Targeted Evaluation Report

Te Pūkenga – New Zealand Institute of Skills and Technology trading as Southern Institute of Technology (SIT)

Date of report: 11 January 2023

Targeted evaluation of SIT

Institutes of Technology and Polytechnics (ITPs) became subsidiaries of Te Pūkenga - New Zealand Institute of Skills and Technology as part of the Reform of Vocational Education.

NZQA carries out targeted evaluations of Te Pūkenga subsidiaries whose external evaluation and reviews (EER) became due during the transition to the new organisation.

The targeted evaluations focus on areas of educational performance that will be important for both the subsidiary and Te Pūkenga in the new operating environment.

The limited scope of the targeted evaluation means that it will not result in organisational statements of confidence. Therefore, no EER category status will be assigned.

About SIT

Southern Institute of Technology (SIT) has six physical campuses located in Invercargill, Gore, Telford, Queenstown, Christchurch and Auckland. SIT2LRN's[1] flexible mixed mode delivery faculty is based in Invercargill. The physical campuses and SIT2LRN deliver vocational education to just under 10,000 learners in 2022 (source: SIT).

Region:	Southland/Murihiku
International Code signatory:	Yes
Number of students (2021):	4,768 equivalent full-time students (13 per cent Māori, 10 per cent Asian, 4 per cent Pasifika). In 2021, 879 students declared a disability at the time of enrolment.
	International: 707 full-time students
Number of staff:	335 full-time and 84 part-time equivalents at the time of the evaluation visit.
TEO profile:	[Southern Institute of Technology](#)
Last EER outcome:	At the previous external evaluation (2018) NZQA was Confident in SIT's educational performance, and Confident in their capability in self-assessment.
Scope of evaluation:	This targeted evaluation considered three focus areas:
	1. Learner support – how effectively the subsidiary ITP supports and guides learners
	2. Learning assessment design and practice to assure education quality – how effectively the subsidiary ITP manages its programmes and quality assurance for the benefit of learners and other stakeholders
	3. Areas of strength: Community Engagement

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[1] SIT2LRN comprises a mix of face-to-face, online and recorded classes.

The evaluators sampled programmes in Study and Career Preparation; Environmental Management; Sport, Recreation and Exercise; and Nursing. Programmes ranged from level 3 to level 7, which in total enrolled over 500 equivalent full-time students in 2022. This sample included some programmes delivered wholly online through SIT2LRN.

MoE number: 6015

NZQA reference: C51592

Dates of targeted evaluation: 6-13 September 2022

Summary of results

This targeted evaluation of SIT found:

- compelling evidence and endorsement that community engagement is a SIT strength. This was drawn from a wide range of relevant and important community stakeholders. This was also apparent and well documented by SIT across the activities sampled in programmes.

- clear alignment with the Te Pūkenga Charter, and obvious attention to Te Pūkenga priorities. For example, more than 80 SIT staff are or have been involved with the current sector change process, on working, steering and unification groups.

- active industry advisory committees which add value to the ITP's programmes, enabling continued alignment with the needs of the diverse sectors served across all SIT campuses and locations.

- staff spoke knowledgeably and confidently about their leadership responsibilities, programmes of study, teaching, student support and stakeholder relationship activities.

- solid evidence of faculty and school alignment with SIT expectations as expressed through policy, procedure, the academic structure, actively engaged committees and staff performance appraisal processes.

- ongoing, centrally co-ordinated and well-resourced professional development. Notably, specific topics for this have been identified as of high importance, and so regular updates on these topics is a requirement.

- that programme alignment to needs is evident; there is suitable academic preparation for progressing to employment or higher-level study; and there are active pathways to higher-level programmes.

- student support is well structured, and refinements and improvements are being made towards the expected wide range of needs, from programme selection guidance to culturally specific support, study skills, wellbeing and so on. The traceability of review and change decisions to later improvements, or evidential confirmation of meeting the stated intent of the key policies for learner support, were not so clear.

- the majority of assignment tasks within the evaluation samples would meet the requirements of the learning outcomes, and in turn meet the requirements of the graduate profile outcomes from NZQA's perspective. SIT has a thorough development and quality assurance process in place to ensure all aspects of the assessment requirements are met. There is still a need for improvement in relation to consistently meeting NZQA requirements (see Appendix 3).

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Focus areas

Focus area 1: How effectively are learners supported?

Findings and supporting evidence

> *Me mahi tahi tātou, mo te oranga o te katoa*
>
> *We must work together for the wellbeing of all*

Student services at SIT operate under the shared understanding of the whakatauki (proverb) quoted above. SIT summarises its services as follows: 'Students are supported by just under 27 full-time equivalent staff covering a range of support roles across the campuses as well as having free, 24 hour, 7 days a week access to Studiosity (an online academic support service), and the Puāwaitanga online counselling service'.[2]

In addition, academic staff also provide ongoing and well-focused educational support to students during their programme. Where students have challenges, a range of measures such as peer support, learning contracts and 1:1 tutoring is available. These are designed with the student and are used to set goals and provide appropriate support. Students have access to a wide and relevant range of guidance, learning assistance and personal support.

SIT has increased the resourcing for support since the last EER. Recently there has been a refocusing on culturally responsive support, particularly for Māori and Pasifika ākonga (learners). SIT's Te Pae Tawhiti[3] self-review, subsequent appointment of a general manager Māori Development, and the increase of proportion of the Pasifika student liaison role to full-time, have been recent notable and positive actions touching on learner support (see also Focus Area: Community Engagement). There are recent changes including new locations for and approaches to outreach and support for ākonga. The impacts of these actions for learner success are too early to judge.

In 2021, Covid-19 restrictions provided challenges for all students, including those with a disability, to access the usual in-person support from staff. As in-person support was not always feasible, other methods of support and engagement such as phone and email were used. SIT staff were focused, creative and flexible in offering continuity of support to all learners during the pandemic. As an example, the introduction of loan laptops, initiated during Covid-19 lockdowns, for any ākonga facing hardship or difficulty to support their

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[2] Student support services offered by SIT include: health clinic, counselling services, social workers, student liaison for SIT2LRN, learning assistance, employment liaison, student assistive learning, social sport and recreation, targeted Youth Guarantee support, library support, Māori student support, Pasifika student support, international student support, accommodation services, and spiritual support (source: SIT). Exact services available may vary from site to site.

[3] Te Pae Tawhiti refers to the Te Pūkenga Tiriti o Waitangi excellence framework.

learning. This service remains in place and is well utilised. To date, the library has lent devices to 992 ākonga. SIT was one of only two tertiary education organisations (TEOs) that succeeded in graduating their student nurses on schedule, with high success rates, during the peak pandemic-disrupted period, which reflects well on staff support to these learners.

As mentioned under Focus Area 3 Community Engagement, the evaluators were provided with multiple examples showing how students' activities and their programmes are involving them with their local communities. In the case of Māori and Pasifika ākonga, there is often a strong element of creating a culturally responsive and inclusive environment to establish and foster supportive social and academic support networks (whakawhanaungatanga). Another example of this is the Colombian Independence Day festivities organised by SIT's Colombian staff and students, which brought together Colombians living in Southland: current and former students and their families, Red Cross refugee resettlement programme staff, other locals and SIT staff. An LGBTQIA group has also been formed and a location for conversation and gatherings on campus. There is also ongoing professional development for staff, some of which touches on support for neuro-diverse learners and mental health.

Despite the positive findings described above, there are limitations in the evidence of consistent deployment and availability of some aspects of student support at SIT. Some were identified through means such as SIT programme review or external quality assurance monitoring, and some by the evaluation team. These were of sufficient frequency and concern to merit mention here. For example:

- the nursing degree monitoring report (2021) found that in 2021 'students and staff identified issues with student wellbeing services offered by SIT, including wait times to access counselling services. It is recommended student wellbeing services be strengthened to ensure they meet the needs of the student group in a timely manner'.

- survey results show notable variability in student satisfaction ratings for the nurse, counsellor and some other services across surveys at Telford campus.[4]

- it was unclear to the evaluation team what support is provided to students to create or join networks of the type and quality suggested by the Code of Practice. There was some student feedback suggesting that changes made to support Māori ākonga, with cultural awareness in teaching and assessment, had yet to be socialised across all programmes.

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[4] SIT ascribes this to variations in sample size between surveys.

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SIT survey data shows generally high satisfaction of students with the support on offer, and NZQA interviews with students supported this to a large extent. But the evidence of effectiveness, and equitable deployment across sites and evidence that almost all needs are matched is not compelling. This is due to self-assessment limitations and a lack of means for sharing data and current trends across teams and schools. Some SIT teaching staff agreed that they may not know if their students contacted central student support after their enrolment and induction. The current two student management systems apparently have limitations on sharing real-time information on such aspects of the student journey. Teaching staff often cited 'student privacy' and the 'Privacy Act' as key operating concerns, which is of course important. However, anonymised data could be used by SIT to protect privacy where this is a concern.

Some specific key sources of information are currently used to monitor and measure teaching and learning as well as support effectiveness at SIT: student surveys; academic committees, in particular schools' boards of studies and programme advisory committees; and graduate outcomes data (from targeted surveys as well as those contributing to NZQA consistency review activities). These surveys are suitably designed, and data analysis is good. Findings and any related action plans are monitored closely. There are opportunities for more use of the student voice derived from sources other than surveys (which have some limitations in reaching into or illuminating all areas). These might include more input from student representatives, ad hoc student focus group meetings and ākonga hui.

Induction and on-boarding in the SIT2LRN programmes sampled was variable, according to some students. They would also like an earlier focus on academic guidance, such as APA referencing, in the level 4 environmental programme. The students interviewed by NZQA said they did not access support, but the reasons for this were unclear. The learning management system has a central location where students can be put in contact with the full range of SIT services. The evaluators heard of updating SIT2LRN systems to better support the early identification of students who are not progressing in their learning as sequenced through the programme. More broadly, learning contracts are used to support students who are not progressing in their learning as expected. Staff do their best to frame these positively with students – they are re-designed with the student to ensure students get the support they need, including from central support services. There was sound evidence that this is useful for many students.

SIT provided evidence of undertaking self-review against the Code of Practice, including using NZQA's toolkit. A clear plan to close gaps identified by this self-review is being developed in consultation with Te Pūkenga and its business divisions to ensure consistency across regions. The SIT board was proactive in the engagement of an independent internal auditor to review a variety of areas

as part of good business practice, and to give the board some assurance for those particular areas.

Areas for further development or consideration

There is an absence of an 'overarching' student support or success strategy against which goals or targets could be monitored and measured. Currently, monitoring and review is input and output focused, with limited traceability of impact or effect of changes. Monthly reports from student support services staff include evidence of student uptake in all services. They include narrative description for management information. The student services manager also reports verbally on student services matters at the weekly management team meetings.

At the programme, faculty and organisational levels, it is not yet apparent that the intent and impact of SIT's policy statement around support is known or determined – if so, it was not clear how well. SIT contend that Annual Programme Evaluative Reviews capture this impact. But examples sampled by the evaluators varied in both the detail, and the evaluative quality in the related sections of those reviews. This is a finding pertaining to self-assessment rather than service performance or educational achievement. It does, of course, have a direct bearing on being able to identify a traceable and verifiable self-assessment of performance between:

- provision of student support services and the impacts or outcomes of each of those services

- understanding the adequacy and equity of the support

- continuously aligning the model of support to needs

- feedback to programme/school/faculty on impact.

Evidence around adequate resource allocation, timeliness and effectiveness of the wide range of services being supplied across cohorts and intakes is currently partial.

There have been advances and new approaches to the analysis and use of achievement data (as recommended by NZQA at the previous EER), not least in the provision and timely supply of centralised data to schools for annual programme review purposes. It is not evident that SIT's overarching policies or emphases or goals (such as achieving parity of achievement for all learner groups) are or can be reliably evaluated or reviewed as to how well they are being achieved based on the data being used, and the processes for monitoring and review currently in place. Data gathering and analysis is not yet used effectively in this focus area. SIT is aware of the need to develop further in this area and has been in discussion with other institutes.

Context for these findings includes the RoVE[5] and changes of senior staff, including at the levels of chief executive and student support leadership. The SIT Vision 2016-2020 document does speak to 'pastoral and academic support', stating that SIT would '[provide] a full range of support to all students [including] providing targeted support including literacy and numeracy to students on level 2, 3 and 4 programmes, as well as Māori, Pasifika and Under 25-year (sic) students'. This has to some extent been fulfilled, and NZQA concedes that the formation of Te Pūkenga would have realistically impacted or even halted SIT's strategic planning in this area. The document referenced earlier (Student Support Services Business Case to Support Increasing Staff Resources – progress update, September 2022) shows that SIT has been aware of certain limitations and has been in a process of scoping the necessary changes and investments.

Focus area 2: How effectively is learning assessed?

Findings and supporting evidence

A variety of teaching methods and assessment tools are used to ensure SIT tutors and SIT2LRN facilitators engage well with learners and are assessing validly and reliably against the learning outcomes in programmes. The evaluators found that assessment practice is dynamic, subject to review (including planned pre- and post-moderation cycles), and there are generally well-documented annual programme review processes.

Some programmes sampled (the Bachelor of Environmental Management for instance) found staff working towards implementing more practical and applied modes of assessments to meet the needs of their increasingly diverse learner cohort, and their aspiration for 'hands-on' skill development. Others (such as the Bachelor of Nursing programme) have previously partnered with other ITPs, such as Whitireia Polytechnic, for external moderation processes, have been part of pan-ITP moderation processes for the past three years, and are participants in enhanced quality assurance practices. Facilitators and tutors clearly bring a wide range of professional experience to the planning, teaching and marking process. Although there was some variability in the student feedback gained through NZQA's interviews, most often assessment is occurring with ongoing attention to aligning learning activities, assessment tasks and the desired and intended programme outcomes.

SIT academic quality assurance processes have well-refined and regular touchpoints with all phases of the programme development and teaching and learning practice cycles. Academic staff, programme managers, each school's board of studies and a soundly functioning academic committee collectively provide multiple, critical lenses on student learning and assessment at SIT. A suitably staffed academic support unit (ASU) offers guidance and support to

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[5] Reform of Vocational Education

staff throughout the academic year, as well as quality assurance measures. The academic operations unit (AOU) is responsible for critical quality assurance measures such as audit, focused or special interest reviews, and cyclical policy reviews. That said, some limitations to the ITP-wide effectiveness in regard to assessment are discussed below.

Quality management system policies for internal and external moderation are well documented and reviewed every three years. Generally speaking, the quality management policies and procedures for assessment and academic integrity are sufficiently explicit. However, there appear to be some limitations in the assessment processes in the Sport and Exercise certificate programme area, as identified in their external moderation reports. Following the moderation process, pre-assessment moderation was undertaken and approved by Skills Active. In the sample programmes for SIT2LRN, the evaluators found an absence of teacher observation (or equivalent) of SIT2LRN facilitators. While the SIT2LRN facilitators interviewed were not involved with programme advisory committees, they were involved in the annual programme review. The evaluators acknowledge that many or some of the facilitators interviewed are contractors and engaged by SIT part-time. More positively perhaps, the faculty head's informative staff newsletters and annual professional development weeks provided compelling evidence of directly engaging and professionally developing these staff. This includes information and input around assessment.

Health and environmental pathways programmes at levels 3 and 4 (both pathways to a degree) showed good evidence of 'step-up' in educational challenge. According to these students interviewed, they build knowledge and skills in a well-sequenced manner appropriate to their learning needs. Environmental and, in particular, the nursing programmes sampled showed good connectivity to real-world tasks and the roles expected of graduates. A strong example here were the students already employed in relevant roles with district councils studying on the SIT2LRN environmental management programme[6] as part of their ongoing professional development. They attested to the programme relevance and the currency of the facilitators. This was also supported by stakeholders from the Sport and Exercise strand who endorsed that graduates are well prepared for the world of work.

Student viewpoints and satisfaction with programmes and their assessments is actively sought and used. For example, evidence was provided showing the SIT2LRN faculty collaborating with the academic operations unit using data gathered from graduate surveys (2013-20). This information was used to measure the impacts of better communicating course objectives and content and so improving programme relevance for both Māori and Pasifika ākonga.

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[6] New Zealand Certificate in Study and Career Preparation (Level 4) (Environmental Management)

Baseline survey results have been mixed, with ratings for programme relevance between 49 and 78 per cent for Māori graduates and between 33 and 70 per cent for Pasifika graduates. Communication skills development was between 62 and 84 per cent for Māori graduates and 62 and 100 per cent for Pasifika graduates. From 2013 to 2020, the percentage of Māori learners who agreed with the 12 survey statements increased anywhere from 3 per cent to 32 per cent across the statements. For Pasifika learners, the most notable improvement was the much higher perceived relevance of SIT2LRN study to their current job, and the contribution it has made to safer working practices. More broadly, a range and variety of regular, well-designed and thoroughly analysed surveys are used to gather feedback from ākonga, including graduates, which is then incorporated into programme monitoring and review.[7]

Feedback from learners is captured and reviewed annually via the 'How Did We Do' survey tool. Some students said they would like to hear more about how survey findings lead to improvements. Student feedback on assessment shows that in each dimension the satisfaction rating has increased since 2017.[8]

	2017	2018	2019	2020	2021
Assessment requirements were clear and received in advance	85%	89%	87%	91%	91%
Assessment arrangements and marking have been fair	89%	92%	90%	92%	94%
Feedback on assessments has been received within promised time frame	84%	89%	87%	90%	92%
Feedback on my work has helped me clarify things I did not understand	83%	89%	86%	90%	93%

Performance by SIT at consistency review shows an improvement in their performance. In the 2020-21 period of 15 reviews, SIT was found sufficient in 13, without the need to provide further evidence. For the remaining two, the rating changed from 'not sufficient' to 'sufficient' following the submission of further evidence.

SIT requests all academic staff to provide quality feedback on all student evidence presented for assessments. This was well evidenced in most assessment materials provided for review. Providing quality feedback is incorporated into the teacher professional development sessions at SIT.

The assessment practice exercise led by SIT's academic operations section is a significant and timely piece of self-assessment and has delivered clear, and mostly positive findings. But there are clear areas of improvement needed. This involved a collaborative process with Ara Institute of Canterbury, which had

[7] Response rates (2018-21) for the main student satisfaction survey were 54 per cent, 58 per cent, 40 per cent, 55 per cent respectively (with the 40 per cent dip occurring during the lockdown period). Response rates for the graduate outcomes survey were 46 per cent, 54 per cent, 46 per cent and 51 per cent respectively. These rates reportedly compare favourably with those of other ITPs.

[8] Although reflecting thousands of unique student responses, a declining response rate places some caution around these trends. The 40 per cent response rate (R/r) in 2020 represents 2,887 respondents from 7,231 students (2018 R/r=60 per cent; 2019=58 per cent; 2021= tbs).

undertaken a similar review and evaluation in 2020. Ara provided SIT with tested and proven guidelines and templates to help ensure a consistent evaluative approach across these two Te Pūkenga subsidiaries. Eighteen programmes were sampled, from certificate to postgraduate level, across almost all faculties and campuses. The 16 staff involved were given specific training in the required method. The findings of this review are highly relevant to this targeted evaluation. The methodology may be of interest to Te Pūkenga, and so findings are summarised in Appendix 3.

In addition to organisation-wide self-review, SIT also produced two informative case studies for this evaluation. One illustrated how the implementation of effective moderation feedback into a programme improved it by improving assessments and clarifying for the learner what they are required to present. The other highlighted two examples of innovation in teaching ('escape rooms' and simulations) involving formal research, which enabled a process of enquiry into innovative learning methods that may support student learning. As a degree-granting institution, SIT has notable expertise in teaching, learning and assessment among research-active staff, particularly in the area of Health and Humanities and SIT2LRN. This is also reflected in the wider range and increasing volume and quality of research outputs across SIT.[9]

Areas for further development or consideration

National external moderation (NEM) results have been weak since 2018, and the ITP has not meet NEM requirements in a range of systems. Action plans have been requested by NZQA for three consecutive years, indicating that even though the plans have been implemented, they have had little effect on the quality of these competency-based assessments. The issues are pervasive across various systems. Some or most of the areas assessed are for small numbers of standards assessed within a system, and for relatively few candidates. This area of concern is amplified by NZQA recently completing programme monitoring activity which found that the internal moderation process only partially met the criteria.

It was also noted in the Workforce Development Council (WDC) external post-assessment moderation report (18 January 2021) that the assessment materials for two unit standards did not appear to have been pre-assessment moderated or approved prior to their use by students. Documentation sampled by NZQA found that it was unclear what response was made to this lapse.[10] However, during 2021 all unit standards in both the New Zealand Certificate in

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[9] SIT Research Report 2021 - Southern Institute of Technology, NZ

[10] Fitness Assessment & Exercise Instruction u/s 30659 Explain the impacts of health and wellness factors on exercise participants and programme design (Level 5, 7 credits); and Marina Operations and Services u/s 30633 (Level 4, 15 credits).

Exercise (Level 4) and New Zealand Certificate in Exercise (Level 5) programmes were pre-moderated and approved by Skills Active.

Despite the sound policies and procedures in place as described above, SIT still often receives constructive but critical feedback on national external moderation with NZQA. Action plans and resubmissions have often been required. Some assessments were found to not convincingly match the level of the qualification being awarded. Based on NZQA external moderation sampling, and the recent example from Skills Active, version control of assessment materials appears to be an ongoing issue needing urgent improvement to match regulatory expectations (see also Appendix 1).

Focus area 3: What are the subsidiary's areas of strength?

Findings and supporting evidence

SIT has strong and unequivocal endorsement from a wide range of important community stakeholders. As noted at the last EER, the evidence continues to accumulate that community engagement is indeed a SIT core strength. This attribute is also apparent and well documented across the activities sampled, such as sample programme relevance to learners, employers and the wider community. Multiple examples were provided by SIT to show how student activities and their programmes are having positive impacts in their local communities. The number, variety and nature of these activities is beyond NZQA's ability to easily summarise here, but their impacts and value to both the community and SIT were apparent.

SIT communicates well, and regularly, with its community through the [SIT Community newsletter](#) delivered to over 60,000 households; as well as through the Journal of Applied Research ([SITJAR](#)) and related SIT Annual Research Report, and through the high quality [SITuation](#) magazine. These contain in-depth reporting of the depth and breadth of SIT programming and community involvement, and spotlight staff/student/graduate expertise and activity. SIT adds considerable ongoing value by creating, developing and disseminating knowledge, including creative work.

This connectivity is very clearly founded on the ongoing focus and commitment to this value and attribute by kaimahi (staff). There is active staff engagement with a wide range of social action groups, formal committees and strategic economic, health and educational groups, and increasingly with mana whenua. Collectively, this contributes to ensuring that SIT understands trends and needs, and develops responses in programmes and activities. The engagement helps ensure that SIT works in partnership with and serves this unique region well. It is very apparent that the institutional expectation to be involved and serve the community is well understood, and staff invest themselves in this, particularly but not exclusively at the tier one and tier two leadership levels of SIT. SIT students also apply their developing skills and knowledge and are contributing positively to their local and wider communities.

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Stakeholders underlined to the evaluation team that SIT, having been well supported by the region, reciprocates and is generous in the sharing of both facilities and expertise. The recent $18 million investment in new campus facilities, including Te Rau o te Huia (SIT Creative Centre) which opened in 2021, is a recent showcase. Facilities allow programme delivery in art, design, fashion, film, animation and music. The historic central Invercargill St John's Church has been repurposed educationally, is equipped with current technology from the industry, and also houses the new Kahu Ariki Café. SIT has operated following a sustainable business model, which is aligned to its educational purpose, in turn benefiting the Southland community in particular.

Active advisory committees are adding value to each faculty and their programmes. There is a reciprocal sharing of SIT information on programme delivery and graduate outcomes, and stakeholder knowledge is shared on the likes of labour market trends and emerging technologies. These activities are well supported, enduring and enable continued alignment with the needs of the sectors SIT serves. Programmes maintain relevance and currency in relation to the changes occurring in the economy and labour market. One example of this is the long-standing regional goal to attract skills and new residents. SIT has a history of attracting students, both internationally and from across New Zealand, many of whom have remained in the south. SIT has been, and continues to be, significant to the skills and population pipeline into the Southland Region. SIT has also been providing necessary support in the refugee re-settlement process which Southland has been involved in.

In its own self-assessment, SIT identifies strong alignment with Te Pūkenga Charter, and this evaluation process found obvious attention to Te Pūkenga priorities. In 2021, SIT increased the capacity of the research office and appointed a full-time research coordinator to support the research manager. A staff excellence in research award was also established in 2021. Research outputs have increased each year since the last EER (see table below). It is significant that numerous of the research outputs are applied and community facing.[11]

Research Outputs	2017	2018	2019	2020	2021
Published articles	11	13	41	37	35
Conference presentations & posters	29	42	52	47	48
Performances, exhibitions & creative outputs	16	76	70	92	144
Other research outputs	39	24	27	38	21
Total	**95**	**155**	**190**	**214**	**248**

New and/or emerging areas of strategic change or organisational improvement include the employment of a suitably qualified and experienced general manger

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[11] For example, the winner of the inaugural research excellent award, 'Dr Anna Pallister is part of the Murihiku Kai Collective, working to ensure that Southland has a thriving local food system: this group won the 2021 Environment Southland award for Environmental Action in the Community'. (Source: SIT Research Report 2021)

for Māori development, and additional supporting staff to deliver on the expectations of that role, in particular support for Māori and Pasifika ākonga.[12] There is continued or renewed focus on ākonga Māori and facilitating mana-enhancing stakeholder and iwi engagement with SIT; considerations around campus language and culture; the engagement or re-engagement with kaimahi Māori across the organisation; and the commencement of work around enhancing or starting to embed mātauranga and te reo into more programme curricula. SIT concedes that there is some way to go regarding ensuring Māori viewpoints and mātauranga are embedded in the delivery and support provided by SIT. But in the words of a key stakeholder: 'they have made positive steps…and [hapori Māori] are just waiting to see the effect of the final move to Te Pūkenga'.

These are all deliberate and well-considered actions responding to SIT's own self-assessment, the Te Pae Tawhiti self-review process, and learner needs assessment. These actions reflect progress towards better reflecting and responding to the aspirations of ākonga Māori and other Māori stakeholders, interest groups and iwi Māori in Murihiku rohe in particular. This also has clear connection to the Tertiary Education Strategy, as investment and activity which has a clear learner achievement and outcomes equity focus.

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[12] 'The newly created role reflects SIT's commitment to Te Tiriti O Waitangi | the Treaty of Waitangi, and also the institute's ongoing commitment to raising achievement outcomes for Māori students.' (Source: SIT News)

Appendix 1

National External Moderation (NEM)

Year	Overall outcome	Comment
2021	Does not meet NEM requirements	4 out of 12 systems compliant: Non-compliant: Art History; Communication Skills 4-6; Earth and Space Science; Literacy; Numeracy; Technology-Design and Visual Communication; Visual Arts. Not moderated: Technology - Digital Technologies, insufficient evidence provided to be able to moderate.
2020	Does not meet NEM requirements	1 out of 5 systems compliant: Non-compliant: Adult Education; Business and Management; Literacy and Numeracy.
2019	Does not meet NEM requirements	4 out of 6 systems compliant: Non-compliant: Business and Management and Numeracy.
2018	Meets majority of NEM requirements	9 out of 13 systems compliant: Non-compliant: Business and Management; Communication Skills 4-6; English Language and Numeracy.

Transitional Industry Training Organisation (TITO) external moderation

(Source SIT)

ITO/TITO	Year and Overall Outcome			
	2019	2020	2021	2022
SUMMARY	● 22 Met Requirements ● 11 Requirements Not Met	● 23 Met Requirements ● 8 Requirements Not Met	● 75 Met Requirements ● 9 Requirements Not Met	● 22 Met Requirements ● 7 Requirements Not Met ● 12 Awaiting Result

Assessment Focused Programme Monitoring

NZQA Monitoring and Assessment has conducted one monitoring activity at SIT since 2018, for the New Zealand Diploma in Tourism and Travel (Level 5) (Prog. Ref: 119939) in April 2022.

Outcome: Partially meets criteria.

SIT has internal moderation policies and processes which have supported the self-identification of some weaknesses in assessment practices. The quality of the assessment materials and assessor decisions is variable.

Issues identified were around: assessment materials, post-assessment moderation and cross-campus collaboration.

Four requirements and one recommendation were made by NZQA. In addition, SIT was required to develop an action plan for improvement. SIT indicated that

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the programme would not be delivered in 2022. However, before the papers are delivered again, all assessment and marking schedules would be reviewed and pre-and post-assessment moderator comments and NZQA feedback would be considered as part of programme review.

Appendix 2

External and internal moderation of sample area programmes

SIT provided a comprehensive summary of these programmes, inclusive of internal and external moderation and other forms of monitoring (this is abbreviated below).

Bachelor of Nursing (Level 7)
Prior to 2020, SIT had a contractual agreement with one institution for external moderation. The nurse educators in the tertiary sector, following a national discussion regarding external moderation in nursing education, agreed that the South Island providers (NMIT, ARA, Otago Polytechnic and SIT) would collaboratively moderate. This occurred in 2020 and 2021 (early 2022). Each school uses their current moderation forms for this process. What has resulted is increased sharing of resourcing, robust discussions and a moderation process reflective of patient safety underpinning assessments, learner-centred opportunities for success, and a wider variety of assessments. The New Zealand Nursing Council appointed a suitably experienced and qualified academic from Auckland University of Technology to collaborate with all tertiary providers to create a national transition assessment tool. This initiative intends to evaluate all nursing students being educated in New Zealand in the assessment of their final clinical placement before completing their nursing degree and being eligible to sit the Nursing Council's state final examination. SIT was a part of this process. The assessment tool has been used during 2022, with an evaluation of this planned for early 2023.
New Zealand Diploma in Enrolled Nursing (Level 5)
This programme follows a national curriculum. The moderation is completed annually by the programme leaders/managers. A five-yearly plan has been approved. There is flexibility with this, with other papers open for discussion during the annual hui/meeting. The Nursing Council of New Zealand is reviewing the enrolled nursing scope of practice, domains of practice and competencies. As a result, it is likely that the current New Zealand Diploma in Enrolled Nursing will also be reviewed to reflect any changes made. The underpinning importance of the curriculum is ensuring students are educated with patient safety as the core consideration.

New Zealand Certificate in Study and Career Preparation (Level 3) Pre-Entry Applied Health Science **New Zealand Certificate in Study and Career Preparation (Level 4), Health and Wellness Careers**
These programmes are externally moderated by another ITP (ARA). This is a reciprocal arrangement, with an exchange of samples of assessments and student work.
New Zealand Certificate in Study and Career Preparation (Level 3) Pre-Entry Applied Health Science strand (SIT2LRN – delivery mode) **New Zealand Certificate in Study and Career Preparation (Level 4) Intermediate Applied Health Science strand (SIT2LRN – delivery mode)**
Also externally moderated by another ITP (ARA).
Bachelor of Environmental Management
As well as degree monitoring oversight, other SIT tutors from the Environmental Management department carry out structured internal moderation to ensure consistency. External moderation is carried out by a suitably qualified and experienced academic from Victoria University of Wellington. The programme was also included in the internal SIT Assessment Exercise Project, and two additional papers from the degree programme were assessed.
New Zealand Certificate in Study and Career Preparation (Level 4) (Environmental Management) The programme was first offered from February 2022; the first post-assessment moderation will take place at the end of 2022. Internal moderation will be carried out by other SIT tutors (from the Environmental Management department) to ensure consistency across campuses. External moderation will be carried out by a suitably qualified and experienced academic from Victoria University of Wellington. **New Zealand Certificate in Study and Career Preparation (Level 4), Environmental Management strand (SIT2LRN – delivery mode)** External moderation has been conducted by another ITP (Toi Ohomai). This programme is currently undergoing a significant review of its content to incorporate more te reo Māori and additional interactive activities.

Bachelor of Sport and Exercise (Level 7)
New Zealand Diploma in Sport, Recreation and Exercise (Level 5)
As well as degree monitoring oversight, external moderation has been conducted with other ITPs (ARA and UCOL).
New Zealand Certificate in Exercise (Level 4)
Skills Active has pre-moderated assessment material for all seven unit standards in the programme. They also completed post-assessment moderation for two unit standards.

Appendix 3

Summary of findings of the assessment practice self-assessment 2021 (Source: SIT Assessment Review Project)

Good practice

- Programmes offered a variety of assessments, enabling ākonga to demonstrate learning in diverse ways. This indicates efforts to consciously include diversity to engage ākonga in assessment activities

- Assessment events were managed in line with approved regulations (for resits, extensions etc)

- Assessments based on 'real-world' situations/scenarios whenever possible, relevant to the ākonga context and employment aspirations. Good practice in specific areas

- Use of rubrics or judgement statements to assist in consistency with assignment marking

- Provision of comprehensive study guides

- Clear assessment instructions

- Assessment alignment with learning outcomes and graduate profiles

- Supportive and developmental assessment feedback

- Assignment staircasing enabling ākonga to build on knowledge/skills gained throughout the programme.

Areas for improvement

The SIT review identified three broad themes where improvement can be actioned. It is important to note that some programmes/courses evaluated demonstrated good practice in these areas. However, the good practice was

not consistently found across the institution. These themes are capability building in:

1. Development and use of rubrics/marking guides/judgement statements that ensure consistent and accurate judgments.

2. Evidencing of the quality process for moderation to ensure academic integrity, quality and improvement.

3. Moderator capability and capacity to ensure all internal moderation is undertaken and documented consistently and in alignment with SIT's academic quality processes.

Additional finding

While not directly related to the initial purpose of the SIT Review Project, there was a latent finding. Systems for collecting, storing and retrieving assessment information (both ākonga work and assessment activities and instructions) appear to vary among faculties. It was unclear whether this was due to:

1. An inability for the material to be retrieved (assessment tasks and activities set, rubrics, ākonga work)

2. Assessment material not being available (including assessment instructions for ākonga)

3. A lack of engagement with the assessment project

4. A combination of some or all of the above.

This finding was unexpected given SIT's policy requirements regarding assessment and moderation, although it must be stated that there are no clear naming convention guidelines for faculties' document retention folders. Academic staff are aware of the NZQA directive to the ITP sector regarding the collection, retention and storage of assessments.

The overall review of all moderation reports for this project noted that a few evaluators were unable to form an opinion about the assessment task/activity, and/or judgments made about ākonga work due to a lack of material presented for review. While this lack of material was evident during some parts of the evaluation process, common themes about assessment practice across the institution were able to be identified from the samples.

The Assessment Review Project was reported to the SIT academic committee on 23 June 2022 to support programme improvement and assure confidence in the quality of assessment practice. Three recommendations were developed and were being implemented at the time of NZQA's targeted evaluation.

Disclaimer

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

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

- *Identify organisational fraud[13]*

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

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[13] 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.