

Report of External Evaluation and Review

Bay of Plenty Polytechnic

Date of Report: 21 June 2010

Contents

Purpose	3
Bay of Plenty Polytechnic in Context	4
General Conclusion	5
ITP Response	6
Basis for External Evaluation and Review	6
Scope of External Evaluation and Review	7
Findings	9
Recommendations	20
Further Actions	20

Purpose

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

Bay of Plenty Polytechnic in Context

Location:	Windermere Drive, Tauranga
Type:	Institute of Technology/Polytechnic
Size:	2952 EFTS (from 2008 Annual Report)
Sites:	The main campus is at Windermere Drive, with business and computer programmes offered at the Bongard Centre, Cameron Road, Tauranga.

Characteristics of Bay of Plenty Polytechnic

The Bay of Plenty Polytechnic's primary purpose is to ensure that the people of the Western Bay of Plenty have access to relevant, comprehensive, quality tertiary education and training opportunities, with appropriate pathways and learner support services that reflect the modes of delivery.

The Polytechnic has built productive partnerships with other providers, particularly the University of Waikato, through which the Polytechnic teaches all levels of degrees, enabling students to complete their degrees in Tauranga. This strategy provides degree-level teaching and fosters research activity without adverse effect on the Polytechnic's provision of a diverse range of trades training and professional education. This is consistent with the Polytechnic's commitment to working with agencies and businesses in the region to implement the strategic goals and actions of 'SmartGrowth' – the region's growth management strategy, and 'Smart Economy' – the region's economic strategy, both developed jointly by Tauranga City Council, Western Bay of Plenty District Council and Environment Bay of Plenty (the regional Council).

Quality Assurance History

ITP Quality conducted a full audit of Bay of Plenty Polytechnic in March 2006, awarding Quality Assured status for four years. No non-compliances were issued, 13 examples of good practice were identified and 12 recommendations were made. A subsequent Mid-Term Quality Review was conducted in August 2008, which endorsed the Polytechnic's Quality Assured status and made three recommendations.

General Conclusion

Statement of confidence on educational performance

*ITP Quality is **highly confident** in the educational performance of Bay of Plenty Polytechnic.*

The commitment of the Bay of Plenty Polytechnic to providing programmes that are valued by industry and community is outstanding. Development of effective links with industry was apparent in every programme evaluated and productive educational links to other educational providers has enabled the Polytechnic to provide learning opportunities for students up to degree level without their having to leave the Bay. This is but one example of the Polytechnic's notion of "Eke Panuku – Reaching our potential together" in action. Another is the innovative and forward-looking approach to lifting Māori achievement, specifically in the Ngā Okawa a Tangaroa programme and more generally in the dual heritage Te Waka Hourua concept which pervades the campus and its programmes. Students are highly valued as stakeholders and are supported in their learning by competent industry-wise tutors and an effective student support system (Kahurangi). In turn they generally speak highly of the Polytechnic. All these factors contribute to high retention and completion rates for the programmes. There is clear evidence from external stakeholders that graduates are work-ready, both with specific skills and knowledge appropriate for employment and a wider suite of skills and attitudes that are appropriate for employment and citizenship.

Statement of confidence on capability in self-assessment

*ITP Quality is **confident** in the capability in self-assessment of Bay of Plenty Polytechnic.*

The Bay of Plenty Polytechnic participated in the trial of the self-assessment and external evaluation review process, and within a short time has made a strong beginning in implementing the concept across its programmes and business units (more commonly described as 'service units' in the tertiary sector). The existing Annual Programme Review (APR) process provided an opportunity to review the approach to and effectiveness of academic programmes and to develop action plans for improvements. Although many examples of experimental and programmed continuous improvement initiatives were evident, adapting the APR process to the more evaluative self-assessment regime was variable. There were signs too of a self-assessment approach to the effectiveness of relationships with industry and the community, and in ways of maintaining contact with graduates. Of the business units Pikiarero, which fosters good teaching practice; Kahurangi, which provides well monitored and delivered student support; and Taiorangahau, the research unit, have particularly risen to the challenge of assessing the

relevance of their own activities and how their services to staff and students can be further improved.

ITP Response

Bay of Plenty Polytechnic has confirmed the factual accuracy of this report.

Basis for External Evaluation and Review

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

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

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

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

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

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

Scope of External Evaluation and Review

Identification of Focus Areas

Programme focus areas were selected by the Lead Evaluator at the scoping meeting attended by the Chief Executive, Director Academic, Academic Manager, and Director Māori and Community Development from Bay of Plenty Polytechnic, and, representing ITP Quality, the Lead Evaluator and Principal Advisor. Prior to the scoping meeting, the Lead Evaluator and Principal Advisor had been provided with retention and completion data for all programmes.

The programmes were representative of; NZQA levels of programmes (from certificates to degrees); the Polytechnic's four Schools, and comprised a significant proportion of the Polytechnic's students. In addition to sampling new or redeveloped programmes, several attributes identified by the Polytechnic as of strategic relevance were represented in the selection, all of which are explicit in the current investment plan. These were retention/completion successes or areas of concern (both for all students and for Māori students): partnership involvement and multi-modal delivery. The programmes selected, and their attributes, are shown in the table below.

School	Programme	Type of award	NZQA level	No. of students (2009)	Attribute*				
					A	B	C	D	E
Applied Science	Customary fishing†	Certificate	3	289	•	•	•	•	
	Marine Studies	Diploma, leading to degree	6-7	30		•	•	•	•
Business	NZ Diploma in Business	Diploma	6	2116	•	•	•	•	
	Computing (cluster)	Cert, Dip, Degree	3, 5-6, 6-7	181					•
Design and Humanities	Health care	Certificate	4	174	•		•		
	Te Timatanga	Certificate	2	81	•		•	•	
Applied Technology	Automotive (cluster)	Certificates	2, 3, 4	81		•			•
	Carpentry	Certificates	3, 4, 5	35		•	•	•	•
*Attributes: A , Retention and completion (all students), B , Multi-modal delivery; C , Partnership with other providers; D , Retention and completion by Māori students; E , New developments †Te Waka Hourua was also evaluated as an element of this programme									

Service Focus Areas

Activities that have a polytechnic-wide focus deemed appropriate for inclusion were Student Support and Te Waka Hourua (Dual heritage – symbolized by “a twin-hulled waka moving in one direction with shared commitment and understanding”).

Mandatory Focus Areas

These had been pre-determined as: Governance and management, and the Support for International Students. It was subsequently agreed that the area of Student Learning Support (Kahurangi) would be evaluated at the same time as support for international students.

Recent Developments at Bay of Plenty Polytechnic

The Strategic Directions (2007-2010) document draws attention to a commitment to the concept of dual heritage – Te Waka Hourua, through which “Te Ao Māori is integral to enhancing the dual heritage of our nation’s identity”. This has received continuing prominence in the Polytechnic’s activities and programmes, the latter particularly through an impact assessment of proposed programmes to determine the extent of iwi connectedness, the extent to which a Māori world-view is reflected in products and practices, the commitment to Te Reo and Kaupapa rejuvenation, the interventions and practices to mitigate Māori learner outcome disparity, and the extent of staff capability to respond and enhance the characteristics of Māori learners to succeed while continuing to identify as Māori.

The Bay of Plenty Polytechnic has long had a strategy of collaboration with other education providers, including relationships for degree-level education with Unitec, Auckland University of Technology and the University of Waikato. The recent investment plan signalled an enhancement of the relationship with the University of Waikato, which by 2010 had manifested itself in a shared facility on the Windermere campus and the opportunity to study in Tauranga for seven degrees across a range of disciplines (as described in the 2010 *Prospectus*, p. 3). This development had particular relevance for the External Evaluation and Review in respect of the restructuring of computing programmes.

As have other polytechnic councils, the Council of the Bay of Plenty Polytechnic has been reconstituted by the Government. The external evaluation and review visit coincided with the last meeting of the Bay of Plenty Polytechnic Council under its pre-reform constitution.

Findings

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

1.0 Key Evaluation Questions

1.1 How well do learners achieve?

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

Explanation

There is excellent student achievement, with 98% retention and 70% completion rates for full-time students and 91% retention and 77% completion for part-time students across the Polytechnic's programmes. This level of achievement occurs in nearly all of the sample programmes that were evaluated, with a real commitment from staff to provide the learners with the skills and knowledge required in order to gain employment in an industry to which teaching staff were invariably well connected, and in which they were generally highly regarded. The Annual Programme Review is the principal tool in the self-assessment of programmes, frequently being developed collaboratively and invariably being the source of actions planned and implemented.

High retention and completion rates – which are a feature of most programmes – attest to this commitment of staff. In addition, there was abundant evidence of a culture of review of student achievement, and attempts to make improvements either in what might be described as 'experimental' ways or as part of a more comprehensive strategy. The recognition that attendance at classes is an almost universal determinant of successful completion has prompted the common use of text messaging or telephone prompts as an intervention when students are not attending. There is a widespread effort to address learning issues, either as part of the classroom activities or through the sensitive referral of students to Kahurangi. In some programmes diagnostic tools are used by programme staff either prior to, at, or post-enrolment in order to identify learning needs promptly.

It is apparent that the commitment to foster and enhance student engagement and hence completion is pervasive through Schools and business units that support learners (i.e., Kahurangi) and their teachers (i.e., Pikiarero). Schools set ambitious targets for retention and completion of courses and qualifications and staff work hard to achieve – and often exceed – them.

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

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

Excellent.

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

Good.

Explanation

Members of advisory committees and employers confirmed that they value the opportunity to interact with staff of the polytechnic. In most cases that interaction is more than merely receiving information about the performance of the students, or the prospect of new programmes, rather it shows willingness for the industry voice to be listened to and for its advice to be heard and acted on. Moreover, the strong links to industry enable the staff to continually determine the attributes of programmes that employers particularly value.

Those students who had been on industry placements invariably commented on how this experience had cemented their perceptions of the value of their programme to them. Graduates were invariably described as 'work-ready' by stakeholders, frequently both in terms of relevant industry skills and experience and in terms of having good attitudes to work. Student stakeholders affirmed the value of the Polytechnic's pathways to higher qualifications, both within the Polytechnic and to other providers, particularly those to the University of Waikato.

The difficulties of initiating and maintaining contact with graduates – 'graduate intelligence' were mentioned in several discussions. Although the staff-members in some programmes have been assiduous in determining the destinations of graduates, and in a few programmes the graduates themselves have taken the initiative through social networking sites, there is more work required by the Polytechnic to be effective in gaining evidence from graduates of the industry relevance of qualifications.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

Good.

Explanation

The Polytechnic's programmes have been developed with the needs of the learner, industry and the community firmly in mind. There has been extensive research into stakeholder needs, and this has informed programme development. As a result, students appear satisfied that

learning is relevant to the workplace. The effectiveness of local advisory committees in this regard has been analysed, and in some programmes other forms of networking with industry are being tried.

Information about students' perceptions of programmes is acquired prior to enrolment; through the 'first impressions survey', conducted early in the semester; and periodic satisfaction surveys. Staff and students confirmed that on-going communication with students and the students' strong rapport with teaching staff informed the identification and meeting of student needs. Similarly, industry surveys, liaison during work experience, and industry networking ensured continual monitoring and understanding of industry needs. Programme improvement is on-going and changes are made quickly if possible, based on teacher and student feedback. While the Annual Programme Review process provides a measured approach to programme enhancements that continues to meet stakeholders' needs, there remain opportunities to better embed an evaluative approach in this process.

1.4 How effective is the teaching?

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

Explanation

The excellent student outcomes in terms of retentions and completions are achieved by highly effective teaching, complemented in many cases by a friendly and caring learning culture. Diagnostic tools are frequently used to identify learning needs at enrolment, from which strategies are developed to meet individual learning needs. Assessment always has a formative aspect with clear feedback provided to students. Tutors are proactive in providing support to students. Although, tutors sometimes experience difficulties with learners who have issues with numeracy required to complete their courses, they are working with the Foundation Learning Advisors in each School and a Foundation Learning Co-ordinator in Pikiarero to develop specific strategies to support learners. Members of staff keep in contact with industry and keep up to date on developments through reading relevant literature.

Effectiveness of teaching practice is often informed through student evaluations and informal feedback shared teaching of papers, with staff in some programmes reporting that they work collaboratively to improve practice. The Polytechnic is also in the process of developing quantitative measures of teaching performance. Access by staff to postgraduate qualifications in education is included in the agreement with the University of Waikato.

In recognising that research informs teaching at all levels, those tutors that wish to do so are encouraged to undertake research. Most research projects are small, but collaborative research has involved other polytechnics, and may involve the University of Waikato in the future. Some research has been funded through Ako Aotearoa. Professional development of

staff is managed through the Schools and through the performance development system, and supported by Pikiarero which builds capability in teaching. The establishment of a research centre (Taiorangahau), and the intention to further develop Pikiarero (as indicated by the capability plan provided) and Kahurangi (as explained by the centre's manager) augur well for continued improvements in teachers' ability to support their learners.

1.5 How well are learners guided and supported?

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

Explanation

The Review team was left in no doubt that students were clear about where they were heading and that in most cases were well supported as they progressed towards achievement. On several occasions, students used the word "brilliant" to describe the support they received in their learning. The Review team was also satisfied that good processes for self assessment in this area are being implemented across the programme areas and in Kahurangi.

Within many programmes there is a culture of sharing knowledge: most staff-members have sufficient experience to know what interventions are effective and how to lessen barriers to learning. Many teaching staff interviewed expressed the importance of forming early relationships with students to foster attendance and engagement. These strategies to improve attendance demonstrably reduce attrition. In their monitoring of work placements, tutors seek and receive feedback from the workplace experience providers as well as students. Learning needs are identified early and support provided to minimise barriers to learning. However, greater clarity is needed between the division of responsibility for learning between staff in some subject areas and learning support staff.

Kahurangi provides informal feedback to tutors about supporting students within the class, but has identified the need to provide more structured feedback to programme staff, especially where there are a number of students coming from a particular course/programme. From evaluative conversations elsewhere in the Polytechnic, it is apparent that staff value the services provided by Kahurangi in support of their learners.

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

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

Explanation

Polytechnic management support at the highest level is clearly evident in the capital investment made in teaching and research facilities. The building of partnerships with other educational providers at all levels is a clear strength of the Polytechnic's senior management team. Overall management structure is relatively 'flat', and encourage co-operation between Schools.

Not only are governance and management focused on addressing issues as they arise, by implementing the self-assessment process within the business units as well as teaching areas they are fostering a polytechnic-wide culture of self-assessment. There is evidence that these methodologies are in use in many areas of the Polytechnic, and given the relatively short time in which this has been done, the commitment and effectiveness in doing so has been impressive.

The Council has been well informed of aspirations and performance, and is provided with an iwi perspective through Te Kaunihera Māori. The retiring chair of Council commented, "We've always wanted a good staff environment so that staff are happy to be here. Staff add a lot of value to our Council. We are very proud of what has been achieved. We believe it's about working together. We've worked hard to have credible programmes"

2.0 Focus Areas

2.1 Focus Area 1: Automotive

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

Educational Performance

The Automotive programme has been recently redeveloped with comprehensive stakeholder engagement. Industry representatives interviewed spoke highly of the programmes, the polytechnic staff and the calibre of students undertaking work-experience – in terms of both skills and personal attributes. Although success rates have not been as satisfactory as the School would like, the high retention rate is particularly noteworthy given the type of programme and typical student profile. The workshop facilities are exceptional which, together with the work experience component of the automotive programmes, provide students with a highly effective learning environment. The use of innovative delivery methods is also noteworthy. Students held teaching and support staff in high regard and the students' enthusiasm and sense of "ownership" of the automotive workshop was evident.

Capability in Self-Assessment

Self assessment is undertaken on an on-going basis using a number of formal and informal mechanisms. Programme staff see the informal exchange of ideas in the staff-room as a useful means of sharing ideas and experiences and from which improvement opportunities arise. The Annual Programme Review provides the mechanism to synthesise this on-going evaluation in order to capture what is working well and areas where improvements are needed. Early indications appear positive in terms of supporting higher student achievement rates but further implementation time is required before staff can evaluate if these have been effective.

2.2 Focus Area 2: Carpentry, Levels 3, 4, 5

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

Educational Performance

The Carpentry programmes have had low completions, recently addressed by a range of strategies to engage learners, including using diagnostic tools to assess learning needs at enrolment. Tutors have a strong learner focus, they provide clear feedback to students and are proactive in identifying and providing learning support. Numeracy has been identified as an area in which students require more one-on-one support. Tutors are working with Foundation Learning Advisors to develop strategies for teaching and learning numeracy. This is an area that will need to be monitored closely to ensure strategies positively impact on learner achievement. Programme staff-members use a range of formal and informal strategies to engage stakeholders. Feedback suggests that students have basic skills needed to do the job but they also have a good work ethic and a positive attitude.

Capability in Self-Assessment

Staff monitor the impact of changes in their industry on student retention and completion, with good formal and informal mechanisms for testing relevance with industry and students. Although there are formal processes in place for evaluating programme and teaching effectiveness, strategies to assess and improve teaching effectiveness appear to be areas in need of further development. The staff utilise diagnostic tools at pre-enrolment to identify any barriers that might affect successful completion. The School is also assessing the effectiveness of support for learners. Programme redevelopment includes the introduction of building a house as an on-site practical component. The Annual Programme Report is used as a mechanism for self assessing performance and identifying improvements by programme management; however, the extent to which it is developed with programme staff and used to ensure continuous self assessment and improvement appears to be limited.

2.3 Focus Area 3: Te Timatanga - Certificate in Tertiary Study, Level 2

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

Educational Performance

Te Timatanga is one of the few Level 2 programmes currently being offered by the Bay of Plenty Polytechnic to bridge the gap for learners who have not been in formal education for some time and who have a range of life-backgrounds and learning abilities. The staff utilise diagnostic tools and individual learning plans to identify and minimise any barriers to learning and are clearly learner-focused. They work well as a team utilising their mix of skills and actively engaging student support services to support learners. Graduates who transition into higher level programmes demonstrate good study skills, engage positively in their learning and achieve well. That said, the programme has had low completions especially for males. However, programme staff are constantly reflecting on, and adjusting programme delivery and content and their teaching practice to raise learner achievement. Some changes to programme delivery have been made this year the success of which will be noted once the semester is complete.

Capability in Self-Assessment

Self-assessment of this programme is an organic process reinforced through ongoing and regular team communication, and a strong team culture that is focused on learner achievement. Programme staff work well together and regularly reflect on teaching effectiveness through student feedback, and team teaching. Assessing the effectiveness of support for learners is an area to develop.

2.4 Focus Area 4: Certificate in Health Care Assistance, Level 4

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

Educational Performance

This programme achieves very high retention and completion results. In the team's view this can be attributed to a multitude of factors, all of which centre on meeting the needs of students and stakeholders alike. Highlights include a substantial practical component to the programme, the setting of clear expectations at the outset and the use of a range of teaching methods and assessment types. A close partnership with sector stakeholders has led to the development of new courses that will meet the ongoing needs of both the students and the sector.

Capability in Self-Assessment

The self-assessment practices in relation to the course, and the School as a whole, are collaborative, comprehensive, and robust. The tracking of students post-qualification was exemplary.

2.5 Focus Area 5: Diploma in Marine Studies, Level 6

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

Educational Performance

Educational performance across all key evaluation areas is exemplary. The passion of the staff and the students was clearly evident and is reflected in the success of the programme and the graduates. Staff-members have sound knowledge of graduate destinations and employment opportunities and this good practice is worthy of dissemination across the Polytechnic. Facilities are impressive, as are the outcomes of students' project work which benefit the community, both locally and nationally.

Capability in Self-Assessment

On-going self assessment is integral to the culture of the School. The collegiality of the teaching team was evident. Members of staff use formal and informal feedback from students and stakeholders effectively to enhance teaching practices and programme delivery. All staff were actively involved in conducting on-going self-evaluation activities within the Annual Programme Review process and in preparing the Action Plan, indicating that the process was a good tool for both reflection and to map "where to from here".

2.6 Focus area 6: Ngā Okawa a Tangaroa – Certificate in Customary Fishing, Level 3 and Te Waka Hourua

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

Educational Performance

This is a highly innovative and very successful programme. Extending the educational reach of the Polytechnic by delivering the course to the students on marae in an environment where students are comfortable, supportive, and which encourages collective learning across generations, is to be commended. This is a programme where the value derived is more than the content of the courses in the programme, providing educational achievements and social

benefits for many who would not otherwise have been exposed to the tertiary education sector.

Capability in Self-Assessment

The self-assessment practices adopted by this programme team are excellent. They assess frequently and collectively using multiple inputs to determine whether the course is achieving the best possible result. Continuous quality improvement is reflected in the results achieved.

2.7 Focus Area 7: New Zealand Diploma of Business

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

Educational Performance

The New Zealand Diploma in Business is a national diploma that has strong relevance and is perceived of high value to students and in the business community. The programme has high retention and completion rates for domestic students. However, the low completion rates for international students has been identified as an area to work on. Students value the Diploma as a pathway to degree programmes, particularly business degrees offered through the University of Waikato that enables them to continue their study in Tauranga. Students have high praise for tutors and centralised learning support services.

Capability in Self-Assessment

Staff were involved in a team evaluative conversation exercise which informed the development of the APR. This resulted in actions for improvement, including focusing on internal moderation, information sharing and training, and a greater level of communication and information sharing within the team which will be monitored throughout the year. However, there is still a need for self-assessment to be fully implemented as an opportunity for continuous reflection and improvement.

2.8 Focus Area 8: Computer cluster, Levels 3, 5, 6, 7

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

Educational Performance

The performance across programmes within the Computing cluster is variable with low retention and completion rates for some courses. The challenges associated with these

courses have been apparent for some time. The team considers there could have been much better analysis of the cause of the issues identified and that the modifications implemented to date are insufficient to effect improvements. The review team gained a sense of disengagement between the teaching staff and the students. There was evidence of unresolved student dissatisfaction.

Capability in Self-Assessment

The approach to self-assessment across the computing cluster is rather unstructured and inconsistent. The measurement of teaching effectiveness or indeed satisfactory analysis of data to determine ways in which student outcomes could be improved can be described as only adequate.

2.9 Focus Area 9: Governance and Management

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

Educational Performance

The team was impressed with the way in which the Chief Executive and the senior managers of the Polytechnic have fostered relationships outside the Polytechnic. The strong relationships with iwi, which are, for example, manifest in the Customary Fishing programme, with its origins in Te Waka Hourua, are strengthened by the existence and activities of Te Kaunihera Māori, with its representation from iwi, management and Council. The determination to remain focused on providing tertiary education in such a way that those embarking on study with the Polytechnic can staircase to degrees offered by providers from outside the region, in particular the University of Waikato, but do their study in the familiar environment of the Bay of Plenty is an appropriate strategy. This approach has ensured continuing support from industry and the community, while providing opportunities for an increasing diversity of qualifications at all levels and fostering research and development that is relevant to the Bay's needs and aspirations. Within the organisation there is clear evidence of the Polytechnic management working to well established procedures for becoming informed of issues and developing action plans and strategies to resolve them.

Capability in Self-Assessment

There is no doubt of a commitment to engagement with the self-assessment regime at the most senior level at the Polytechnic, and clear evidence that this will be sustained.

2.10 Focus Area 10: International Student Support, including Kahurangi

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

Educational Performance

The student support services provided by Kahurangi staff foster learning achievement extremely well, especially for international students. While students are the obvious recipients of these excellent services it has become apparent that a number of members of the teaching staff also use the service of Kahurangi staff to augment their own practice. The team was particularly impressed with the tracking system implemented to identify the use made of the services by students and staff, as this provides the basis for knowing how the staff can most effectively support the teaching activities within the teaching programmes. To that end the team became aware that Kahurangi staff-members are currently in discussion with Heads of Schools to provide a more integrated service, and commends that initiative.

Capability in Self-Assessment

There is a commitment in Kahurangi to a self-assessment regime that builds on existing strengths of service provision to international students as well as other staff and students. The use of the 'tracking' system will be instrumental in assessing whether and where resources associated with the centre are deployed to best effect.

Recommendations

No specific recommendations are made in this external evaluation and review.

Further Actions

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