# Report of External Evaluation and Review

## Toi Ohomai Institute of Technology

Confident in educational performance

Confident in capability in self-assessment

Date of report: 10 August 2018

# Contents

MoE Number:      6025

NZQA Reference:    C28809

Date of EER visit:    15-18, 22-24 May 2018

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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

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| Name of TEO: | Toi Ohomai Institute of Technology |
| Type: | ITP (Institute of Technology and Polytechnic) |
| First registered: | 11 February 2016 |
| Location: | Windermere campus, 70 Windermere Drive, Poike, Tauranga |
| | Mokoia campus, Mokoia Drive, Tihiotonga, Rotorua |
| Delivery sites: | Refer: https://www.nzqa.govt.nz/providers/details.do?providerId=602548001 |
| Courses currently delivered: | Refer: https://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=602548001&delSiteInd=0 |
| Code of Practice[1] signatory: | Yes |
| Number of students: | Total students: 12,868 in 2017 |
| | Total EFTS (equivalent full-time students): 6,282 in 2017 |
| | Domestic: 11,190 students in 2017 |
| | Māori 46 per cent, Pasifika 6 per cent, under-25, 44 per cent |
| | International: 2017 – 1,678 students (16 per cent) |
| | Nationalities in 2017 included India 1,014 (60 per cent), |

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[1] Education (Pastoral Care of International Students) Code of Practice, 2016

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| | Philippines 251 (15 per cent), China 134 (8 per cent), Other 204 including Nepal, Korea, Sri Lanka and Japan (5 per cent). |
| Number of staff: | 834 full-time; 107 part-time |
| | Māori 21 per cent, Pasifika 1 per cent, Asian 4 per cent, Other 4 per cent, unknown 7 per cent |
| Scope of active accreditation: | Refer http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=602548001 |
| Distinctive characteristics: | Toi Ohomai Institute of Technology is a new ITP established in 2016 as a result of the disestablishment and subsequent merger of two ITPs – Bay of Plenty Polytechnic (BoPP) and Waiariki Institute of Technology (Waiariki).  It was considered that the merger offered the strongest and most sustainable way to deliver vocational and professional education to the wider Bay of Plenty and South Waikato region. |
| | In 2017, the majority of students studied in Tauranga (2,742 EFTS – 43.6 per cent) at Windermere and Bongard campuses; and Rotorua (2,349 EFTS – 37.4 per cent) at Mokoia and Waipa campuses, with smaller numbers at Whakatane (270 EFTS – 4.3 per cent), Taupō (192 EFTS – 3 per cent), Tokoroa (161 EFTS – 2.3 per cent).  In addition, Toi Ohomai delivers from a number of smaller delivery sites – marae and/or iwi trusts, community sites and schools across the Bay of Plenty. |
| | The majority of students are studying at levels 3 and 4 (40.6 per cent), with 25 per cent at levels 5 and 6, and 24 per cent at levels 7-9.  Most international students study at level 7 and above. |
| | There is a strong focus on responding to regional needs and building partnerships within the region, to include supporting iwi and hapū to achieve their educational outcomes, strengthening the Eastern Bay Trade Training Facility, and delivering quality programmes across multiple campuses tailored to the needs of the rohe. |
| | Broad and comprehensive programme portfolios with specialist areas from the legacy institutions[2] – BoPP in |

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[2] Legacy institutions - Bay of Plenty Polytechnic (BoPP) and Waiariki Institute of Technology (Waiariki)

horticulture (kiwifruit), marine and aquaculture, transport, logistics, diploma-level engineering and construction management (including architectural technology and quantity surveying), and applied law (conveyancing, immigration advisors and real estate); and Waiariki in forestry and wood processing, indigenised professional practice (nursing, early childhood education and social work), hospitality and tourism and postgraduate programmes.

Programmes are delivered across multiple campuses and delivery sites with centralised management across the two main campuses.

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| Recent significant changes: | Toi Ohomai has undertaken major organisational restructuring including a new Council and chief executive with the executive leadership team in place in late 2017. There have been multiple changes to staff numbers (130 staff left at the end of 2017) and roles during this period; some further staff changes are still happening as a result of a recent programme portfolio review. The merger projects have been completed and the regulatory framework was approved by Council in November 2017. The organisation is beginning to emerge as one entity with its own strategic intent and values, leaving the two legacy institutions in the past. |
| Previous quality assurance history: | This is the first external evaluation and review (EER) of the new entity.

Toi Ohomai has participated in 11 NZQA consistency reviews and all provided sufficient evidence to demonstrate that the graduates had matched the graduate profile outcomes in the real world.

National external moderation results for NZQA-managed standards were considered not satisfactory by NZQA. Of the 23 standards moderated for 2017, 10 were consistent with the national standard, six were not yet consistent, and seven were not consistent.

In 2017, NZQA conducted a review of three programmes: Graduate Diploma in Applied Management (Level 7), Diploma in Health and Rehabilitation (Level 7), and Postgraduate Diploma in Management (Level 8). As a result, Toi Ohomai was required to review its moderation process to address areas of identified weakness. This NZQA moderation and monitoring |

feedback has been included in the assessment and moderation improvement project.

In late 2017, NZQA reviewed the English Language Proficiency test (NZQA-approved for use by the legacy institution, Waiariki Institute of Technology) and this was considered to no longer meet the required standard. This proficiency test is no longer being used.

Degree monitors' reports are up-to-date for all relevant degree and postgraduate programmes.

Other:

Toi Ohomai is a member of Bay of Plenty Tertiary Education Partnership (alongside Te Whare Wānanga o Awanuiārangi in Whakatane and the University of Waikato) which aims to enhance tertiary education offerings to the wider Bay of Plenty and Waiariki region.

Toi Ohomai is a member of the Tertiary Accord of New Zealand (TANZ) and participates in the delivery of programmes through TANZ e-Campus.

The Bay of Connections Tertiary Intentions Strategy connects all tertiary providers in the region.

Through its programmes, Toi Ohomai has professional affiliations with a number of external groups including:

- The Nursing Council of New Zealand

- Institute of Professional Engineers New Zealand (IPENZ)

- Chartered Accountants Australia and New Zealand (CAANZ)

- Chartered Professional Accountant (CPA) Australia

# 2. Scope of external evaluation and review

The focus areas for this EER were chosen in consultation with Toi Ohomai management. They represent a range of programmes from certificates to postgraduate degrees, from different discipline areas and delivery locations, and include international and domestic students, including Māori and Pasifika.

The following focus areas were included in the EER:

**1   International students: support and wellbeing**

This is a mandatory area for all TEOs[3] with international students.  Toi Ohomai had 1,016 international EFTS in 2017 (1,288 in 2016), with 81 per cent at the Mokoia campus; and 657.4 EFTS in 2018 to date.  The majority of international students enrol in the postgraduate diploma, graduate diploma and diploma programmes in business and management, mentoring and professional leadership, adult education and culinary arts (at levels 4 and 5).

**2   New Zealand Diploma in Business (Level 5)**

This is a designated programme focus area included in all ITP EERs from 2018.  This newly approved programme began delivery in semester 1, 2018 and is delivered at Rotorua, Tauranga, Whakatane and Taupō.  Some students enrolled in the New Zealand Diploma in Business (Level 6) in semester 2, 2017, with the intention of transferring to the new programme in 2018.  The programme has both domestic and international students and is delivered as an applied, inquiry-based programme.

**3   New Zealand Certificate in Foundation Skills (Level 2), New Zealand Certificate in Study and Career Preparation (Level 3)**

These foundation-level qualifications are delivered to priority learner groups using a partnership approach in a number of delivery sites across the rohe.  Meeting the needs of both the students and the region is a key focus, and delivery strategies are adjusted to address these needs.

**4   New Zealand Certificate in Construction Trade Skills (Level 3)**

This programme is delivered at a range of delivery sites: Windermere, Mokoia, Tokoroa, Taupō, Whakatane and Opotiki.  There are strong links with industry, and delivery is focused on applied learning in a construction setting.  Māori and Pasifika Trade Training students are involved in this programme.

**5   New Zealand Certificate in Forest Harvesting Operations (Level 3) all strands**

This 20-week programme is delivered in Rotorua, Whakatane and Tokoroa with blended delivery including practical, theoretical (some online) and industry components.  Retaining students is a challenge for Toi Ohomai.  However, those who complete readily obtain work within the industry where there are skill shortages.

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[3] Tertiary education organisations

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### 6 Culinary Arts Programme – New Zealand Certificate in Cookery (Level 4) and New Zealand Diploma in Cookery (Advanced) (Level 5)

In 2017, this programme was delivered to meet the needs of students and industry at the Tauranga, Rotorua, Whakatane, Tokoroa and Taupō campuses. The programme is attractive to international and Māori students. Toi Ohomai has strong industry relationships and is recognised for the quality of its work-ready graduates. All groups of students achieve successful course and employment outcomes.

### 7 Bachelor of Creative Industries (Level 7)

This is a three-year degree with three majors (Fashion Design, Graphics Design, Visual Arts) and was first delivered at Windermere (Tauranga) in 2015, with all three years being introduced in that year. Toi Ohomai regards this as a high-performing programme with strong industry and community collaboration.

### 8 Postgraduate Applied Professional Studies – Master's, Postgraduate Diploma and Postgraduate Certificate

These interdisciplinary postgraduate qualifications are delivered from the Mokoia campus. The qualifications have endorsements in Mentoring and Leadership; Vulnerable Peoples; Infection Prevention and Control; and Adult Teaching. Delivery includes research and inquiry-based learning strategies with a very strong emphasis on application of practice. The postgraduate diploma in particular is attractive to international students, and the Infection Prevention and Control endorsements are well-suited to those currently in employment in the health sector.

### 9 Graduate Diploma in Applied Management

This one-year diploma programme has been redeveloped for 2018 delivery and is delivered from Mokoia for mostly international students. Student outcomes are strong, and there are more applied activities within the programme to support work settings. The curriculum is linked with the Bachelor of Applied Management from Tauranga, and the New Zealand Diploma in Business at levels 5 and 6.

# 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.*

The EER was conducted by a team of six evaluators over seven days at the Mokoia, Windermere, Bongard, Taupō, Whakatane campuses and the Kawerau delivery site.

Prior to the EER visit, the lead and a team evaluator met with the chief executive, executive leadership team, the associate director of academic development and the academic advisor quality enhancement to discuss the purpose of the EER and the scope and arrangements for the on-site enquiry.  A self-assessment summary was supplied in advance of that visit.  After the finalisation of the focus areas, relevant key documents were supplied to the evaluation team to support the on-site enquiry, including annual programme review reports, survey reports, student data, minutes and notes of meetings of key committees and self-assessment reports across a range of areas.

During the on-site visit, the evaluators held interviews with faculty leaders, group managers, programme managers, tutors, students, graduates and external stakeholders, mostly in Rotorua and Tauranga across the nine focus areas.  They also visited the Whakatane and Taupō campuses and the delivery site in Kawerau to interview staff and students in selected focus area programmes.

The evaluators met with the chair and two members of the Toi Ohomai Council, the chief executive, executive leadership team, leadership team, the academic board and its subcommittees, student support and other staff.

Documentation and further information provided electronically by Toi Ohomai was reviewed before, during and after the visit.  Some stakeholder telephone interviews were completed following the visit.

## *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process:* http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/.  *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 fraud[4]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

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[4] 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.

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- *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.*

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Toi Ohomai Institute of Technology.**

- Governance and management teams at Toi Ohomai are making good progress towards creating one institution with a strong purpose, vision and strategic intent to address the needs and aspirations of the rohe.  At all levels of the organisation there is a focus on partnership, innovation and prioritising student learning.

- Key merger projects are aligned to the implementation of the new entity to support single systems and processes to take Toi Ohomai into the future within a dispersed region.  Examples of these systems and processes are academic frameworks, human resources, finance, information technology and student support.  The restructuring of leadership and management to align with the strategic intent has been completed, and roles, responsibilities and accountabilities are in place to take the organisation forward.

- Student achievement at Toi Ohomai is good, with some programmes showing excellent outcomes, others showing favourable trends, while others are identifying ways to improve with some early indications of success.  There are gaps between Māori and non-Māori achievement in a number of programmes which needs to be addressed as a priority to improve outcomes for these learners. The recently formed strategic partnerships and Māori success directorate is in the early stages of strategy development and to determine what Māori success looks like across the organisation. These strategies need to be monitored to ensure effectiveness.  International student achievement is strong, and this student group recognises the value of studying at Toi Ohomai.

- Recently introduced single performance data systems – Te Ao Marama[5] and the student management system – are beginning to be used for analysis of academic performance.  While it is too early to see the full impact of these data and performance systems on self-assessment, there are early signs of engagement.

- Graduate outcomes are strong in many programmes.  Progression and pathways to higher-level study lead to strong employment outcomes and career pathways in most areas.  The collection of graduate outcome and destination data is variable across the organisation.  Plans are in place to

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[5] Te Ao Marama is a business intelligence tool which has been developed to give all staff access to key performance data at organisation, faculty and programme levels.

improve consistency and strengthen surveys to provide more relevant information on the value of graduate outcomes.

- Strong and purposeful industry and community engagement supports programmes and contributes to valued outcomes for students. The value and relevance of programmes is well-considered in programme development and review, and a range of strategies are used to engage with industry and business partners within the context of individual programmes. Seamless interactions with industry and professional partners alongside work-integrated learning environments is leading to work-ready graduates with realistic career aspirations. While there are good iwi, community and business networks within the region, strengthening these relationships at all levels of the organisation would enable Toi Ohomai to continue to expand partnerships that are of mutual benefit. There is also the opportunity to get better information from Toi Ohomai graduates on how well their programme and qualification has met their needs. Local advisory groups are in place for most programmes, and discussions are generally meaningful and useful for programme planning and industry alignments. There is recognition that community outcomes are also important to enhance the health and wellbeing of communities within the rohe.

- Committed and dedicated staff provide student-centred learning environments focused on collaboration and teamwork to enable the application of skills and positive learning opportunities. Innovative delivery approaches are building key skills and capabilities that align with relevant industry/workplace requirements. Students have access to a range of real-world opportunities which complement their study, including partnering with staff on research projects and exhibitions, supporting community events, industry projects, internships, cadetships, work placements, as well as contextually appropriate learning activities such as operating a café and running a business.

- Internal and external moderation is occurring regularly across the programme areas. A key improvement project to strengthen moderation practice has included staff development workshops on sharing good moderation practice, and organisational guidelines and templates to inform consistency and robust practice. Moderation champions within faculties and programmes work alongside quality advisors to promote good practice. Programme management is required to systematically review and monitor both internal and external moderation and monitoring outcomes. Areas for improvement are identified in annual programme self-assessment reports and the academic development team's thematic review with progress and outcomes reported to academic board. Systematic and robust monitoring of the effectiveness of these improvements is essential to ensure that assessment practice is meeting internal and external standards.

- The newly integrated student support services are gradually being embedded across the organisation, and students are beginning to understand where to access the support they need. There is room to strengthen the equitable

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provision of these support services for students in regional campuses and delivery sites. International student support and the self-review of the required outcomes of the Code of Practice are well-managed, and continued monitoring will be required to manage potential risks in this area. The academic development team provides integrated services to staff through advisors who are beginning to work alongside staff and programme teams to build capability in a range of areas including quality (self-assessment practice, moderation), teaching and learning and programme development.

- Significant change in structure, management and leadership and staff and student support services has had an impact on staff. There is good evidence of a strong staff commitment to ensure that students continue to study in an engaging learning environment with minimal impact from the changes. Staff are proactively finding solutions to issues where systems and processes are still being finalised at an organisational level. Open communication strategies across the organisation continue to be improved to ensure that staff are aware of organisational change and priorities. The staff engagement survey provides good feedback on the issues affecting staff as well as how well they are engaging with the organisation. Following analysis of the survey, plans and priorities are being identified at faculty level to meet staff needs and expectations.

- Council members are engaging well, have a good understanding of Toi Ohomai priorities, and are continuing to review and support educational achievement. The Council has an annual plan to engage and communicate with iwi and communities, businesses and industry; and it is clear that Council has a strong commitment to support the ongoing sustainability of the organisation.

- While the structures and strategies of Toi Ohomai are in place and progress is being made, there is still work to be done to implement and embed the single systems and processes to achieve consistency of practice across the organisation. The challenge is to ensure these are sufficiently robust to support a sustainable, culturally appropriate long-term future for Toi Ohomai, with strong and relevant outcomes for all students and stakeholders.

Toi Ohomai operates with integrity and commitment to the organisation's strategic direction and role in providing vocational education across a diverse region. There is good engagement with stakeholders to match needs and strengthen valued outcomes. Toi Ohomai has self-identified areas for attention and development and is working to strengthen its performance, particularly building academic capability among staff and to lift the achievement of Māori learners and create a bicultural organisation. With good evidence of planning, progress and evidence-based decision-making, NZQA is confident in the educational performance of Toi Ohomai.

# Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Toi Ohomai Institute of Technology.**

Toi Ohomai makes evidence-based decisions and works hard to ensure that key stakeholder views and perspectives and implementation project outcomes inform organisational progress. Key reasons for NZQA's confidence in Toi Ohomai's self-assessment capability include:

- Annual programme self-assessments are a key component of a comprehensive self-assessment framework with multiple levels of review, improvement plans and progress reports. A culture of evidence-informed self-assessment and continuous improvement is emerging through comprehensive review processes. Formal and informal feedback is used to review and analyse the quality of achievement and the value and relevance of the programmes to students and stakeholders.

- Targeted review reports are used to identify progress against key objectives. Examples of this include a status report on post-merger policy and processes and a report on six-month achievement against the goals and targets of the teaching and learning strategic framework. The outcomes of regular reviews of management performance, projects, programme self-assessment reports and support service self-assessment reports are being used to inform and strengthen evidence-based decisions.

- A range of data collection is used to inform review. This includes surveys of current staff and students, employers, courses and graduates, internal and external audits. In addition, ongoing qualitative feedback is collected from local advisory groups and industry and employer connections. Programmes are accessing useful achievement data and project outcome summaries. This feedback and evidence is used to inform portfolio and programme reviews.

- Non-academic areas also review their performance and reflect on areas for improvement. Most of these areas are newly formed. However, reflection and review are part of regular team meetings. The self-assessment reports from areas such as international, student services and academic development are evidence-based and focus on improvement.

Toi Ohomai is in the second year of a three-year implementation plan and programme of work. Many of the structural changes have led to newly formed groups of staff with changed roles and responsibilities. There has not yet been time to evaluate fully the effectiveness of the organisation's self-assessment processes. There is good evidence of a culture of self-assessment and continuous improvement emerging across the organisation, although engagement is uneven and programme areas are at different stages of both implementation and maturity. These issues are recognised by management, and the evaluation team is confident that the 2018 organisation-wide self-assessment reports will show improvements.

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# Findings[6]

## 1.1  How well do students achieve?

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

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

Overall achievement is good and reflects Toi Ohomai's commitment to supporting student achievement in all programmes (refer Appendix 1).

Student achievement is well-understood by programme tutors, which enables ongoing support where this is required.  Achievement data has been recorded through two different student management systems at the legacy institutions.  The introduction of one student management system at the beginning of 2018 will enable accurate, consistent and meaningful analysis to be undertaken to identify trends.  Key performance indicators are set so that programme managers are aware of required achievement levels.  Enhanced performance analysis will be available as greater understanding of the functionality of the recently introduced Te Ao Marama is developed.

The achievement challenges for Toi Ohomai are to address the persistent achievement gap between Māori and non-Māori of around 10 per cent.  This is mainly attributable to the significant difference in retention between Māori and non-Māori students.  Toi Ohomai is committed to raising its performance for Māori students through the strategies being developed within the directorate with responsibility for Māori success.  There is more work to be done to achieve parity for these priority learners.  International students perform well above organisational benchmarks.  Reporting on the academic and employment achievement of students is a clear expectation in the annual programme self-assessment report process, to ensure ongoing review.

Across the focus areas, students are gaining a range of professional, technical and work-ready skills at the standard required for employment and further study.  A range of important personal skills and capabilities are being achieved by students.  These include engaging positively in study, time management, independence, problem-solving, confidence, working collaboratively and other skills and capabilities relevant to the discipline context.

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

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

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

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

Students highly value the positive, responsive, industry-aligned learning environment which provides opportunities for students to achieve new skills and knowledge to produce work-ready graduates. There are multiple ways that industry/workplace partnerships are being integrated into the learning environment including guest lectures, cadetships, mentors, assessment panels, sponsorships, awards, volunteering and industry research. Where strong engagement occurs, there is a seamless pathway for students/graduates to gain employment, set up their own business, or follow their career aspirations with the range of skills and capabilities necessary for their chosen worthwhile career. Students commented that they achieve beyond their expectations and become motivated and enthusiastic about their achievements and career pathways.

Toi Ohomai has used a number of approaches to gather good information and obtain formal feedback from stakeholders to inform areas for improvement. Response rates are lower than expected, although analysis of the feedback shows positive trends:

- A graduate destination survey of 2016 graduates shows that 84 per cent of graduates were in employment in 2017, and 47 per cent said they were studying or intending to study.

- A 2017 survey of employers showed that 90 per cent of those surveyed were satisfied with the training provided by Toi Ohomai, and 88 per cent believe the qualifications offered are relevant, with 84 per cent stating that graduates were work-ready.

- From a student satisfaction survey conducted in 2016, 89 per cent of those responding felt that their study prepared them for employment and 94 per cent said they believed their study prepared them for further study. Key attributes developed included: working well with others (94 per cent); communicating well (96 per cent); improving confidence (93 per cent); and developing problem-solving skills (93 per cent).

- A number of ad hoc activities used to track 2017 graduate outcomes (prior to the scheduled 2018 graduate destination survey) shows that approximately 76.4 per cent of graduates were in employment and/or further study within three months of graduation. Notably, 11 of the 12 graduates of the Diploma in Forest Management are in employment linked to their industry.

- An alternative employer satisfaction survey in early 2018 – focusing on programmes from the faculty of hospitality and service industry – showed 77 per cent of employers were satisfied or very satisfied with the training experience,

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and 74 per cent of those having students on work experience were satisfied or very satisfied with those students.

Toi Ohomai has identified the need to improve and understand graduate destinations more consistently across all programmes. Plans are in place to improve the employer survey to increase the range of employers and the number of participants. The graduate destination survey is being reviewed to extend the survey to improve the capture of graduate destinations and the value and relevance of outcomes in the workplace. Current practice indicates variability in the collection of graduate data and a lack of consistency in approach where surveys are being completed. Consistency reviews conducted to date confirm the graduates have acquired the intended graduate profile outcomes.

The need to strengthen relationships with iwi/hapū, industry and community at an organisational level has been identified as a priority at both Council and leadership levels. Te Kāhui Mātauranga is being established to ensure engagement with Māori in the region is responsive and effective. The strategic partnerships and Māori success directorate's focus is intended to build on and enhance existing relationships from the legacy institutions and to seek further opportunities in this area. Some work has already been done at Council level, and stakeholders who met with the evaluators are looking forward to being involved in building further partnerships to support educational outcomes for all student groups. This work is closely aligned to Toi Ohomai's purpose: 'partnering with iwi, industry and communities to deliver innovative education', with a vision to have 'empowered people and their communities'.[7]

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

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

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

Toi Ohomai programmes were transferred from the legacy institutions in December 2016. A thorough programme portfolio analysis was undertaken as part of the restructuring process, resulting in a number of programmes being closed or taught out, and others identified for further development. Programmes are reviewed to ensure they maintain relevance to their stakeholders and communities as part of annual programme self-assessment. Local advisory committees and industry networks are engaged with programme leaders to ensure that current and future needs of industries and employers are obtained and used to inform programme review.

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[7] Toi Ohomai Institute of Technology Strategic Intent 2017 to 2020

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Programme design and delivery is informed by robust academic development practices, and staff have strong professional networks which inform industry relevance within the learning environment. Most programmes at diploma and certificate level have been reviewed nationally, replaced and are now being delivered under the New Zealand Qualifications Framework. Analysis of the recommendations from NZQA monitors' reports, combined with self-assessment report improvement plans, are captured in an organisational thematic review.

The required improvements and actions are monitored through the quality advisors who are part of the centralised academic development team. This newly formed, integrated team has advisors in quality, teaching and learning, Mātauranga Māori, programme development and review, digital learning strategies advice, and guidance to support academic staff to improve their professional practice. Advisors are allocated areas of responsibility and respond to individual requests to ensure that resources are used where most needed. There are early signs that partnerships are gradually being embedded across the faculties, including in regional campuses. This team is intended to be a crucial partner in supporting academic development, and there is evidence that this is developing.

Some programmes are beginning to include relevant Māori worldview approaches to content, context, teaching and learning to provide culturally inclusive learning environments. However, this is not yet consistent practice across the organisation. Leadership is aware of this gap and the Māori success directorate is in the early stages of leading improvement in this area.

Following variable external moderation outcomes in the legacy institutions, a project to enhance assessment and moderation has been activated to specify strategies required to improve practice. Organisational guidelines and templates are leading to consistency of practice across the campus, regional campuses and delivery sites. Moderation workshops have been held for all teaching staff and faculty moderation champions have been identified to enhanced practice across programmes in their area. While this is intended to improve moderation, it is too early to see any evidence of this. Formative assessment is used to provide feedback on progress, and summative assessment has been the focus of review in many programmes to ensure any over-assessment is addressed. There is good evidence in some areas of reduced assessment being more targeted to practical application of skills and knowledge to engage learners in assessment of quality outcomes.

Toi Ohomai 'gives priority to a student-centred approach to learning that supports enhancement and capability in strategic focus areas'[8] using an integrated whole-of-organisation approach to the design and delivery of programmes, strong relationships with industry and employers, coherent approach to managing work-

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[8] Toi Ohomai Institute of Technology Teaching and Learning Strategic Framework 2017-2020, p5

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integrated learning, and assisting students to gain employment during and after the completion of their studies.  Some programme areas are achieving this priority through different learning environments, contexts and delivery models being appropriately applied to relevant discipline areas.  These include:

- Scaffolded learning within a multi-year programme, carefully contextualised to build learner capability and confidence year-on-year through the skill levels of supported learning, group business activity, to individual business ownership achieving the competency and capabilities to match the graduate profile.

- Real-world activity where production starts with preparation and evaluation in an actual business setting.

- Cadetships and internships with key partner organisations where students work and study at the same time.

- Work teams are set up to complete a range of projects and tasks, all contributing to the final product which must meet industry standards.

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

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

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

Across Toi Ohomai, students receive considerable individual support from their tutors and other staff to ensure that the learning environment is open, inclusive and accessible to all students.

Comprehensive course information and expectations are provided to all students through the website, interviews prior to starting a course of study, via the online learning platform (Moodle), and in course booklets.  Orientation provides opportunities for student to meet others, find out about Toi Ohomai and its region, meet support staff, and understand the services provided.  The orientation for international student intakes includes specialist knowledge relating to the Code of Practice, and to the region.  Student engagement events and activities are well-attended, as are the student breakfasts provided on all campuses one day a week.

The newly formed centralised student support services team brings together services in student support, knowledge and information, and student administration.  The intent is to form a 'highly integrated model of support for the student, creating a streamlined and meaningful student experience'[9] which is expected to take 18 months.  The key difference with this new initiative is that the team works across the wider region, work which was previously specific to the main campuses.  A

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[9] Annual self-assessment report 2017: Support Team – Student Support, March 2018

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number of processes have been undertaken to unify the team, strengthen shared practice and knowledge within a student-centred, values-driven philosophy that encourages independence, skill development and removing barriers to learning. The annual self-assessment report outlines what needs to be done for the new strategy to be fully operational. While there are some early signs of this co-ordinated approach, there are a number of challenges around consistency of service and equity of access, particularly in the regional campuses and delivery sites. Workload issues make it difficult for advisors to provide sufficient time to make a meaningful difference for students, especially those with high learning needs (including literacy and numeracy). In these initial stages of implementation, it is too early to evaluate effectiveness.

Across the programme focus areas, there are many examples of highly effective tutor-student relationships. Programme tutors are providing individual support for students to discuss progress and provide feedback, respond to queries, discuss learning and assessment requirements, and encourage skill and capability development. There are several examples of class groups forming highly effective teams to work together on specific projects or topics. These include collaborative project teams in the Bachelor of Creative Industries, work teams in construction, culinary teams supporting the café in Taupō, and research teams in postgraduate Applied Professional Studies. Students highly value the quality and commitment of staff and, in a number of cases, the way that staff share access to their industry networks to enhance the opportunities for students to move into employment.

The student voice is obtained in a number of ways including surveys (first impressions, student experience, and student satisfaction) student voice feedback boxes, usage data, evaluation of orientation, and other informal feedback processes. The student satisfaction survey shows 91 per cent of students are satisfied with their programme and 90.9 per cent are satisfied with the teaching, although the response rate is low. The international student barometer shows that 93 per cent of international students are satisfied with their experience at Toi Ohomai. Student representatives actively represent the student voice in some programmes. However, it is unclear how this group is co-ordinated across the organisation. There is more work to be done to gather, understand and respond to the specific needs of Māori students.

Students and stakeholders value the quality of teaching at Toi Ohomai and, in many cases, attribute their success to the commitment and dedication of the staff. Key factors that engage students and lead to enjoyable learning and success are the positive learning environment, strong relationships between students and staff, the high level of industry-specific experience and work-integrated learning, and student-centred support in their learning.

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

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.**

Governance and management have an approved and clearly articulated core purpose and strategic intent for 2017-2020 to meet the needs of its rohe. Toi Ohomai is two years into a three-year cycle of implementation for the new organisation to build leadership capability and performance expectations. The new leadership structure is designed to ensure that elements of the strategic intent are aligned with relevant leadership roles and responsibilities. Following the finalisation of the executive leadership team in August 2017, a major restructuring of delivery and support teams and relevant leadership and management roles was undertaken to align with the leadership team's accountabilities. At the same time, there was wide consultation to establish a values framework which has recently been approved. Leadership has taken a measured approach to combining the two legacy institutions into one new organisation, with careful attention to engage staff with the comprehensive review process and the implementation of strategies to ensure effective use of resources.

Comprehensive, detailed planning has informed realistic timeframes for the various phases of implementation to ensure that priority areas have relevant resourcing and clearly understood roles and responsibilities. By the beginning of 2018 a number of key changes were in place: academic faculty structures finalised, support areas beginning to understand and implement the integrated service model across campuses and delivery sites, along with a new website, enhanced performance reporting through Te Ao Marama, a single student management system, and a single Moodle site. The effectiveness of these new systems is gradually being recognised. However, there is variability in how consistently these are being used across the organisation to inform review of performance.

Revised terms of reference have been finalised for the academic board and its subcommittees to ensure membership reflects the new structures and includes appropriate representation from across faculties. Much work has been done to integrate the policy and practices from the two legacy institutions into one coherent regulatory framework including academic statute, quality management system, academic regulations, codes of conduct, and procedures and guidelines which are beginning to be embedded across campuses and delivery sites to guide and manage academic quality and integrity. Reflective reports are used to review the performance of the academic board and its committees, resulting in plans for improvement where these are identified. There are early signs that the integrated support services provided by the academic development team are providing good guidance and advice to staff to strengthen self-assessment practice, programme development, teaching and learning strategies and quality areas. While there is a

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commitment to address the gap in Maori achievement, there is no evidence of deliberate staff development strategies around enhanced teaching and learning to support Māori learners.

Research across Toi Ohomai has been strengthened with the re-forming of the research committee with revised terms of reference and the recent setting up of a research office with a leader, six research co-ordinators and Kaupapa Māori research leader. Toi Ohomai will enter the PBRF[10] for the first time in 2018. Initial work is being done to develop research support approaches to meet the needs of experienced and emerging research-active staff. The strategic goals are unclear for Māori research and/or research involving Māori as part of the intent to be a bicultural organisation.

Toi Ohomai has conducted several significant reviews and audits in response to ensuring international students are supported to study within an inclusive, safe and relevant learning environment. The recently-approved international strategy provides an overarching focus on the future of international education at Toi Ohomai. This includes strategies to strengthen and expand relationships, extend opportunities, and support the new service model of delivery to increase responsiveness and strengthen collaboration between international support staff and faculty staff.

Resourcing teaching, learning and research has been a major challenge for the organisation, particularly relating to the number of campuses and delivery sites and reduced enrolments. Planning and monitoring has been a high priority for the Council and leadership to ensure the sustainability of the new entity. The campus development strategy identifies implementation priorities for 12-24 months and two to five years to address the key future resource requirements across the organisation. There is some unevenness of access to resources, particularly in the regional campuses and delivery sites. There is a need to ensure that the needs of the student and the context for learning are recognised in resource allocation processes. Flexible strategies and solutions are being found by staff to maximise the resources they have and minimise barriers to learning.

The people engagement and capability directorate has been heavily focused on managing staffing changes following the restructuring of the organisation and programme portfolio review. The first staff engagement survey was conducted in November 2017, providing benchmark data for this annual event. The analysis of outcomes is informing areas for improvement – the implementation of a consistent performance review process is a priority for the remainder of 2018 to build on work already started and to ensure that this becomes an embedded process recognising and valuing staff performance. Communication strategies are a high priority for the leadership to ensure that staff are fully informed. A range of strategies are in place including online newsletters; Q&A information; visits to delivery sites, regional

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[10] Performance Based Research Fund

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campuses and programme delivery areas; and being available and responsive to staff.

Council has a direction and strategy to provide a clear sense of purpose, effective governance culture, and good relationships with the leadership of Toi Ohomai.  The annual plan demonstrates that strategies are in place to engage with communities and develop partnerships.  This is evident through Council meetings alternating with stakeholder engagement meetings on a monthly basis.  Council has clear priorities to ensure that the organisation is financially sustainable, building meaningful partnerships, meeting regional needs, and prioritising student learning.  There are effective self-review strategies in place to measure the effectiveness of both the Council and individual Council member performance, as well as the performance of the chief executive.

Leadership has key themes for the transformation process – building leadership capability, using data platforms, developing organisational culture, continuous improvement and compliance – using a design approach focused on being bicultural, globally connected, enabling pathways and experiences and co-created solutions.  There is good evidence of this direction being in the early stages of effectiveness.  Strategic partnerships are supported by a clear intention to engage with industry through established networks and local advisory committees, a number of which have recently been reviewed or re-formed.  The strategic partnership and Māori success directorate has been operating for a short time and is still establishing its strategic priorities and planning for 2018 and beyond, which has created slower than expected implementation in this area.

Throughout the first two years of the new organisation, there have been many changes to reporting and monitoring processes.  Training workshops have been provided, learning shared within teams, and engagement encouraged within faculties and service areas.  There is an unevenness of uptake across the organisation, especially at regional campuses and delivery sites.  However, there is good evidence of staff beginning to connect with the new data systems to access and reflect on performance information.  Staff have worked tirelessly to ensure continuity of quality learning for students is maintained.  The 91 per cent student satisfaction is evidence that this has been achieved.

## 1.6  How effectively are important compliance accountabilities managed?

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.**

Toi Ohomai manages its compliance accountabilities and responsibilities effectively across the organisation.  Council and the leadership team have clearly articulated reporting processes to identify and manage risks and associated issues.  Internal

audit practices are used to undertake in-depth analysis of any specific areas of concern, with reports carefully analysed and improvement plans put in place.

Toi Ohomai engages positively in external audits through the TEC and NZQA, and where issues are identified these are investigated and resolved. As a new organisation, Toi Ohomai has had its programmes and training schemes approved by NZQA and has fully engaged with external moderation and consistency review requirements and programme audits. The assessment and moderation project has clearly identified strategies to address Toi Ohomai requirements, and the academic development centre is monitoring practice to ensure compliance. Delivery site approvals have been reviewed and are up-to-date. This demonstrates the quality and robustness of documentation and internal approval processes.

During the merger, literacy and numeracy testing was set at levels 1 and 2, with staff required to hold the relevant teaching qualification. The evaluation team found that this was not consistently understood and complied with across the organisation, particularly in the regional delivery areas.

Attendance monitoring is variable across programmes and sites. Staff have engaged in the new system or maintained manual systems from the legacy institution to enable identification of any gaps in student attendance while the improved student management system is taking time to be consistently used across the organisation.

An in-depth and comprehensive self-review of the Code of Practice was completed in September 2017. Toi Ohomai also commissioned an independent audit to review how well it managed its international agents. These reviews identified a range of issues, some requiring significant process improvement. These were addressed through detailed action plans with specific goals and clear timeframes. It was noted from an update in March 2018 that considerable progress has been made and continued monitoring is required to ensure that potential risks are well-mitigated. A compliance check of a random sample of international student files indicated student management system records met Immigration New Zealand and NZQA requirements. Management responsibility and accountability for compliance with the Code of Practice needs strengthening to ensure that responsibility, accountability and lines of communication are clear across the organisation.

Programme learning hours have been monitored through an internal audit in 2017 and a TEC audit in February 2018. Discrepancies found in the internal audit were addressed prior to the TEC audit which indicated Toi Ohomai's compliance. Relevant NZQA approvals were obtained to ensure compliance. Across the focus areas, there was variable understanding of how self-directed learning time was being used by students to engage in activities relevant to their study.

Other compliance areas are well-managed, including:

- The risk register, issues register, contracts register, complaints records and monitoring, sub-contracting arrangements with external provider; detailed

recording and monitoring along with reporting requirements give Council and management clear indications of areas for improvement.

- Health and safety where there are risks for students, such as forestry and construction; comprehensive planning, training, reviews and priorities are used to manage these risk areas.

- Reviews of delivery sites including building warrants of fitness; extensive checks/audits are completed at regular intervals to ensure standards are maintained to support learning and teaching.  This has resulted in a number of closures and a reduced level of risk to the organisation.  In February 2018, a campus development strategy was finalised for implementation over the next 12-24 months and two to five years.

Overall, there is good evidence that Toi Ohomai has effective compliance management processes with risk frameworks, the regulatory framework, roles and responsibilities clearly defined and actively being implemented and integrated into the operations of the new organisation.

# Focus Areas

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

## 2.1 Focus area: International Student Support and Wellbeing

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

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

International students are generally well-satisfied with their study experience at Toi Ohomai. International students predominantly enrol at the Mokoia campus, mostly in programmes at level 7 and above. Ninety-three per cent of international students expressed overall satisfaction in the ISB[11] 2017 report, comparing favourably with the benchmark for participating national polytechnics of 89 per cent. Similarly, 94 per cent of the student experience survey 2017 respondents agreed or strongly agreed that their studying experience had met their expectations[12], exceeding the organisational target (90 per cent). The 2017 course and qualification completions exceed the institutional targets (see Appendix 1).

Analysis of achievement results currently takes place at programme level, but there is no overarching self-assessment of achievement for international students at organisational level. Sound moderation in the focus area programmes that have high international student enrolment, supported by a range of practices to ensure authenticity of student work, gives overall confidence in the achievement results. Graduates of the level 7 focus area programmes were often not gaining work placements and employment in areas related to their qualifications. This gap was reflected in a weaker rating of 65 per cent being satisfied with their work experience (ISB survey) and 22 per cent disagreeing that 'their study made connections with industry' (Student Experience Survey).

Reviews being planned for 2018 include an analysis of the ISB survey and an employer survey, and undertaking a graduate destination survey. It was noted that an overarching approach to monitoring, self-assessing and reporting on international education outcomes is still in development.

Toi Ohomai has given concerted attention to consolidating international education, including managing associated risks and developing future directions. Marketing, enrolment processes and attendance monitoring have been mostly merged. An in-depth and comprehensive review of the Code of Practice, undertaken in mid-2017,

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[11] International Student Barometer. Thirty-two per cent of the 2017 international students participated in the survey.

[12] Twenty-three per cent of the 2017 international students participated in the survey.

identified a wide range of gaps that have been systematically addressed. Key targets and milestones have subsequently been met, giving increased confidence that these processes are now compliant.

Alongside this review, an independent consultancy audited the management of agents, recruiting practices and related matters. The report identified significant concerns, which has led to more rigorous monitoring of agents, a major decrease in the number of agents (particularly offshore), revised agent contracts and a revised code of conduct. One important consequence is the visa approval rate has significantly risen and exceeded targets set by NZQA and Immigration New Zealand since early 2016.[13] It is imperative that these quality improvements be maintained.

The review of the Code of Practice also identified areas where processes were performing well, including orientation and student support services; these areas rated highly in the previously noted student feedback surveys. Evidence of clear monitoring of the effectiveness of the services being delivered, and how well the needs of international students are being met across the organisation, will give continued confidence that international students are valued and supported at Toi Ohomai.

## 2.2 Focus area: New Zealand Diploma in Business (Level 5)

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

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

This new level 5 qualification was introduced in semester one, 2018 and, while courses are yet to be completed, early course assessment achievement rates are 88 per cent overall; with 74 per cent for Māori, and 100 per cent for international students. This is a noticeable improvement when compared with level 5 course completion rates from the previous New Zealand Diploma in Business (Level 6) in 2017. The persistent gap between Māori and non-Māori achievement rates in the level 6 New Zealand Diploma in Business for the past four years is still evident despite efforts to address this.

Actions from self-assessment activity include an increase in the use of te reo and Māori protocols, and a review of the context for case studies to include Māori trusts to promote a more culturally inclusive learning environment. Completion rates for 2017 are validated by recent positive external moderation results, together with systematic internal processes used to identify, address and minimise any plagiarism. While completion rates and value of outcomes of the new qualification are yet to be determined, the programme structure facilitates clear pathways to the

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[13] Visa approval rate: 41 per cent for January to August 2016, up to 77 per cent for January to April 2018.

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new level 6 New Zealand Diploma in Business and related business degrees.  In addition, the level 5 accounting strand enables graduates to gain CAANZ Accounting Technician membership once they have completed the required workplace components.  While there are limitations on the range of information captured from business graduate destination surveys, Toi Ohomai has identified areas for improvement.  These include analysing destination data across campuses, establishing an alumni, and having a greater understanding of how graduates perform in employment.

There is effective, ongoing engagement with a broad range of industry stakeholders to ensure the programme continues to meet their needs.  Relationships through industry connections and the local advisory committee have provided students with a range of work-related opportunities such as cadetships, part-time work and voluntary work, which also create related employment pathways.  Regular staff meetings occur at both faculty and group level to review delivery and assessment practices and identify areas for improvement.  Recent actions initiated for the level 5 qualification include more practical and enquiry-based pedagogical approaches with an emphasis on group projects, together with an increase in assignments and practical assessments.  This individual work incorporates related interpersonal and transferable skills to prepare graduates for employment.  Individual engagement, together with attendance and achievement progress monitoring, are key factors in providing related support and advice when needed, both by teachers and support staff.

Structural changes to merge the two legacy institutions into one entity have been embraced within the business faculty and good progress is being made, particularly across campuses to support collaboration and consistency of outcomes.  Relevant processes were used for transitioning students into the new level 5 qualification, which aligned with the related recognition of academic credit policy.

Management and staff are aware of their compliance responsibilities, and any proposed changes to programme content, delivery and assessments are discussed at staff meetings, particularly any changes that may require NZQA approval.  Attendance monitoring is undertaken by staff, and international students are informed of their responsibilities to maintain their study visas.  The management team is responsive to any related changes needed.  For example, due to increasing employment in the region, the faculty is now considering introducing block courses to enable students to balance their study and work commitments.

While there is a four-stage process for gathering student feedback, it is unclear how this is collated and analysed by the management team to identify trends, and how any related actions taken are subsequently monitored to identify the known impact and benefits of related outcomes.  The annual programme self-assessment report and improvement plan demonstrates robust, collaborative reflective practice with clear signs of continuous improvement from year to year.  Increased focus on student feedback outcomes and performance of the new qualifications will

strengthen understanding of performance as well as identifying trends, and how any related actions taken are subsequently monitored.

## 2.3  Focus area: New Zealand Certificate in Foundation Skills (Level 2), New Zealand Certificate in Study and Career Preparation (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.**

The New Zealand Certificate in Foundation Skills (Level 2) is a half-year, 60-credit course that leads to the New Zealand Certificate in Study and Career Preparation (Level 3).  Both programmes are designed to build student confidence, skills and knowledge to engage in further study and/or employment in a vocational pathway.

Students and graduates valued the programmes and the skills they gained including:

- Soft skills relevant to the workplace including communication, confidence and initiative
- Personal growth including improved self-esteem, attitudes and behaviours
- Skills for further study including literacy and numeracy, academic writing, computing and study skills.

Students felt that the programmes raised their desire to continue with further study, with examples of some students completing the New Zealand Certificate in Study and Career Preparation (Level 4) and then enrolling on a bachelor's programme. These are positive and valuable outcomes for students who have not engaged in formal study for some time.  Destination data is kept for most students but there was little evidence of this data being used to formally engage graduates in discussions to inform programme improvements.  Such discussions were more likely to occur informally.

Course success rates were at least 72 per cent in 2017 (refer Appendix 1), which was slightly under the organisational target of 76 per cent.[14]  Variability in course success rates across regional campuses and delivery sites including Papamoa, Kawerau, Tokoroa, Taupō and Whakatane is well-understood.  Changes made to programme design, content and assessment materials have already resulted in improved student outcomes.  Consideration should be given to developing a wider range of indicators to demonstrate the progress and successes achieved by students as a result of the programme.

Student success is attributable to a range of factors including the dedication, skill and agility of the teaching staff to adjust their practice and delivery to meet the

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[14] Māori course completion target for SAC (Student Achievement Component) funded level 3+

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different learning styles and experiences of every new cohort of students. Tutors create safe and inclusive learning environments that allow students to develop at their own pace. A strong ethic of care is demonstrated by the extra effort of tutors to ensure students succeed, including providing transport to class, additional tuition, kai and other pastoral support as needed. Literacy and numeracy testing is a requirement for level 2, but there was no convincing evidence that all level 2 students are assessed and the results analysed in a timely fashion. This is an area that requires improvement.

The programme design enables students to identify and value their own skills, knowledge and relationships as well as connect and interact with others. These important foundation skills set students up well to work with and support each other. Community stakeholders value the programmes being offered in local communities to reduce the time and cost of travel for young students and students with young families. Work is underway to engage with industry, employers and community leaders in regional areas expecting employment growth to ensure there is capability in local communities to provide meaningful employment.

While the programme management team are new to their current positions, there is a growing culture of self-reflection and continuous improvement across all sites and across both programmes. The regional campuses and delivery sites are regularly visited by programme leaders to ensure consistent delivery and to build communication across the various teams. Staff across all sites meet regularly to discuss progress and share practice.

Internal moderation informs assessment design and teaching practice. Programme resources are adequate. Some sites (for example Kawerau) need to assess the extent to which current resources are sufficiently meeting the needs of the tutors and students. Students from the regions also visit the workshops in Tauranga and Rotorua to use equipment.

Management has reporting mechanisms in place to ensure they have the information needed to effectively manage and self-assess performance. Self-assessment reviews, result committee meetings and team meetings provide opportunities for reflective discussions leading to areas for improvement. All staff have completed the Certificate of Adult Teaching irrespective of their tenure. Management supports innovation and change where it leads to better student outcomes. To date there have been no formal performance reviews or observations of teaching staff to improve practice. This is occurring informally until such time as the organisation embeds a new performance management framework.

Compliance with programme approvals – particularly in more remote delivery areas – was managed through regular team meetings and site visits. There was no systematic approach to knowing whether self-directed time was being used by students to engage in activities relevant to their study. This is a gap that needs immediate consideration.

## 2.4 Focus area: New Zealand Certificate in Construction Trade Skills (Level 3)

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

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

The strategic purpose of this programme is to provide the graduates with a pre-trade level of knowledge, skills and workplace attitudes to work in the construction industry. This core objective has been achieved for the employers and graduates. The programme provides a clear pathway for many students to learn, gain a relevant qualification and move into work, generally within the rohe. Both employers and graduates value the work placements providing structured opportunity to experience working in the industry. The businesses owners stated that employing graduates considerably lessened the risks of employing individuals without experience and reduced the cost of upskilling untrained staff.

Most of the graduates have gained work and a few gained apprenticeships; destination information could be more clearly tracked and analysed across the six campuses. The graduates use their newly acquired carpentry capability in the workplace as well as at home and in the community. These are valuable outcomes for the 2017 graduates, students and employers and wider community. The value is enhanced as 80 per cent of the students are Māori or Pasifika and 70 per cent are under 25 years of age. Over 70 per cent of the 2017 enrolling students completed the course, which is a strong result for the student cohort, who often have high and complex pastoral needs.

The students gain relevant skills and knowledge in health and safety and building terminology, the use of hand tools, and trade mathematics. They also learn how to communicate, work in a team and understand key industry expectations, as well as strengthening their personal confidence. The tutors, supported by other staff, are familiar with the many personal challenges the students face and provide considerable pastoral care, enabling most students to stay involved and complete their studies. This care can be a meal – often provided to students who have not eaten. The smaller campuses are more stretched in meeting student needs, in some cases having limited human and physical resources despite efforts by management to ensure consistency of delivery.

Assessment and moderation practices are sound, and the teachers are appropriately qualified and experienced and involved in professional development. Attendance and programme hours are monitored. There is a clear focus on health and safety compliance which is highly relevant for this context.

There is good evidence of sound reflective practice being used to support quality improvements. Most notably, feedback from staff and students after the first year of delivery confirmed there had been over-assessment at times and some assessment was not directly related to practical applied learning. In 2018 the number of assessments has been halved and assessment directly integrated with hands-on learning. These new assessments have been pre-moderated. Applied

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learning is a high priority. All campuses now have a key project involving the students building a house.

The learning environment replicates the real world through the use of toolbox[15] meetings to start the day, end-of-day meetings, and students working in small groups to complete tasks to achieve the daily goals. Assessment is often based around creating an e-portfolio using photographs to illustrate learning achieved. The management and tutors have a generally good understanding of achievement and outcomes and the students know their current academic progress. There is limited formal gathering of feedback from graduates and employers. There is also a low response rate to the surveys which are not analysed at class level, making the information less relevant for the tutors.

## 2.5 Focus area: New Zealand Certificate in Forest Harvesting Operations (Level 3) all strands

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

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

There has been a noticeable increase in course achievement rates in 2017, although these still remain below target, and there is still a gap in course achievements between Māori at 70.5 per cent and non-Māori at 78.65 per cent. There is strong engagement with iwi, whānau and industry stakeholders to work collegially to maximise course achievements and the value of outcomes for students. Graduates acquire relevant skills and knowledge to work in the forestry and related industries. This was evident from the high employment rates achieved for graduates and from recent results of the NZQA consistency review, which showed sufficient evidence to demonstrate the required threshold for graduate outcomes had been met.

Effective systems are used to ensure tutors and programme managers have regular contact with forestry industry networks to ensure their needs are met. As a lot of forestry land within the regions is owned by iwi, strong relationships have been developed to meet their needs which is reflected by most students and tutors being Māori. The recent introduction of machine simulators for practical training, based on Scandinavian operation models, has been designed to meet current and future needs of the forestry industry, although there are restrictions on how accessible these simulators are in some delivery locations. Effective moderation processes are used, including external moderation completed in collaboration with NorthTec and Eastern Institute of Technology.[16] Consistency of delivery and

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[15] Toolbox meetings are held in a number of trade areas to plan the day's work and check safety requirements (first on-site activity in the morning), and again at the end of the day to review what has been completed and discuss any issues including health and safety.

[16] Eastern Institute of Technology (EIT) is in Hawkes Bay.

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assessment practices across sites are also monitored by the programme manager through on-site visits.

There are comprehensive processes used to provide related support for students on a one-to-one basis throughout the programme. For example, some students who enrol have a background of emotional/behavioural impairments and/or a chronic disease which often results in disengagement. Tutors and staff have a strong caring and supportive commitment to providing one-to-one support in such cases, together with related whānau and community engagement, with referrals to specialist counselling when needed. However, while literacy and numeracy tests are not a requirement for this programme, the removal of this testing has had an impact on access to learning support. There is a need to increase strategies to support students identified as struggling with literacy and numeracy.

There is regular engagement between management and tutors to discuss student achievement and survey feedback to identify strengths and areas for improvement. However, there are limitations in the current self-assessment practices, particularly in how data is gathered and used to identify any themes, and the subsequent understanding of the known impact of changes made. There is a clear commitment by management to ensuring it responds effectively to any improvements identified to maintain innovative delivery practices, content and resources.

The recent introduction of machine simulators and equity of access for the students is limited because these are not available at all delivery sites. Some students from regional campuses are required to do extensive travelling to gain experience on the simulators, which staff and students identified as a problem. Given the small enrolment numbers in some locations, this may have an impact on future demand. Processes are used for understanding whether these locations are meeting their compliance accountabilities, especially workplace health and safety, although some processes remain unclear, particularly those used to be sure the programme is being delivered as approved.

## 2.6  Focus area: Culinary Arts Programme – New Zealand Certificate in Cookery (Level 4), and New Zealand Diploma in Cookery (Advanced) (Level 5)

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

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

Achievement in 2017 was good, with overall course completions at 82.5 per cent for level 4 and 80 per cent for level 5 which meet the Toi Ohomai target of 80 per cent. There has been a decline in achievement over the past year which is attributed to staff improving their assessment practice and ensuring closer adherence to assessment regulations. There is a gap between Māori and non-Māori achievement, and tutors were unaware of these differences or the rates of achievement overall. Programme staff have strong industry experience and

engage with the sector through industry events, collegial relationships and, for the higher-level students, work experience.  Graduates are sought after in industry and gain relevant employment.  Employers commented favourably on the quality of the graduates and their work-ready attitudes and skills.

Modified delivery strategies include integrated assessments.  Teaching staff use the support of their quality advisor to ensure assessments meet the required academic standard.  In Taupō, innovative changes are being piloted in the level 4 certificate, with delivery occurring in a café environment during the week.  Programme staff said this has improved student attendance and increased engagement this year, along with initial indications of students developing increased capability and speed much earlier in the programme.

Internal moderation is occurring across all campuses.  Feedback from a recent NZQA consistency review had been reflected on and responded to by management, with every course now being moderated each year to ensure consistency of practice.  Moderation is completed in teams with the team leader position changing over time.  This provides an opportunity to build capability across the team and ensure consistency.  Relationships are forming between the campuses and delivery sites with the purpose of building collegiality, capability and consistency.  A professional development week occurred at the beginning of 2018 for all faculty staff with workshops topics including sharing best practice, fostering success, Vulnerable Children's Act, use of anti-plagiarism software (Turnitin), embedded employability, and sustainability.

Well-qualified staff at both programme and faculty levels demonstrate passion and capability in their roles and a strong commitment to the students.  Robust and caring pastoral support is highly valued by the students who acknowledged that it ensured their successful outcomes.  Taupō students have high, complex needs, which are being addressed by the tutorial and campus staff and the regional engagement learning facilitator.  There is limited access to additional Toi Ohomai support, and financial constraints are having an impact on staff, who employ innovative approaches to meeting student needs, including community sponsorship and diversification of income.

The programmes are well-managed and faculty management have a clear vision for research, industry and school connections, and consistency of delivery, which was echoed by programme staff.  The implementation of a student progression framework to provide a systematic response to attendance, attitude, course work and academic issues, is viewed positively by programme staff.  Students are more aware of expectations, resulting in reduced interventions being required.  Self-assessment and review processes are being implemented by faculty management to strengthen analysis of achievement data and student outcomes at programme level to inform areas for improvement.

## 2.7  Focus area: Bachelor of Creative Industries (Level 7)

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

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

Overall course completions are consistently high and above the Toi Ohomai benchmarks. Students moving from full-time to part-time has had some impact on qualification completions. Strong achievement outcomes are attributed to the high level of support provided – students are nurtured through the levels and build strong working relationships with the teaching staff.

Graduates highly value the skills and capabilities gained from studying at Toi Ohomai. There is a strong emphasis on thinking creatively, working in teams, good presentation skills and being able to work independently to produce confident graduates who are resilient, future focused and able to set up their own businesses. The partnership with industry is well-integrated into the learning environment with industry experts involved in teaching and collaborative projects to ensure that the realities of the workplace are well-understood by the students and graduates. Industry experts view the programme as highly important in contributing to providing and strengthening the talent base for arts and culture within the region.

The design and delivery of the programme is intended to create an inclusive, innovative, student-centred learning environment to build and strengthen skill and capability levels from support in year one through to independence in year three. Interdisciplinary teams lead the collaborative project element which adds value to the community in year one, making money from a business idea in year two and owning a business in year three. Critical reflection and formative assessment are key learning and teaching strategies to build confidence, resilience and independence. A recent workshop explored ways to embed a Māori worldview across all courses to build on initial improvements where te reo is being included within documentation and mihi whakatau at the beginning of each term. Further actions are planned to improve cultural competency and support for staff. Robust assessment practices include co-assessing, peer critique, and a 'dragons' den' which includes industry experts and employers.

Responsive and targeted support processes are provided by well-qualified and highly experienced staff who respond effectively to the needs of their students. The open-door policy for communication with tutors is highly valued by the students, as is the access to industry experiences and networks throughout their study. Monitoring of attendance is a key support mechanism which has recently been strengthened and is having a positive effect on increasing attendance, support and success.

Strong programme leadership ensures that annual programme self-assessment reports are collaboratively written and improvement plans are robust and well-monitored to ensure improvements are effective. Data and other evidence is used widely to inform progress and achievement, monitor attendance, and enable analysis of outcomes. Programme management strongly supports the programme and the impact and benefits of the new organisation. Staff are encouraged to

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develop systems and processes and share responsibilities for implementation and monitoring.  There is a strong culture of collaboration, reflective practice and open communication among the highly qualified staff.  Opportunities are being taken to engage with Mokoia staff to discuss the integration of the two creative degrees into a new degree, share knowledge and skills through workshops on specialist equipment, and to build strong relationships to support the new development.

## 2.8  Focus area: Postgraduate Applied Professional Studies – Master's, Postgraduate Diploma and Postgraduate Certificate

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

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

Course completions are very strong – in the 90 per cent range in each of the last two years and showing improvement year on year.  This performance is well above the institutional target of 80 per cent.  Māori achievement has improved from below the institutional target in 2016 (59 per cent) to well above in 2017 (100 per cent).  Students commented on the value of strong personal growth and development as a result of their study, particularly their capability in reflective practice, collaborative group activities, learning strategies and highly relevant work skills and capabilities.  Previous performance is evaluated and used to inform future practice and improvement in the programme.

A renewed local advisory committee has recently commenced and offers strong commitment to inform the programme's continued success.  Employers are very supportive of having a postgraduate provider within the region, and they appreciated the value of a flexible programme enabling part-time study alongside work commitments, adding value to their current roles and career progression.  Graduate destination evaluation systems are in place with further development planned to better understand the graduate outcomes and relevance of the qualification to the various workplaces.

Programme leadership is fully aware of a disconnect between endorsements regarding the applied professional focus of the programme.  In the leadership and mentoring and adult education endorsements, staff and students are working to resolve the issue of finding international students an appropriate practice environment in which to embed their learning to meet the 'applied' nature of the programme.  Some solutions have been found in voluntary placements and there is ongoing work being done to find further relevant work opportunities.  In the Infection Prevention and Control and Vulnerable Peoples endorsements, highly satisfied students are in relevant employment and study outcomes enhance their work roles.  There is a desire to increase Māori participation across the programme.  However, there is not yet a clear strategy in place for this to be achieved.  Strategies are in place to increase delivery across the region using flexible delivery.

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The programme removes barriers to access by being very responsive to delivering in flexible modes to support those in work and provide a student-centred learning experience. There are highly effective practices to ensure authenticity of assessment, particularly for international students. Formative assessment strategies, research supervision and individualised learning are strengths across all aspects of the programme, particularly research.

The programme is supported by highly qualified, dedicated teaching and management staff who engage in robust, positive conversations about their professional practice, research and improvements to ensure the programme maintains currency and academic rigour. Student feedback is ongoing and staff engage in a range of support strategies to ensure students are well-supported to achieve well. Monitors' reports, annual self-assessment reports, research outputs, and informal feedback mechanisms are used to develop, monitor and evaluate improvements. Data systems are developing and are used purposefully to monitor and inform improvement opportunities.

There is strong and respected leadership within the faculty, group and programme, with clear roles and responsibilities and staff feeling empowered. Strong performance review practices include teaching observations, self-reviews, student feedback as well as research outputs and participation in professional development. In the new structure, dedicated research support has been allocated to the faculty and this is highly valued by teaching staff.


## 2.9 Focus area: Graduate Diploma in Applied Management

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

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

The Graduate Diploma in Applied Management is a full-year, 120-credit programme designed to enhance strategic thinking and application of management theories and principles. Students can specialise in a subject area. The diploma was redeveloped in 2017 and offered in its current form in 2018. The majority of students are international students located at the Mokoia Campus.

Course success rates for students are consistently high (refer Appendix 1), underpinned by robust systems and processes for ensuring academic integrity (including digital applications such as Turnitin, embedding verbal presentations of student work into assessments to enable the tutor to question students on the work done, in-class assessments to ensure authenticity of student work, and internal pre- and post-moderation of all course assessments and sample assessments). Achievement is also regularly monitored by tutors and management through fortnightly team meetings and checking results in the student management system during the programme. Results are also reviewed at the end of semester as part of the results committee process. A reciprocal external moderation arrangement is in place with Southern Institute of Technology.

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Graduate outcomes for the programme are formally gathered and analysed through the organisational graduate survey, although response rates are low. Plans are in place at a faculty level to improve understanding of valued outcomes (in particular where graduates are employed and in what roles) from employers and graduates through an alumni; a formal register of destination data; a survey of graduates; and employer feedback through industry-based projects and the local advisory committee (set up in 2018).

The current diploma programme is in its first year of delivery following a stakeholder engagement process as part of programme review and development. The revised programme has not attracted domestic students as intended which questions the extent to which the programme meets the needs of this stakeholder group. This is a matter management is aware of and is intending to address by introducing a trimester system, introducing more online content, and potentially adding evening/weekend tutorials in the new year.

Learning environments are well-planned and structured to accommodate both small and large groups of students. Students confirmed good access to library and learning support – especially online resources – which supported their level of study. The introduction of industry-based projects in the project management strand and the applied research project as a core course has provided students with the opportunity for applied work. The industry projects in particular provide the opportunity for students to project-manage a solution to a business problem with real employers. The tutor facilitates the linking of students with employers locally, nationally and internationally. There are early indications from students that these projects are highly valuable when applying their learning through real-work situations.

Students feel well-supported by tutors and the international support team and have access to the resources they need to achieve their learning goals. Attendance is captured consistently across classes using a range of methods and documented in the student management system. Any attendance issues are identified, promptly addressed by the tutor and elevated to management as needed. Automatic system alerts or notifications in the student management system, not yet available, would enable management to be consistently notified of student absences.

Course outlines provided in hard and digital copies at the beginning of each class clearly outline when assignments are due, the weighting of assessment, and assessment policies especially in relation to plagiarism. Students are happy with the course content and felt that the course was setting them up well for working in New Zealand, especially those involved in industry project work and research projects. While not based in the workplace, these activities provided opportunities for learners to apply the knowledge and skills gained from their course in practical and relevant ways.

Management has reporting mechanisms in place to ensure they have the information needed to effectively manage and self-assess performance. Faculty team days, self-assessment reviews, faculty and team meetings provide

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opportunities for teams to bond across multiple sites and subject areas and to engage in reflective discussions that lead to areas for improvement. New organisational systems are being embedded across the faculty, including the student management system and research committee process, which is presenting challenges for some tutors but is well-managed.

Relationships with industry and community are being facilitated through the two local advisory committees. Existing legacy relationships are still being nurtured, including a longstanding relationship with Westpac. This involved sponsoring and now mentoring Westpac Business Excellence applicants as a contribution to the wider business community.

The programme has good systems in place to ensure relevant legislation, rules and regulations are complied with as they relate to moderation, assessment and programme approval. There are areas that can be improved including more systematic monitoring of international student achievement and attendance, as well as keeping note of faculty staff and tutors who have attended the Code of Practice training offered by the international student support team.

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# Recommendations

NZQA recommends that Toi Ohomai Institute of Technology:

- Continue to work on implementing a more robust and consistent approach to collecting graduate destination data and graduate capabilities to strengthen analysis and understanding of value and relevance.

- Accelerate the development of Māori success indicators and build capability to support improved student achievement for these priority learners.

- Review student support services provided to the regional campuses and delivery sites to identify and mitigate barriers to accessing support.

- Continue to strengthen capability in the use of single data systems to support evidence-based analysis of performance and reduce variability in practice.

- Ensure strategies to improve assessment and moderation are consistently implemented and monitored for effectiveness to meet the required internal and external standard.

- Develop a systematic approach to evaluate whether time is being used by students to engage in learning activities relevant to their study.

# Appendix 1

## Focus area achievement data

**Table 1. Toi Ohomai achievement data 2016-2017**

| Student group | 2016 | | 2017* | |
| --- | --- | --- | --- | --- |
| | Course completion rate | Qualification completion rate | Course completion rate | Qualification completion rate |
| Domestic | 80% | 72% | 80% | 67% |
| Māori (SAC) | 75% | 66% | 74% | 64% |
| Pasifika (SAC) | 75% | 63% | 73% | 55% |
| Under-25 (SAC) | 80% | 69% | 80% | 65% |
| International | 96% | 90% | 95% | 89% |

Source: Toi Ohomai Annual Report 2017

**Table 2. Course and qualification completion rates – international students 2016-2017**
(Percentage of total students)

| Year | Course completions (institutional target) | Qualification completions (institutional target) |
| --- | --- | --- |
| 2016 | 95 (85) | 93 (85) |
| 2017 | 93 (80) | 114[17] (80) |

Source: Toi Ohomai data

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[17] This result reflects a programme with large numbers being taught out but having no new enrolments.

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**Table 3. Course and qualification completion rates – New Zealand Diploma in Business (Level 6)[18]**

| NC5121 New Zealand Diploma in Business (Level 6) Summary information | 2016 | 2017 |
|---|---|---|
| Student numbers | 499 | 465 |
| Total EFTS (all enrolments in programme) | 305.7650 | 299.4766 |
| % Course success (all students) EFTS basis | 82.82% | 80.26% |
| Māori course success | 76.76% | 72.38% |
| Pasifika course success | 69.47% | 58.82% |
| International course success | 86.36% | 72.57% |
| Under-25 course success | 69.8% | 80.72% |
| Number of qualifications awarded | 82 | 56 |
| Course success rate (EPI SAC funded) | - | 80% |
| Qualification completion rate (EPI SAC funded) | - | 72% |

Source: Toi Ohomai data

**Table 4. Course participation and success rates for foundation programmes in 2017**

| Programme | Year | Efts | Number of students (Māori) | Course success rate | Māori student success |
|---|---|---|---|---|---|
| New Zealand Certificate in Foundation Skills (Level 2) | 2017 | 161 | 322 (228) | 73% | 72% |
| New Zealand Certificate in Study and Career Preparation (Level 3) | 2017 | 112 | 231 (145) | 73% | 74% |

Source: Toi Ohomai data

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[18] No separate data is available for level 5 courses.

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**Table 5. Course participation and success rates for New Zealand Certificate in Construction Trade Skills (Level 3) (Carpentry strand) 2017 (first year of delivery)**

| New Zealand Certificate in Construction Trade Skills (Level 3) | 2017 |
|---|---|
| Student numbers (Māori, Pasifika) | 136 (92, 16) |
| Total EFTS (all enrolments in programme) | 128.39 |
| % Course success (all students) EFTS basis | 73% |
| Māori course success | 70% |
| Pasifika course success | 75% |
| International course success | n/a |
| Under-25 course success | 70% |
| Number of qualifications awarded | 80 |
| Course success rate (EPI SAC funded) | 72.51% |
| Qualification completion rate (EPI SAC funded) | 65.99% |

Source: Toi Ohomai data

**Table 6. Course participation and success rates for New Zealand Certificate in Forest Harvesting Operations (Level 3)[19]**

| | 2016 | 2017 |
|---|---|---|
| Student numbers | 130 | 100 |
| Total EFTS (all enrolments in programme) | 88.5196 | 58.9624 |
| % Course success (all students) EFTS basis | 63.57 | 72.39 |
| Māori course success | 61.98 | 70.22 |
| Pasifika course success | 46.15 | 33.33 |
| Under-25 course success | 64.93 | 67.52 |
| Number of qualifications awarded | 59 | 63 |
| Course success rate (EPI SAC funded) | 63.57 | 72.39 |
| Qualification completion rate (EPI SAC funded) | 62.30 | 90.60 |

Source: Toi Ohomai data

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[19] The New Zealand Certificate in Forest Harvesting Operations (Level 3) was created during the Targeted Review of Qualifications (TRoQ) and delivery was begun with partial delivery in late 2016.  The qualification code began as WR3110 and was changed to NZ2326 to meet NZQA regulations.  Statistics for both qualification codes have been joined.

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**Table 7. Course participation and success rates for the Culinary Arts programme**

| Programme | 2017 | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Student count | % Dom | % Intl | % U25 | % Māori | % Pasifika | Course success | Qual cmpltn |
| WR3088 Culinary Arts (Level 4) | 207 | 66 | 34 | 48 | 58 | 6.5 | 82.6 | 100.3 |
| WR3089 Culinary Arts (Level 5) | 133 | 28 | 72 | 53 | 59 | 10 | 80.2 | 88.2 |
| | 2016 | | | | | | | |
| WR3088 Culinary Arts (Level 4) | 231 | 53 | 47 | 50 | 56 | 6.6 | 86.8 | 74.3 |
| WR3089 Culinary Arts (Level 5) | 120 | 48 | 52 | 44 | 59 | 10 | 91 | 74 |

Source: Toi Ohomai data

**Table 8. Bachelor of Creative Studies achievement**

| | 2016 | 2017 |
| --- | --- | --- |
| Student numbers | 129 | 115 |
| Total EFTS (all enrolments in programme) | 126.5 | 108.75 |
| Course success – all students | 93.48% | 90.57% |
| Māori course success | 90.53% | 82.55% |
| Non-Māori course success | 94.78% | 95.12% |
| Pasifika course success | 100% | 100% |
| Under-25 course success | 90.55% | 90.11% |
| International course success | 100% | 100% |
| Qualifications awarded | 41 | 26 |
| Qualification completion rate (EPI SAC funded) | 95.63% | 71.07% |

Source: Toi Ohomai data

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**Table 9. Postgraduate Applied Professional Studies achievement**

**Course success**

| 2016 | All (EFTS) | Māori (EFTS) | Pasifika (EFTS) | Intnl (EFTS) |
|---|---|---|---|---|
| PGCERT | 79% (5.4) | 60% (0.6) | nil | 100% (0.5) |
| PGDIP | 98 (38.3) | 80% (0.6) | 100% (0.6) | 100% (36.4) |
| Master's | 61% (4.8) | 43% (0.9) | nil | 38% (1) |
| Total | 92% (48.4 | 59% (2.1) | 100% (0.6) | 98% (37.9) |

| 2017 | | | | |
|---|---|---|---|---|
| PGCERT | 98% (7.3) | 100% (1.1) | 100% (0.3) | 100% (2.3) |
| PGDIP | 98% (51.1) | 100% (0.5) | 100% (0.5) | 98% (49.6) |
| Master's | 100% (3.9) | 100% (0.8) | nil | 100% (2.1) |
| Total | 98% (62.3) | 100% (2.4) | 100% (0.8) | 98% (54.3) |

**Qualification achievement**

| 2016 | All (student count) | Māori (student count) | Pasifika (student count) | Intnl (student count) |
|---|---|---|---|---|
| PGCERT | 27% (3) | 0 (1) | Nil | 100% (1) |
| PGDIP | 78% (30) | Nil | Nil | 81% (28) |
| Master's | 33% (1) | Nil | Nil | Nil |
| Total | 111% (59) | 0 (1) | Nil | 79% (29) |
| 2017 | | | | |
| PGCERT | 48% (5) | Nil | Nil | 100% (1) |
| PGDIP | 125.82 (53) | Nil | 0 (1) | 121% (49) |
| Master's | 39% | | | 71% |
| Total | 111% | | | 118% |

Source: Toi Ohomai data

**Table 10. Course participation and success rates for Graduate Diploma in Applied Management (2016-2018)**

| Year | EFTS | Number of students | Course success rate | International student success |
|---|---|---|---|---|
| 2016 | 83.5 | 134 | 99.25% | 99.7% |
| 2017 | 69 | 131 | 99.73% | 99% |
| 2018 (students completing retiring qualification) | 24 | 68 | 71% | 71% |
| 2018 (new qualification) | 37 | 50 | No results as yet | |

Source: Toi Ohomai data

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# Appendix 2

## 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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