Appendix 2

Quality Improvement Plan 2020



Tai Poutini Polytechnic has outlined a number of actions against objectives agreed through the internal self-assessment and evaluation that occurred in 2018 and 2019. The items below are the tasks that have been identified for action in 2020.

1. Strengthen self-assessment capability to improve and support effective management and oversight of educational and organisational performance.
2. Ensure planned improvements consistently implemented across the organisation and that the impact of improvement initiatives are regularly monitored.
3. Implement effective maintenance of academic standards and integrity, including ensuring consistent approach to assessment and moderation practices.
4. Strengthen processes to ensure accurate, valid and timely data is available and analysed to inform self-assessment activities and decision-making.
5. Use understanding of how well services are contributing to learner wellbeing and success to improve learning and support services.
6. Improve stakeholder engagement to increase understanding of the needs of communities and industries.
7. Systematically collect information on graduate destinations and the effectiveness of graduates in the workplace, and analyse the data to inform programme development.
8. Improve effective management of important compliance accountabilities across the whole organisation.
9. Ensure effective communication and understanding of impending changes to the ITP sector and strengthen resilience to change.

V14/02/2020

Appendix 3

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud¹⁷*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

¹⁷ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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