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External Evaluation and Review Report

Bay of Plenty Polytechnic

The enclosed historical external evaluation and review report forms part of the quality assurance history of Toi Ohomai Institute of Technology.

Toi Ohomai was formed by the merger of Bay of Plenty Polytechnic and Waiariki Institute of Technology in 2016.

Report of External Evaluation and Review

Bay of Plenty Polytechnic

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 February 2015

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Bay of Plenty Polytechnic
Type:	Institute of Technology and Polytechnic (ITP)
Location:	7 Windermere Drive, Windermere, Tauranga
Delivery sites:	200 Cameron Road, Tauranga; Road Transport and Distribution Warehouse Training Facility, 129 Maleme Street, Greerton, Tauranga; Awaroa Dairy Farm, 717 East Bank Rd, Edgecumbe
First registered:	<ul style="list-style-type: none">• 1982 as Bay of Plenty Community College• 1988 as Bay of Plenty Polytechnic• 2004 as Bay of Plenty Polytechnic
Courses currently delivered:	<p>Bay of Plenty Polytechnic offers a wide range of programmes spread across four schools, leading to qualifications at levels 1-7 on the New Zealand Qualifications Framework. See http://www.nzqa.govt.nz/nzqf/search/results.do?org=600397001</p> <p>Bay of Plenty Polytechnic has recently gained NZQA approval and accreditation for two degree programmes: Bachelor of Creative Industries and Bachelor of Sport and Recreation.</p> <p>Certificate and diploma programmes are offered in animal care, architecture and surveying, art and design, automotive, beauty therapy, business administration, foundation education, business management, carpentry and construction, computing and information technology,</p>

tertiary teaching, early childhood education and care, electrical, engineering, welding, English language, environmental management, health care, horticulture, hospitality, preparation for law enforcement, legal studies, marine studies, maritime and seafood, massage, music and performing arts, radio broadcasting, real estate, road transport, warehousing and logistics, sport and recreation and tourism and travel.

Code of Practice signatory:	Yes, approved for students aged 14-17 and students aged 18 years and up
Number of students:	<p>In 2013, Bay of Plenty Polytechnic had 5,967 enrolled students (3,106 equivalent full-time students (EFTS))</p> <ul style="list-style-type: none">• 31 per cent Māori, 4 per cent Pasifika, 2 per cent international students
Number of staff:	In 2013 Bay of Plenty Polytechnic employed 420 staff, 308 of whom are full-time and 112 are part-time.
Scope of active accreditation:	<p>Bay of Plenty Polytechnic has a wide scope of accreditation covering agriculture, forestry and fisheries, business, community and social services, computing and information technology, core generic, education, engineering and technology, health, humanities, law and security, manufacturing, Māori, planning and construction, sciences, and service sector and social sciences.</p> <p>The polytechnic has professional affiliations with the New Zealand Teachers Council (early childhood education); the Real Estate Agents Authority; the New Zealand Law Society; New Zealand Society of Conveyancers; Immigration Advisors Authority; Maritime New Zealand; New Zealand Engineering Diplomas Board; Electrical Workers Registration Board; Institute of Professional Engineers New Zealand.</p>
Distinctive characteristics:	<p>Bay of Plenty Polytechnic is a regional polytechnic based in the Western Bay of Plenty. The organisation offers 115 programmes at levels 1-7, spread over four schools. Collaboration with other tertiary organisations is a distinctive feature of Bay of Plenty Polytechnic. For example, partnerships with the University of Waikato and Waiariki Institute of Technology enable learners to study to degree level on campus in Tauranga. Degrees offered on campus through these partnerships include the University of Waikato's Bachelor of Teaching, Bachelor of Tourism, Bachelor of Science, Bachelor of Management</p>

Studies, Bachelor of Social Sciences and Bachelor of Social Work, and the Waiariki Institute of Technology's Bachelor of Nursing. Other collaborative arrangements include membership of Tertiary Accord New Zealand (TANZ) and being a founding member of the Bay of Plenty Tertiary Education Partnership. This partnership, which includes Waiariki Institute of Technology, University of Waikato and Te Wānanga o Awanuiarangi, has been supported by the Bay of Plenty Regional Council and the Tauranga Energy Consumer Trust, both having provided \$15 million each towards the development of a shared campus in the central business district of Tauranga. The relationship between Waiariki Institute of Technology and Bay of Plenty Polytechnic is enhanced through a common deputy chair member of Council and representation on each other's academic boards. Another distinctive feature of the polytechnic is the consistently high Māori participation, with Māori learners making up 31 per cent of the student body when regionally they make up 17 per cent of the population.

Recent significant changes:

In 2013 the organisation was accredited to deliver two degree programmes: the Bachelor of Creative Industries and the AUT Bachelor of Sport and Recreation. In addition, after a period of both directorship positions being vacant, a new director education and Māori development and director academic have recently been appointed. At the time of the external evaluation and review (EER) the director education and Māori development had been in the role for less than a month and the director academic was yet to formally take up her position. In 2014 the polytechnic began offering a trades academy for senior secondary school students. Since the previous EER the polytechnic has developed a road transport, warehousing and logistics training facility and added a suite of programmes in road transport and distribution. In mid-2013 Bay of Plenty Polytechnic began a project to implement a new student management system.

Previous quality assurance history:

NZQA was Highly Confident in the educational performance of Bay of Plenty Polytechnic and Confident in its capability in self-assessment at the previous EER in 2010.

Assessment is externally quality assured by industry training organisations and NZQA, where most results for 2013 have been consistently at the national standard.

NZQA noted an improvement in 2013 from 2012 and commended the organisation following a credit check that showed no omissions of standards from the assessment plan.

2. Scope of external evaluation and review

In consultation with the polytechnic, the focus areas were chosen to be as representative of the programmes and related academic activities as possible. They include different levels, certificates to degrees, a range of achievement results, recent and recently revised programmes alongside those more established. Programmes were chosen from across the schools and included representation from those offered in different modes, including e-learning. The horizontal focus areas allowed the evaluation team to look at themes and projects across the organisation. The following focus areas were included:

Governance, management and strategy	This focus area is mandatory because it has such a significant influence on what students receive by way of quality education.
Certificate in Maritime and Fishing Technology (Level 3)	This programme from the School of Applied Science is taught off campus in a sport facility linked with a local marae. This programme has been running since 2008 and offered to Youth Guarantee students since 2011. Forty-one Youth Guarantee learners are enrolled, of whom 36 are Māori and eight are female.
Diploma in Tourism (Level 5) with endorsements in International Flight Attending; Travel Management; Event Management	This programme has 89 enrolments in 2014. 90 per cent of the learners are female, 33 per cent are Māori and 82 per cent are under 25 years. This programme is delivered within the School of Business Studies.
AUT Bachelor of Sport and Recreation (Level 7)	This is a new programme for Bay of Plenty Polytechnic. Staff from the School of Applied Science have been teaching the degree for a number of years but gained accreditation to deliver the degree in late 2013. This programme has seen significant growth, with 63 year one students enrolled in 2014 (33 per cent Māori).
Construction cluster of national diploma	These are a new group of diplomas developed to meet the demand within the building and construction industry. These programmes are

<p>programmes:</p> <p>National Diploma in Construction Management (Level 6)</p> <p>National Diploma in Quantity Surveying (Level 6)</p> <p>National Diploma in Surveying (Level 6)</p>	<p>delivered in dual modes: via e-learning and on campus. Courses are structured so that students in work can access the learning. Of 109 students enrolled in 2014, 21 are Māori, 29 are under 25 years and two are international students. A significant percentage of learners are studying while in work. These programmes are taught within the School of Applied Technology.</p>
<p>Te Timatanga - Certificate in Tertiary Studies (Level 2)</p>	<p>This foundation programme has been the focus of development over the past few years. In 2014 there are 108 learners enrolled, of whom 82 per cent are under 25, 47 per cent are Māori and 6 per cent Pasifika. This programme is based in the School of Design and Humanities.</p>
<p>Hospitality cluster:</p> <p>Certificate in Hospitality (Professional Cookery) (Level 3)</p> <p>Certificate in Café Operations (Level 2)</p> <p>National Certificate in Hospitality (Cookery) (Level 4)</p>	<p>This cluster of programmes is based in the School of Business Studies. Students in this programme include some funded through the Ministry of Social Development and a new strand of Youth Guarantee-funded students taught on a local marae.</p> <p>Student Achievement Component funded learners in 2014 numbered, 154, of whom 47 per cent are Māori and 66 per cent are under 25 years.</p>
<p>Ako Awe – Learner Support</p>	<p>Bay of Plenty Polytechnic's student support was reviewed in 2012. Ako Awe is the new delivery model which incorporates two strands including Ako Awhina with the provision of learner facilitators and Ako Atea, the learning space, including the learning support, library and health services. Ako Awhina learner facilitators include those based within schools.</p>

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Prior to the EER, the lead evaluator and NZQA principal evaluation advisor visited the Bay of Plenty Polytechnic to discuss the scope. A self-assessment summary and supporting documents were supplied in advance of that visit. After the selection of focus areas, relevant key documents were supplied to the evaluation team to support the plan of enquiry.

The on-site visit was conducted by a team of four evaluators over five days. Discussions were held with the senior management team and representatives of the Council and academic board. For each focus area, evaluative conversations were held with heads of schools and group programme leaders, tutors, students and other key stakeholders including, where appropriate, student support staff and members of the advisory committees. Learner facilitators attached to focus area programmes were also interviewed. The staff from the international student centre were also interviewed.

While on site, the organisation supplied a range of documents requested to support the evaluative conversations.

Summary of Results

Statement of confidence on educational performance

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

Bay of Plenty Polytechnic has a clear focus on supporting learners to stay engaged with their programmes and successfully complete. Across the focus areas, staff monitor learner retention and achievement closely and most programmes provide support for those learners identified as at risk. Course and qualification completion rates have remained strong and steady since the previous EER. Institutional data, collected at the cohort level, show over 90 per cent of learners are retained in their programmes of study and programme completion rates have shifted slightly from 75 per cent in 2010 to 76 per cent in 2013.

The Tertiary Education Commission (TEC) educational performance indicator data shows Bay of Plenty Polytechnic has performed at or above the sector median since 2010 for course completion rates and retention. In general, there is a small but persistent gap in achievement between Māori and non-Māori, although this gap is more significant at level 4 and above. On this indicator, when compared with the majority of other institutes of technology and polytechnics Bay of Plenty Polytechnic performs well.

A range of evidence indicates that graduates value the outcomes of their study. The TANZ survey of 2012 Bay of Plenty Polytechnic graduates reported that 91 per cent of respondents were satisfied overall with the programme and 92 per cent would recommend the programme to others. Of those that responded, 64 per cent were in work and 72 per cent considered their qualification helped them to find work. A snapshot survey done at school graduation ceremonies in 2013 showed a significant number of graduates were either in work or moving to further study. Depending on the school, between 70 and 85 per cent of those in work believed they would use the skills they had gained through the qualification in their work, with the School of Applied Technology rating most highly. A 2014 survey of Bay of Plenty employers showed that the vast majority believe the polytechnic's programmes are relevant to their needs, that the qualification prepares students for their future employment, and that graduates are work-ready. This targeted survey reflects the views of industry representatives met by the evaluation team across a number of the focus areas.

Stakeholder engagement is evident at all levels of the organisation. Examples of this engagement at governance and management level include Council members acting as ambassadors for the organisation, strong links with regional and national stakeholder associations, the Tertiary Education Partnership and active involvement in the Targeted Review of Qualifications (TRoQ). Industry engagement was particularly strong in some programmes. For example, the AUT Bachelor of Sport and Recreation has an active industry advisory group that meets

regularly to discuss programme developments and graduate outcomes, and feedback from the group is used to inform programme design and delivery. The Diploma in Surveying is a programme that has been developed to match industry needs and the advisory group links with the new programme to offer support and advice for further development.

The organisation is responsive to the needs of learners. From the annual programme evaluation reports and the minutes of group programme committees the evaluation team saw evidence of teams reflecting on their programmes and activities to respond to identified needs. For example, two of the Youth Guarantee programmes are delivered on or adjacent to a marae, with learners introduced to campus activities during their course of study. In all the focus area programmes there were strong practical elements that allowed learners to apply their theory in practice. New developments include the dual-mode delivery in the construction programmes, allowing learners based across the country to engage in classroom-based teaching online. The new model of student support, Ako Awe, appears to be successful in ensuring targeted support is available for learners. It is notable that since 2010 the number of formal complaints has more than halved and student satisfaction rates have increased from 85 to 90 per cent.

The organisation is guided by the principles and philosophy of Te Waka Hourua (the double-hulled canoe), a metaphor for the dual heritage of the Bay of Plenty Polytechnic community and the bicultural practice of the organisation. This strategy is evident in the workshops offered to new staff and the support provided by a mātauranga Māori learner facilitator within programme areas. It was positive to hear staff from a number of programmes articulate the framework and discuss the concrete actions they were taking to support Māori learners. There is more work to be done in some programme areas, particularly in the suite of Construction programmes and School of Business, to develop culturally responsive teaching practices. It is recognised that the role of Kaunihera Māori, a committee of Council, needs to be redefined to strengthen meaningful engagement with hapū and iwi and Council. It is positive that an appointment has been made to the director education and Māori development position to breathe new life into Te Waka Hourua or a future strategy to engage with Māori.

Teaching and learning is strong. Staff are well supported to develop in their roles and across the focus areas teachers are engaged in a range of professional development activities. Engagement with the Poutiriako teacher development programme was strong, particularly among new tutors. Tutors have a range of mechanisms to understand their effectiveness as teachers. These include the use of peer observations and external observations, student survey data, feedback from learner facilitators, evaluative conversations and discussions within group programme committees. There is consistency in what the EER team heard about the use of moderation processes with internal and external moderation feedback being used to ensure fairness and consistency in assessments. It is notable that excellence in teaching is acknowledged and celebrated within this organisation. The evaluation team heard about staff participation in a 'speed dating' event where

good teaching practice was shared across the organisation. The polytechnic actively participates in the National Tertiary Teaching Excellence Awards and four staff have been recipients of awards.

The high retention and student satisfaction rates are a reflection of the organisation's commitment to providing effective support. Ako Awe and the shift to positioning learner facilitators within schools is an exciting initiative that appears to be working well. The learner facilitators are working with those learners with the greatest need and supporting tutors to ensure learners succeed. This model of student support was the focus of a case study looking into good practice at polytechnics. While the Ako Awe team has some mechanisms to reflect on performance, finding a way to understand more deeply the impact on learners and teaching could support the development of the model.

The values of manaakitanga, whanaungatanga and kotahitanga are embedded in the organisation's outcomes framework and articulated across the organisation. It was encouraging to hear programme staff reflecting on how the values drove their practice and engagement with learners and stakeholders. The organisation is in a time of change. The Bay of Plenty Tertiary Education Partnership and the Bay of Plenty Tertiary Action Plan, the iwi settlement process, TRoQ and the ITP's international strategy are all poised to have a significant impact on the organisation. The Council has recently completed a strategic directions document and two directors have recently been appointed. While restructures and resourcing decisions have been difficult for some staff, the evaluation team heard that generally staff feel valued. Across the focus areas, staff felt included in the discussions about direction and purpose of the organisation and most feel supported to develop in their roles. The Council is looking for a step change in engagement and alignment with regional stakeholder needs, and the polytechnic is well positioned to take those steps.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Bay of Plenty Polytechnic**.

The use and analysis of achievement data is a work in progress for Bay of Plenty Polytechnic. The organisation has recently completed a transition to a new student management system, and this transition caused considerable disruption to the data available to programme teams and schools. While cohorts continued to be closely tracked the analysis of achievement data was not evident in the annual programme reviews or at academic board. It was recognised that the previous student management system was not capable of the real-time depth of analysis required and it is anticipated that, when fully implemented, the new system will enable meaningful analysis to occur at all levels of the organisation in real time.

That said, some analysis has occurred and the evaluation team saw examples of support and resources being targeted to programmes that did not meet institutional targets for completion and retention, and achievement subsequently improving. Low course completion figures were also discussed in annual programme evaluation reports, with strategies for addressing these put into action plans and reviewed. At the programme level, staff have a good understanding of individual learner achievement and track it closely to ensure support is provided in a timely way.

The polytechnic has trialled a number of approaches to better understand outcomes for graduates. These include snapshot surveys at graduation and targeted phone surveys, tracking learners through the University of Waikato and participation in the TANZ survey, although the latter has now been discontinued due to low response rates. At the programme level, strategies range from patchy informal anecdotal understanding to phone surveys and Facebook links that have successfully built understanding of where graduates have gone. The organisation is continuing to look at how graduate data can best be collected to inform development and review.

Engagement with industry and employers is generally strong, with most programme areas maintaining strong links with industry bodies and other key stakeholders. An industry engagement tool is being used extensively across the School of Applied Technology and phased in to other schools. This tool holds promise for gaining greater understanding of the nature and effectiveness of these interactions. The evaluation team saw a number of examples of programme planning being informed by feedback from industry. Links to industry are particularly strong in programmes with student work experience components.

The reports to the academic board, annual programme evaluation reports, and evaluative conversations are three of a range of mechanisms used to reflect on programmes and feed into development and improvements. The reports and evaluative conversations are well documented and demonstrate a system evolving in practice. Most draw upon a range of evidence including learner feedback,

retention and completion data and feedback from industry and graduates. Tutor participation in professional development, industry events and peer observations is also shared.

The practice of discussing annual programme evaluation reports at group programme committee meetings is documented and shows reflective discussions about issues and improvements. The feedback from the academic directorate challenges programme staff to be more evidence-based and to deepen analysis. For example, the need for more detailed achievement and graduate outcome data is noted across a number of annual programme evaluation reports. Linking the action plans to group programme committees is also a promising development. The evaluation team saw evidence of improvement of achievements, for example, in the Certificate in Computing (Level 3) programme, the foundation Te Timatanga programme and level 2 and 3 hospitality programmes. The good practice implemented in the hospitality programmes is being shared through a good practice resource being developed with funding from Ako Aotearoa.

At the level of governance and management it is clear that a range of data is used to understand performance and inform change. The Council has formally reviewed its performance and adjusted processes. The challenge remains of ensuring the wide range of stakeholder 'voices' is heard at Council. For example, the role of Kaunihera Māori and its role in engaging with hapū and iwi needs review. There is recognition that achievement and graduate outcome data could be strengthened, and the new student management system holds promise to improve reporting and analysis of achievement data. A comprehensive range of approaches is used to understand how well learners and other stakeholders needs are matched, the effectiveness of teaching and learning, and how well learners are guided and supported within programmes. These approaches ensure there is good information to support improvements.

Findings¹

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 **Adequate**.

Achievement at Bay of Plenty Polytechnic is strong. TEC educational performance indicators show Bay of Plenty Polytechnic has generally performed near the sector median since 2010 for all indicators (see Table 1). For the retention indicator, Bay of Plenty Polytechnic has performed significantly higher than the sector median, and this continued in 2013. It is also notable that Māori have achieved within 3 percentage points for all indicators except progression; however, this performance is less comparable at levels 4 and above. Performance for students under 25 years, who comprise 60 per cent of the polytechnic's student cohort, is also strong when compared with sector averages, particularly for those studying at levels 1-3. This group of learners performed significantly better than other learners in the progression indicator.

Progression rates for all groups of learners were below the sector median in 2013. The organisation has recognised the need to improve progression rates, and strategies to address this include providing pathway options for learners at levels 1-3 and improving guidance and support. For Pasifika learners, the polytechnic was below the sector median for course completions and progression, but above for qualification achievement and retention. With Pasifika people making up just 3.7 per cent of learners, spread across a range of programmes, there has been no separate focus on their achievement. Given the gap in achievement, this could be a focus for the future. A finer analysis of the educational performance indicator data also shows that the organisation has some work to do to ensure more comparable achievement for Māori and Pasifika people studying at levels 4 and above.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

EPI by year	2010	2011	2012	2013	2013 Māori	2013 Pasifika	2013 Under 25 yrs
Course completion	74	80	83	81	78	71	79
Sector median	74	78	79	80	75	73	78
Qualification completion	59	69	72	70	68	60	67
Sector median	54	63	70	73	65	59	66
Progression	25	24	38	32	26	28	41
Sector median	29	29	37	36	37	41	43
Retained in study	50	58	72	76	74	71	77
Sector median	48	49	60	64	61	62	69

The organisation has historically collated and reported achievement data by cohort retention (remained until the programme finishes) and completion (percentage of total enrolments that successfully complete). This data was reported and when institutional targets were not met explanations were required. Programmes with low retention and completion were targeted with support for improvements. Māori learner achievement was reported and discussed separately and reflected a focus on equitable achievement. Course completion data is analysed inconsistently across programmes, as evidenced by the annual programme evaluation reports. Also inconsistent is the use of benchmarking data to understand performance.

The recent transition to a new student management system has been difficult for programme staff and caused disruption to the data available to programme teams and schools. However, it was recognised that the previous student management system was not capable of the depth of analysis required and it is anticipated that when fully enabled, the new system will enable meaningful analysis to occur at all levels of the organisation in real time.

The organisation has been using the TEC's Adult Literacy and Numeracy Assessment tool systematically since 2011. Data shows that the organisation has steadily increased the percentage of learners being tested and effectively increased the number of those who are recorded as making progress. For example, in 2013, 80 per cent of learners at levels 1 and 2 were tested in reading and 50 per cent of those made progress. This compares with an average of 51 per cent tested and 25 per cent making progress across the ITP sector. For Bay of Plenty Polytechnic Youth Guarantee learners, 62 per cent of those tested in reading made progress compared with 54 per cent across the sector. It was evident that tutors in some programmes were making good use of this information to identify at-risk learners and target support.

Across the focus areas the evaluation team heard from learners, tutors and stakeholders that learners were achieving important 'work-ready' skills, including communication skills, confidence, time management and learning-to-learn skills. This is corroborated by the 2013 survey of graduates, where over 90 per cent said they were equipped with skills to undertake further learning. The evaluation team noted that in the focus areas surveyed, there was no systematic approach to understanding the achievement of these self-management and learning-to-learn skills.

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 **Good**.

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

Bay of Plenty Polytechnic provides value to its key stakeholders, including graduates, employers and the local community. There is evidence that the knowledge and skills gained were valued by graduates and industry. There is also value evident in the contribution that Bay of Plenty Polytechnic has made to tertiary education in the Western Bay of Plenty region. In addition, increasingly, Bay of Plenty Polytechnic is contributing value through an emerging research culture. There is room for the polytechnic to further strengthen its understanding of value to employers and graduates.

The polytechnic has trialled a range of approaches to help understand the value for students who graduate. Considered together, they build a picture of graduates gaining skills that it and employers value. For two years, Bay of Plenty Polytechnic participated in the TANZ survey. Importantly, 94 per cent reported that they considered what they learned important to their future, 91 per cent were satisfied overall with the programme, and 92 per cent would recommend the programme to others. A snapshot survey done at school graduation ceremonies in 2013 showed a significant number of graduates were either in work or moving to further study. Depending on the school, between 70 and 85 per cent of those in work believed they would use the skills they had gained through the qualification in their work, with the School of Applied Technology rating most highly.

There is some evidence of value for learners who progress to further study. The 2013 TANZ graduate survey identified that 39 per cent of graduates were in further study, and this rate was higher for Māori and Pasifika graduates. A project that tracked graduates from Bay of Plenty Polytechnic through their University of Waikato pathways showed very strong success for those students who enter the university programme from one with a guaranteed cross-credit agreement. The success for those who enter without this arrangement in place is less impressive. The evaluation team did hear about students successfully progressing to higher-level programmes from Te Timatanga, Hospitality, and the Youth Guarantee-funded

Certificate in Marine and Fishing Technology. Staff in most programmes liaise with pathway programmes and track their graduates to understand how well they have been prepared for the demands of higher-level study. However, there is not yet a full understanding of the value for learners who progress to higher levels. Furthermore, educational performance indicator data indicates that Bay of Plenty Polytechnic still has work to do to increase the number of learners progressing from qualifications at levels 1-4 and above.

A 2014 survey of Bay of Plenty employers showed that the vast majority believe the polytechnic's programmes are relevant to their needs, that the qualification prepares students for their future employment, and that graduates are work-ready. This targeted survey reflects the views of industry representatives met by the evaluation team across a number of the focus areas. It appeared that this value was particularly strong for those who were able to study while they were in relevant employment or those who had practical work experience components integrated with their course of study.

Graduate destination data is collected at the programme level with variable success. In some programmes, graduate outcome information was anecdotal. For example, in the Construction cluster of programmes it was clear from conversations with industry representatives that a significant number of graduates are employed or promoted and their knowledge is valued. However, this information is yet to be systematically collected to understand value or inform programme developments. In contrast, the Bachelor of Sport and Recreation has used a range of methods, including the programme Facebook page, to track graduates. It was clear that over 80 per cent are either in relevant employment or further education.

The collaborative education partnerships that Bay of Plenty Polytechnic has actively pursued has added value to the community in the Western Bay of Plenty. A deliberate strategic decision was made to bring degree programmes to Tauranga through partnerships with, first, the University of Waikato then AUT University and Waiariki Institute of Technology. The Bay of Plenty Tertiary Education Partnership is an extension of this strategy, and the regional council's commitment of \$15 million to the shared tertiary campus is a strong indicator that the initiative is valued by the community. The evaluation team heard from students that they valued the choice that the partnership has provided for students to be able to advance to degree-level programmes and gain university qualifications in the Bay of Plenty.

Historically, Bay of Plenty Polytechnic has not had a strong focus on research. Where research has existed it has tended to be applied, for example, with tutors actively reflecting on their teaching and learning. The impetus has shifted recently with the polytechnic gaining accreditation for degree programmes. Research is still at an emergent stage and will require a step change if the organisation is going to participate in the next round of Performance Based Research Fund evaluations. That said, there has been value for the community in a number of recent research activities undertaken, including staff from the School of Applied Science collaborating to conduct research as part of the Rena Long-Term Environmental Recovery Plan, and the research manager working with the regional council to

understand the recreational use of the Kaituna River/Ongatoro Estuary and Ohiwa Harbour. Staff have also contributed to the scholarship of teaching and learning through projects funded by Ako Aotearoa, and the Sport and Recreation Research Symposium was a successful initiative that has value for the wider community.

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**.

Bay of Plenty Polytechnic programmes are planned and structured to match learner needs and the evaluation team saw a range of approaches across the focus areas. Examples include the off-campus delivery of the Youth Guarantee programme, the Certificate in Marine and Fishing Technology. A holistic approach, framed by Te Waka Hourua principles, ensures that cultural and socio-economic barriers to engagement are overcome and learners are supported to achieve. For the students studying the construction suite of diplomas there is the option of full-time, on-campus learning or flexi-study options that allow the student to study while in work. The use of Adobe Connect also means that students from all over New Zealand can enrol on these programmes. The embedded work experience components of the Hospitality programmes, the Diploma in Tourism, and Bachelor of Sport and Recreation enable the learners to apply their theory to the realities of a workplace environment. Across the annual programme evaluation reports there was documented evidence of programme teams reflecting on the previous years and making changes to better match learner needs. Examples include the shortening of the study break for Te Timatanga learners, increasing the work placement opportunities in travel and tourism, and the integration of academic study skills into the first year of the Bachelor of Sport and Recreation. These initiatives are being monitored for effectiveness. A satisfaction rate of 90 per cent across the four schools in 2013 indicates that learner needs are being matched.

There is strong ongoing engagement with industry, and feedback informs the development and review of programmes and activities. Staff are able to engage with industry and employers in ways they see as most effective, although an engagement tool, trialled in the School of Applied Technology has the potential to better track the nature and effectiveness of the different kinds of industry engagement which in some instances appeared to be ad hoc. Industry links were particularly strong in the Bachelor of Sport and Recreation, where contact is ongoing and formalised through an active advisory committee and student work placements. The Diploma in Surveying is an excellent example of a qualification being developed and delivered to meet industry needs, and the industry advisory group is in close touch with learners and teaching staff. Another interesting initiative that demonstrates matching needs is a partnership arrangement the polytechnic has with Te Whānau ā Apanui Fruit Growers Inc, local employers and

the Te Kaha community. The training is delivered in block courses in Te Kaha to employees chosen by employers and timed so that attendance does not clash with orchard workload requirements.

The proactive application of the principles of Te Waka Hourua was evident across a number of programmes – Te Timatanga, the Certificate in Marine and Fishing Technology, and the Bachelor of Sport and Recreation in particular. It was good to hear staff being able to articulate the framework and concrete actions they were taking to match the needs of Māori learners. There are indications that the integration of the mātauranga Māori learning and knowledge facilitators into programmes better matches the needs of learners by targeting support where it is required and breaking down barriers to access. There is more work to be done in some programme areas to enable learners to achieve as Māori, and it is positive that an appointment has been made to the director education and Māori development position to breathe new life into what is a strength of the organisation.

At an institute level, strategy and planning is aligned with the needs of the region and community. Reports supplied to the evaluation team show detailed needs analysis to inform programme development and review. Examples include business cases for new programme development, a discussion paper looking at national Youth Guarantee data and good practice, and a 2013 analysis of the tertiary education needs of Māori in the Western Bay of Plenty. There is a strong alignment with the portfolio of programmes developed by the polytechnic with the goals of the region, as articulated in the draft Bay of Plenty Tertiary Action Plan. These include increasing Māori engagement and participation in tertiary education, research and programmes that support local industry, and attracting international students. Māori participation at the polytechnic sits at around 30 per cent in a region where Māori represent 17 per cent of the population. In relation to international students, Bay of Plenty Polytechnic has a strategy in place that looks to build a portfolio of programmes to match the needs of international students. This strategy is in development.

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**.

Across the organisation the evaluation team saw evidence of effective processes to develop and monitor teaching effectiveness. For example, the organisation has a level 5 Certificate in Tertiary Teaching, Poutiriako, which all tutors are strongly encouraged to enrol in. New tutors are required to enrol in the first 20 credits of Poutiriako, which includes understanding of bicultural approaches to teaching and learning. New staff are also supported by being assigned a mentor and buddy. Teaching observations occur systematically. These include external observations by academic development staff and observations by tutors within the programme.

Annual programme evaluation reports detail programme staff reflections on teaching which include discussions about achievement, student feedback, observations and professional development. Teaching, learning, assessment observation, evaluation and moderation are also standing agenda items for every group programme committee meeting. A survey of these for the focus areas shows staff reflect on evidence and engage in useful discussions.

Assessment and moderation processes are strong. External moderation summary reports show the organisation is mostly meeting national standards. Internal moderation plans are tracked centrally and moderation activity is discussed at group programme committee meetings and in annual programme evaluation reports. Tutors talked about both informal and formal approaches to moderation being used to ensure that assessment was meeting standards and matching learning objectives. The assessment policy is explicit about the importance of balancing assessment for learning and assessment of learning with the need to be responsive to learners. The evaluation team heard a number of examples of assessment questions being reframed and re-timetabled and amended in other ways to ensure fairness and to avoid over-assessment.

Good teaching practice is shared and innovation is encouraged. The polytechnic actively participates in the National Tertiary Teaching Excellence Awards, and four staff have been recipients of awards. The 2014 recipient was commended for his innovation in 'flipping the classroom' and introducing laptops and tablets to engage learners. The evaluation team heard about staff participation in a 'speed dating' event where good teaching practice was shared across the organisation. Two examples of innovative practice have been shared through funding from Ako Aotearoa's good practice guides. One outlines the use of e-portfolios to reduce paperwork and effectively document students' practical learning. The other is a work in progress that will outline innovative use of the teaching space and a team teaching approach that ensures learners gain the best expertise available. Other indicators of good teaching include student satisfaction rates that have increased steadily from 84 to 90 per cent since 2009 and satisfaction with teaching that in 2013 ranged from 86 to 96 per cent, dependent upon the school.

A new teaching and learning plan is in development, with its final sign-off waiting on the new strategic plan being finalised by Council. A Learning and Teaching Competency Framework is also under consultation. It is notable that both these documents have designated self-assessment and continuous improvement components. The new director academic was starting at the polytechnic the week after the EER, and it is envisaged that with this position now filled academic practices will be given new impetus

The evaluation team concluded that teaching was a strength at Bay of Plenty Polytechnic, with good practice being shared and celebrated. In addition, systems to monitor and evaluate teaching are strong and when data indicates gaps in learning and teaching, support is effective.

1.5 How well are learners guided and supported?

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

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

The organisation is guided by a set of values, manaakitanga, whanaungatanga and kotahitanga. Across the majority of the focus area programmes these values were articulated as underpinning their approach to supporting learners. Examples noted across the organisation include a camp to build whanaungatanga for first-year students in the Bachelor of Sport and Recreation, breakfast being offered at the Bongard and Windermere campus, and food and transportation being provided for Youth Guarantee students who study off campus. From the evaluative conversations it was clear that programme staff knew who their at-risk learners were and were working together with the learner facilitators to support them to succeed.

Three weeks into the first term, the organisation conducts a first impressions survey, with results reported to the academic board and back to heads of schools for circulation with group leaders and programme staff. Generally the feedback is very positive and indicates that information and advice for enrolling and beginning students is supporting early engagement. For example, over 90 per cent of respondents felt welcome, understood what they would be learning, were aware of the timetable and knew when the assessments were due. Another indicator that learners feel well guided and supported are the increasing retention rates for those in full-time programmes. These increased from 73 per cent in 2010 to 94 per cent in 2013.

In 2012, the student support services were restructured to the Ako Awe model. Essentially this separated the service into two divisions: the Ako Awhina and the Ako Atea. The Ako Atea is an open learning space that includes cafes, computers and space for learners to interact, and the library. Health services are also available. Ako Awhina is an integrated model of learning support that embeds learning and knowledge facilitators in schools to work with learners. The evaluation team heard of some programmes – Te Timatanga, Travel and Tourism, and the Bachelor of Sport and Recreation in particular – where the support from the learner facilitators is deliberately integrated into the programme and activities and the support is being effectively targeted where it is required. This integration of support occurs less seamlessly in some programmes. Ako Awe has conducted two surveys with staff and students since the new structure has been in place and, promisingly, increasing numbers of staff are recommending their services. It is encouraging that 90 per cent of respondents to the 2014 first impressions survey knew who their learner facilitators were.

International student support

International learners, who comprise 2 per cent of Bay of Plenty's student body, achieve strongly. In 2013, 94 per cent of international students passed their

courses. This improved on 2012 results when average international student completions were 86 per cent (as compared with 82 per cent for non-international students).

Small international student numbers have assisted the international student support office to maintain a strong understanding of individual students' achievement, progression and wellbeing. Individual needs are identified and responded to through engagement with academic staff to understand attendance and progress and tracking of exam results.

Other strong processes to guide and support international learners include:

- Close relationships with international agents (who are screened and contracted) to ensure that students are receiving key information about studying at the polytechnic
- Two orientation events held to support learners to transition into both the local Bay of Plenty area and the polytechnic
- An arrival pack emphasising key information such as student fee arrangements, immigration and insurance requirements, and providing information about the Code of Practice for the Pastoral Care of International Students and the International Education Appeal Authority.

Findings of 2013 research with international graduates identified that support from the international office was mostly 'quite good or okay' with nearly half of respondents (46 per cent) indicating it was 'fantastic'. Difficulties with 'fitting-in' and making social connections were highlighted which has led to one recommendation about establishing a peer mentoring or buddy system in the first semester and more off-campus social events. The provision of more English language support was also identified. The 2013 research was undertaken by the international office to improve its understanding of learner destinations and value of outcomes. This process has led the team to identify the need for a better system to collect graduate outcome information in a more timely way.

Staff regularly access professional development opportunities centred on ensuring that they remain current with the Code of Practice and best practice. This includes attendance at conferences, pastoral care workshops, and professional membership of the International Education Association, ISANA. Staff participate in staff inductions to provide information about Code of Practice responsibilities to new staff across the institution. They also engage in regular team sharing and discussion about the experiences of international students and how well they are being supported.

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**.

The strategy that has been guiding the organisation through to 2014 has focused on excellent teaching and learning, responsive and relevant education, and efficient and effective business practice. There is evidence that the organisation has been largely successful in achieving these goals. The organisation is guided by a set of values, manaakitanga, whanaungatanga and kotahitanga. Across the organisation these values were articulated as underpinning their approach to supporting learners. A key indicator of effective teaching and learning is that students are achieving, and at Bay of Plenty Polytechnic achievement has been consistently high for most learner groups. As noted above, there is strong support for developing staff to be effective and innovative teachers and integrated support is provided to learners to enable them to achieve. The portfolio of programmes is constantly being reviewed and refreshed and there are strong links with community and industry groups. The TRoQ process has required significant resources and energy, but for some programmes, namely the Certificate in Maritime and Fishing Technology and the Travel and Tourism programmes, this has provided the opportunity to offer a programme more responsive to learner needs. In 2013 the organisation managed an operating surplus of 3.7 per cent, in spite of achieving just 97 per cent of its planned EFTS at time when funding was being reduced. The constrained funding environment has resulted in difficult decisions having to be made, and it is a testimony to the communication from management that staff generally feel valued, support the direction of the organisation, and feel they have the resources required to do their jobs well.

Achievement dropped back slightly in 2013, and more attention is required at levels 4-6 to support learners to achieve. The organisation has been a long time without a director education and Māori development and some time without a director academic, and this has put pressure on other senior managers and possibly had an impact on the impetus behind teaching and learning innovation and review and Te Waka Hourua. However, appointments have been made to these two key directorships and the Council is in the process of setting a new strategy. The organisation is responding to the changing environment.

It is clear that self-assessment at Bay of Plenty Polytechnic is ongoing and authentic. The use of annual programme evaluation reports, group programme committees and academic board as key mechanisms for programme review is effective, with evaluative conversations being used to engage programme staff in reflection on what worked well and what did not. All annual programme evaluation reports are reviewed by the academic unit, and at times programme staff are challenged to provide more information or better data. In general the discussions around how well learners achieve, and understanding the value of the outcomes for

learners, could be strengthened. It appears the impetus for evaluative conversations has waned and it would be a concern if they were not to continue. The annual programme evaluation report process and the different tools used to capture the student 'voice' are reviewed regularly for their effectiveness, and currently the purpose and structure of the academic board is also under review. This is as it should be, as the organisation, including Council, seeks greater understanding of performance.

The new student management system has the potential to provide more useful achievement data, and effective ways of understanding value are being trialled as are a range of industry engagement strategies. The evaluation team saw examples of programmes being supported to improve and these improvements having a positive impact on learner achievement. The organisation is innovating with delivery options off campus and online, full-time and flexi, and integrating technology into teaching and learning activities.

Bay of Plenty Polytechnic is highly collaborative and has been successful in forming partnerships not only with other tertiary education providers but also with different industry groups, local marae and iwi. Such collaborations have enabled the organisation to respond to the needs of the community and bring a wide range of tertiary education to those who otherwise may have found it difficult to access.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

For an explanation of this focus area see Findings 1.6.

2.2 Focus area: Bachelor of Sport and Recreation

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

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

The AUT Bachelor of Sport and Recreation has been delivered for some years as part of an agreement with AUT University (AUT). In 2013 the polytechnic gained accreditation to deliver the programme independently while still using the AUT brand. In the past the degree has formed a natural pathway for certificate and diploma programmes in sport and recreation run by Bay of Plenty Polytechnic. The diploma programmes are now being phased out in favour of the degree.

Educational performance in the Bachelor of Sport and Recreation is very good. For 2013 course completion rates were 94 per cent in year one in 2013, 91 per cent for year two and 98 per cent for year three. These achievement rates are well above the Bay of Plenty Polytechnic benchmarks. Māori achievement rates were 100 per cent for females and 92 per cent for males, which compares favourably with overall figures. There are no consistent figures kept for Pasifika students as a distinct group. Achievement is discussed at the programme level and tutors have a good understanding of how well their learners are achieving. There was also testimony from tutors, learners and stakeholders of learners gaining work skills and building confidence during the programme.

There is very good value in the outcomes of this programme, with approximately 80 per cent of the graduates in related employment or engaged in higher study. Advisory committee members and students noted the value of work placements for leading students to employment. The programme enables some high-performing athletes to pursue their sporting goals while gaining a relevant qualification. Successful students stated that the learning enhances their knowledge and understanding and provides a pathway for life after sport. Graduates have good generic skills that apply across a number of sporting contexts. Key stakeholders, including learners, noted the increased rigour and professionalism of the programme which is resulting in higher standards of commitment and achievement.

There is also value in the programme for teaching staff and students who benefit from applied research and opportunities for sharing research and practice. Further evidence of value is in the large growth in student numbers over the years. In 2006 there were six student entrants and in 2014 the programme was oversubscribed for 60 year one places. It is worth noting that six of the seven students who progressed from the level 4 pathway programme are still engaged and achieving in the degree.

The programme matches the needs of stakeholders. Student evaluations are generally very positive about the programme and evaluators saw some very good examples of improvements that have been made in response to feedback. Industry trends are gauged through the advisory board meetings, and advice from this source helps the development of the programme. There are very good links with local industry and a sharing of the facilities in the regions. In collaboration with AUT colleagues, the papers within the programme are being constantly refined to enhance relevance and currency.

The teaching of this programme is very effective. Tutors are highly qualified and skilled in their disciplines, and have engaged in adult learning and teaching training and in the Bay of Plenty Polytechnic bicultural programme. It is notable that one of the tutors recently won the Ako Aotearoa Teaching Excellence Award. There is also a flourishing research culture in the teaching staff on the Bachelor's programme. Bay of Plenty Polytechnic engages with AUT for the moderation of assessment material. Assessment issues have also been identified in student feedback and these have been addressed (i.e. workload and timing issues). A recent NZQA monitor's report was favourable in regards to teaching practice on the programme. The programme gauges teaching effectiveness from formal and peer observations, performance appraisals and supported professional development.

The evaluators saw that the students on the programme are very well supported. Tutors adopt an 'open-door' policy and are very approachable and supportive. Any learning issues are identified quickly and students are directed to the Ako Awe support facility. Ako Awe support facilities are integrated proactively into the programme.

Management of the programme is strong. There are regular teachers meetings where good practice is shared. In spite of a recent restructure, resulting in the loss of a key administration position, the evaluators understand that generally staff feel that communication is open and they are supported to develop in their roles.

2.3 Focus area: Construction cluster

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

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

Understanding achievement for learners in this cluster of programmes was difficult, complicated by the high numbers of part-time or flexi students enrolled in the programmes. The TEC educational performance indicator data shows the course completion rate for the Diploma in Construction Management was 80 per cent, for the Diploma in Quantity Surveying it was 87 per cent, and significantly lower for the smallest programme (14 EFTS), the Diploma in Surveying at 46 per cent. This is lower than the organisation's data (cohort based), which has course completions at 93, 97 and 60 per cent respectively. Programme staff have looked at the lower completions for the Diploma in Surveying and understand that there is work to do to better meet the needs of these learners, all of whom are studying part-time while in employment, with the majority studying online. A drop in achievement for the other programmes for 2013 was also explained by a rise in flexi learners, and a need to engage with learners' employers and communicate more effectively about the workload.

The employers spoken to by the evaluation team attested to the value of the knowledge that was being learned on the programme. A significant number of students are enrolled in the programme with the support of their employers, most of whom value the extra knowledge gained. In 2012 the programme group leader completed a Master's research project looking specifically at the value of the National Diploma in Construction Management. After interviewing a number of key stakeholders, the report concluded that there is value for employers in the higher academic standard, versatility and transferability of the knowledge into construction management work. It is argued that the qualification could be enhanced by offering a practical component and this was corroborated by the employers interviewed by the EER team.

Industry engagement for the Diploma in Surveying is strong. The programme has an industry advisory group that has close links with the programme tutor and learners. They attested to the value of the qualification being offered online, enabling those in the industry who want to upskill being able to access the training. Industry engagement logs show that there is ongoing, regular engagement with industry and employers, although the organisation agrees that the process for getting targeted feedback on the diploma programmes could be improved. All Quantity Surveying students become student members of the New Zealand Institute of Quantity Surveyors and are assigned a mentor and invited to professional development sessions run by the institute. Flexi students are employed in industry and regularly feed into programme content with industry updates and developments.

There is a challenge for the programme to balance the needs of learners who are studying part-time while in employment in the industry and those who are studying full-time who may have had no previous industry experience. It was noted that

getting up to speed with the terminology and some technical aspects was a challenge for the full-time students. Students spoken to by the evaluation team were generally positive about the level of support from their tutors, although course evaluations gave a more mixed response. The programme was without a key tutor for some time, which resulted in programme changes and disruption. A tutor has now been appointed. Feedback on the workload expectations and assessments has resulted in a review of assessment tasks. Ako Awe learning and knowledge facilitators are supporting students identified at risk.

The dual mode of teaching is new to Bay of Plenty Polytechnic and staff are supported to develop their competencies in teaching in this new way. While rolling out the programme through Adobe Connect has not been without issues, the evaluation team saw evidence of reflection and planning and implementing improvements. A key change for the programme will be two classrooms specifically equipped and enabled to run dual-mode delivery.

The potential of these diploma programmes is yet to be realised. While many aspects of the programmes are designed to match learner and stakeholder needs the implementation is still evolving to reduce barriers to student achievement. The implementation of dual-mode delivery is an exciting initiative that is supported by all key stakeholders. The outcomes of the TRoQ process will potentially see the Quantity Surveying and Construction Management operate as two strands within the same qualification. It is evident that there is increasing industry demand for people with the knowledge and skills these qualifications offer.

2.4 Focus area: Certificate in Maritime and Fishing Technology (Level 3)

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

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

Engagement and retention in this Youth Guarantee-funded programme has been excellent, especially when taking into account that the learners enrolled (mostly Māori²) have previously been disengaged from education and employment and other positive activities. Course and qualification completion rates have exceeded the TEC's minimum (2013) expected Youth Guarantee course completion target of 70 per cent and qualification completion target of 60 per cent. Completions have mostly exceeded the polytechnic's Youth Guarantee target of no less than 80 per cent. Self-assessment information identifies that the lower 2013 result was due to

² Eighty-seven per cent of learners enrolled each year between 2011 and 2013 were Māori, and 100 per cent in 2014. Non-Māori numbers are small, which makes it difficult to draw conclusions from comparisons between non-Māori and Māori achievement (as does variance in comparative achievement in different years).

pressures on staff, with sole delivery of the programme to greater learner numbers in Tauranga (versus dual delivery in Te Puke).

Table 2. Completion and pass rates, Certificate in Maritime and Fishing Technology (Level 3), 2011-2014		
Year	Course completions	Pass rates
2014	77%	
2013	92%	72%
2012	83%	82%
2011	95%	84%
Source: Bay of Plenty Polytechnic self-assessment data		

Learners interviewed for the evaluation consistently valued the programme for the opportunity it has provided them to be doing something meaningful and to be learning every day. This is seen by the strong completion rates. Achievement results also reflect that learners encounter a welcoming and supportive learning environment where the mana of learners is upheld and core Māori values (e.g. whanaungatanga, whakapapa, wairuatanga) are embedded. As one student told the evaluators: 'unlike school, they don't look down on us because we are Māori. We can't fail. The tutors believe in us'.

Barriers to learning have been addressed by initiatives which learners described as showing them that staff want them to turn up and succeed. For example, transport is provided to class each day and individual sessions to give learners the time, focus and support to catch up where they have fallen behind. The ongoing review of teaching resources and assessments is aimed at ensuring learning activities are engaging and relevant and do not pose barriers to learning. The principal tutor has an ongoing understanding of learner achievement through the tracking of learner progression on a fortnightly basis. Individual learner profiles and stories are developed for each learner. These identify how learners' personalities, attitudes and behaviours are developing and provide some insights into short-term outcomes being achieved.

Staff are highly caring individuals who demonstrated to the evaluators an excellent understanding of their learners and a strong responsiveness to learners' diverse and challenging experiences and behaviours and the dynamics this brings to the classroom. Pastoral care is significant and tailored to the holistic needs of the individual. Relationships are developed with learners' families to engage them in learners' progress.

While programme topics and activities are engaging, and have encouraged participation in learning, the link between the marine and fishing content and related vocational pathway options is not strong. However, the development of relevant vocational pathway options and tasters, including from level 2, is well underway, although implementation has been affected by the sector's involvement in the TRoQ process.

The development of vocational pathway options is likely to encourage increased progression to further study, as has been seen with a number of learners having progressed to the level 3 hospitality pathway once that was developed. Destination outcomes are collected and currently show that approximately 30 per cent of learners progress to further study or employment, or return to school. Factors identified as having an impact on learner progression include learners requiring foundation-level experience and support, a lack of continued support with transport once they complete the Youth Guarantee programme, and no student allowance eligibility because of learners' age.

More powerful evidence of outcomes came from the stories that learners and graduates shared with the evaluators about the progress they had made and their aspirations. Interviews with a small number of government agency stakeholders also highlighted that the programme has made an important difference in enabling learners to develop aspirations. However, it was not evident that this information is collated to understand the full value of outcomes, nor that information is collated about learners' progress once they undertake further study and analysed for learnings to inform programme development.

Overall, this is an important programme which is making a clear difference in learners' lives. The strong support and level of engagement from staff is fundamental. Learners develop positive aspirations and see further study as a real option. This is an essential and highly valued outcome which could be better nurtured by the planned focus on improved pathway options. Self-assessment is currently limited in terms of understanding the full extent of the value of the programme for learners once they complete the programme.

2.5 Focus area: Te Timatanga – Certificate in Tertiary Studies

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

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

The Te Timatanga courses are highly relevant for the target group of learners – people who are returning to education or have a sense of failure from previous educational experiences. Youth Guarantee students are also integrated into the group. The programme is based on the Bay of Plenty Polytechnic values of manaakitanga, whanaungatanga and kotahitanga from the beginning and builds on the strengths of the learners throughout to build confidence, set expectations and develop a culture of sharing and success. Three whānau groups provide opportunities for individual support and tracking of achievement for each learner. Learner facilitators work with staff and students throughout the course to support learners in development skills and knowledge when additional help is required. Achievement of 91 per cent in 2012, dropped in 2013 to 75 per cent semester one in and 64 per cent in semester two. However, changes to delivery following full review of the 2013 programme have led to 83 per cent completions for semester one in 2014.

The learners interviewed highly value the educational experience and achievement of their personal goals as well as the supportive and respectful learning environment, which enables more capable learners to provide peer tutoring and all learners to feel comfortable with each other irrespective of the range of ages, abilities and goals. The strongly committed tutors are highly experienced and operate as a very effective teaching team using a range of integrated and shared teaching and learning strategies to guide learners to understand and respect cultural diversity, build relationships with others, and achieve a range of skills and knowledge to equip them for further study and employment. Self-assessment is embedded in the team teaching culture and changes are made regularly to support the needs of the learner group. To support pathways to other study or employment, programme leaders from other programmes within the institution are invited to provide information on their courses and their career journeys to match learner aspirations, and youth coaches from EmployNZ are in regular contact with students. More than half of the learners progressed to other programmes within the institution, with the remainder intending to go to other schools and employment, with 7 per cent destinations unknown. The progress of learners in their next programme of study is not yet formally tracked to understand the value of the learning from this programme. However, former students and programme leaders indicated that the Te Timatanga students were very well prepared for tertiary study.

The programme is well managed through a clear structure, regular meetings and feedback on achievement and performance. Staff are supported to engage in a range of professional development including study towards higher-level qualifications. Self-assessment is embedded across all aspects of the programme, leading to worthwhile improvements. Examples include the recognition that the two-week break between terms results in students losing momentum in their studies, and the break has now been reduced to one week with preparation on planning how to use the study break effectively. Following review of lower achievement in 2013, changes were made to learning materials, integrating assessments and merging Youth Guarantee learners into the wider group. The success of these changes is reflected in the improved completions for 2014.

2.6 Focus area: Hospitality cluster

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

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

This focus area includes Café Operations (Level 2), the Certificate in Hospitality (Professional Cookery) (Level 3), and the National Certificate in Hospitality (Cookery) (Level 4). Hospitality studies are part of the School of Business.

Bay of Plenty Polytechnic sustains a very good level of educational performance in these programmes, and this is supported by some improving completion rates from 2012 to 2013. For example, the level 4 cookery programme completion rate has increased from 70 per cent in 2012 to 100 per cent in 2013. The Café Operations

programme completion rate dropped back in 2013 to 74, from 87 per cent in 2012. The 2013 drop in results for Café Operations is explained by the make-up of the cohort which has a proportion of WINZ referrals and so a few are not as motivated to succeed as others. However, generally completions have been improving from a low of 58 per cent in 2010.

There are good pathways between the programmes for successful students and some of the graduates from level 2 matriculate to the professional cookery programmes at higher levels. Students gain excellent skills and through work experience components they often access employment opportunities. Students find a passion and a taste for working in the industry. The inclusion of London City & Guilds qualifications enables the students to gain internationally recognised qualifications. Recent data collected shows that 18 level three graduates subsequently enrolled in level four and 18 out of 22 graduates moved into employment.

The effectiveness of teaching and student support through these programmes is very strong, as indicated by the strong student achievement rates. Tutors are very experienced industry practitioners and are all trained as teachers through the Bay of Plenty Polytechnic Poutiriako programme. In addition, they are supported to gain the unit standard 4098 *Use standards to assess candidate performance*. Resources for the delivery of these programmes are comprehensive, of high quality, and reflect industry standards. Students are supported through Ako Awe integrated learner facilitators, and the tutors have found the mathematics learner facilitator very useful.

The Hospitality department management has a good focus on student achievement. The department is somewhat self-contained and has good access to facilities and resources.

While self-assessment is generally robust, improvements could be made in the areas of moderation, monitoring the effectiveness of student support, and the analysis of literacy and numeracy test data. It is not clear that there is a distinct process for incorporating industry feedback into programme development and improvement. Strengths in this area include good analysis and use of student feedback to improve programme delivery, good systematic collection of student achievement data, and very good staff engagement with the hospitality industry. Recent initiatives to locate graduates in industry has supplied valuable information regarding employment outcomes.

2.7 Focus area: Ako Awe

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

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

Ako Awe embodies key components of teaching and learning support well established in research as best practice. Student survey findings (2013) and interviews with learners and staff across the focus areas provided the evaluation team with good evidence that the philosophy of Ako Awe is being implemented in practice and that learners are accessing student support services without embarrassment and as a 'normalised' part of their learning. They value the support received. Student survey findings show very strong learner awareness of, access to, and satisfaction with Ako Awe services.

Ako Atea (the learning commons) staff identify that the welcoming environment of the shared learning space has facilitated increased usage of learning support services. This is confirmed by a comparison of the number of learner visits to the central learning space between April and June 2011 – 75,389 visits, and April and June 2014 – 144,529 visits. Anecdotally, staff also identify that the new learning space is attracting cohorts of learners who have not previously engaged in support services (e.g. learners at the foundation level).

Across the focus areas, students commented on the value of the support received, including that it has been essential to their subsequent academic success. Teaching staff identified that they have accessed support and said they value the contribution that this has made to their teaching practice. Both learners and teaching staff indicated strong satisfaction with the support they have received to access resources relevant to their programme. The evaluators heard that a number of initiatives have been implemented to support learner achievement (e.g. report writing, academic referencing and academic skills workshops).

Ako Awe staff have become integrated into the polytechnic's schools and programmes including through developing relationships with tutors, being a part of course field trips, attending group programme committee team meetings, accessing individual course assessment timetables to gauge when their support would be most needed, and having a key involvement in the classroom.

A survey with staff in 2013 showed that over half of respondents had accessed support from learner facilitators to help with students at risk of not completing, and 37 per cent to support students in class and with pastoral care, student retention and attendance. Around half had accessed support for their teaching from the mātauranga Māori facilitator. The survey did not ask about satisfaction with this support, how effective the learning support was, or whether it met staff or students' needs. This is a gap in information that could inform continuous improvement.

Management keeps a log of facilitators' activities as a guide to initiate one-to-one discussions about the work that they are engaged in and facilitators meet monthly to share their practices. While the evaluators understand that ongoing conversations are held with individual tutors, programmes and schools about the

work of Ako Awe, it was not evident that such feedback is being systematically collected, collated or analysed to understand not just satisfaction with the support being provided, but also the difference this is making.

Self-assessment tools and processes are well focused on understanding learners' access to, use of, and satisfaction with Ako Awe services. There is also a culture of continuous improvement, with the Ako Awe team focused on reviewing and responding to feedback and improvements that can facilitate access to Ako Awe resources (e.g. moving the equity office into Ako Awe to ensure visibility and accessibility, focusing on communications and marketing to improve visibility and awareness of roles). However, it is the view of the evaluation team that self-assessment needs to be further developed to better understand the impact that Ako Awe is having and the extent of the value being provided. Without the conversations the evaluators had across the focus areas, there was little collated information to evidence what specific programmes of support had been provided across the institution, the impact of this support and the difference that Ako Awe is making.

2.8 Focus area: Diploma in Tourism (Level 5)

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

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

For this programme learner pass rates are below organisational benchmarks. While retention has improved to 95 per cent from 80 per cent in 2012 and 2011, for all learner groups, the pass rates for 2013 are 64 per cent (2012 and 2011, 63 per cent), with Māori learners at 40 per cent and non-Māori at 77 per cent. There is no evidence of any analysis undertaken to identify the likely reasons for the trend in Māori course completions dropping from 78 per cent in 2010 to 40 per cent in 2013. Māori learners comprise 30 per cent of enrolments.

Through the inclusion of New Zealand Diploma in Business papers, the programme provides pathways for learners to further study within the School of Business Studies, to relevant degree studies at University of Waikato and to employment although there is limited evidence regarding both employment outcomes and local employment opportunities. There is also little evidence of purposeful tracking of graduates to inform programme improvement.

The inclusion of industry experience within the programme is valued by the employers interviewed by the evaluators, who commented on how well the students were prepared and 'able to work on the tasks allocated'. For example, the International Flight Attendant strand accesses resources from airports and another provider to ensure the students have real-world learning opportunities as well as to ensure that presentation and customer service match industry expectations. While the programme has been meeting the needs of learners with its multiple pathways and different strands, the TRoQ is having an impact on further development. Management and staff recognise that the new qualification provides an opportunity

to engage with tertiary partners and industry to 'give the programme a fresh overview including emphasis on sustainability and changing the way of delivery to meet regional needs such as the cruise ship industry'. Students indicated that there is a need for more robust information regarding the contents of the programme and the study, career and employment pathways.

Highly motivated and experienced staff with industry-relevant backgrounds as well as teaching qualifications provide a learning environment with a strong emphasis on sharing and giving – students share with students, tutors share with students and with colleagues and learn from previous graduates. These graduates are encouraged to return to the polytechnic to share experiences with current learners and staff. There is a real sense of living the values – reciprocity in action. A strong team support culture is well established among the tutors through sharing issues, student progress and achievement, and identifying opportunities for improvement. An example of this is a re-design of orientation to ensure that learner facilitators meet the students at the start of the programme to ensure they have an earlier awareness of the range of services available.

Students interviewed spoke highly of the support received from the tutors to ensure they achieved their qualification. Social media is being used to keep in touch with current and ex- learners, with information about possible employment and giving contacts for volunteering opportunities. Learner facilitators work collaboratively with tutors to ensure timely support. For example, the tutors share the assessment schedule and details with the learner facilitators so that support related to the assessments can be offered in a focused and timely way.

A recent change to the group leader for this programme indicated that there would be a priority focus on building industry relationships with a view to increasing the learning within the workplace. This is also strong support for staff development, ensuring that all staff have completed the Poutiriako module for tutors, completed peer observations and performance reviews as well as learner and programme evaluations.

The evaluation team noted that there was a lack of purposeful, data and evidence-based self-assessment around learner achievement and graduate destinations, particularly for priority learner groups.

Recommendations

NZQA recommends that Bay of Plenty Polytechnic:

- Build capability in the use and analysis of achievement data.
- Continue to build systematic engagement with employers and graduates to understand value and gather feedback for programme improvement purposes.
- Develop systems to better track and support learners who progress to study at levels 4 and above.
- Seek to understand how to better match the needs of learners studying at levels 4 and above, particularly Māori.
- Begin to analyse data to understand how well Pasifika are achieving across the different schools.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

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

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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