

Graduate Outcome Report 2021

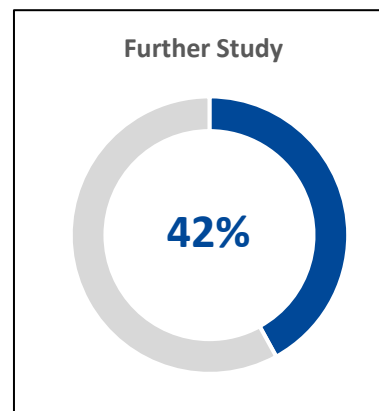
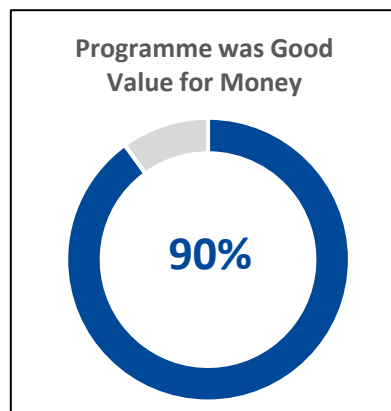
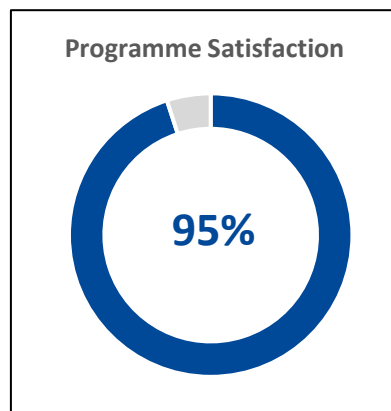
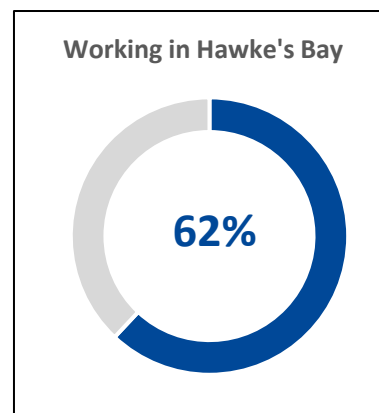
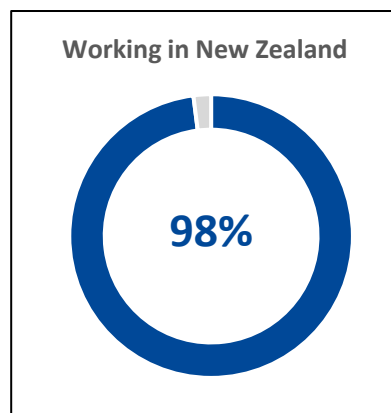
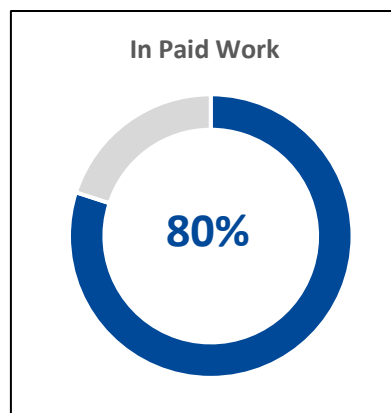
The Activities of the Eastern Institute of Technology Graduates of 2020



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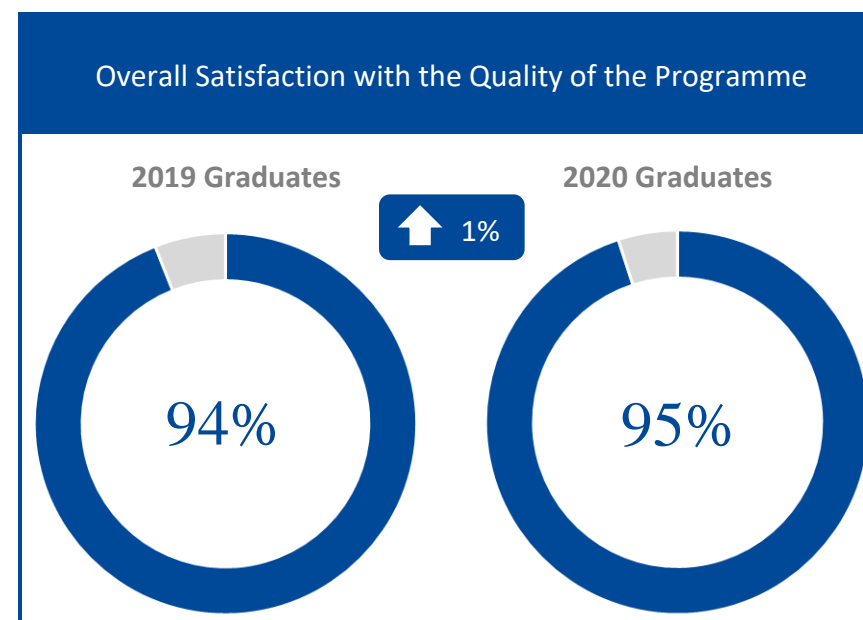
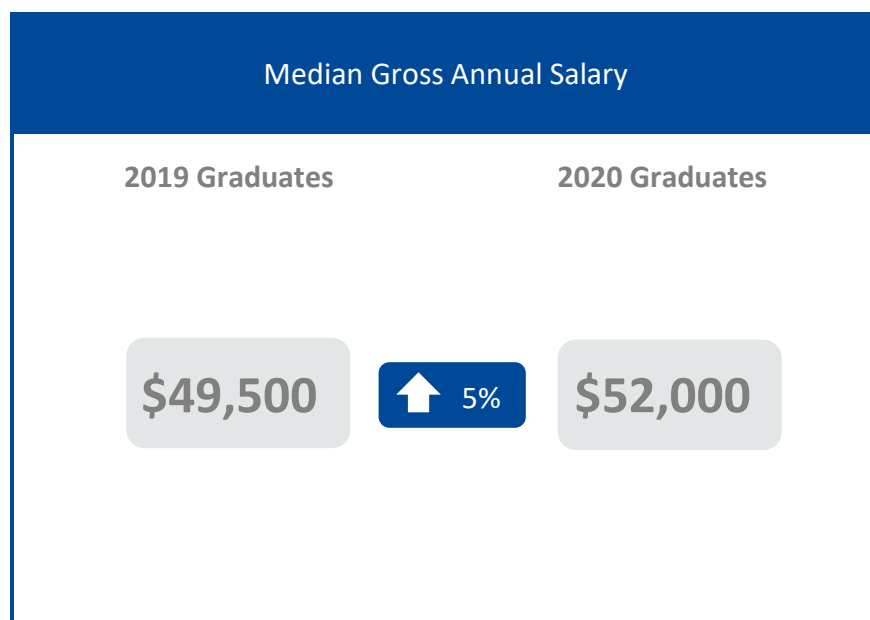
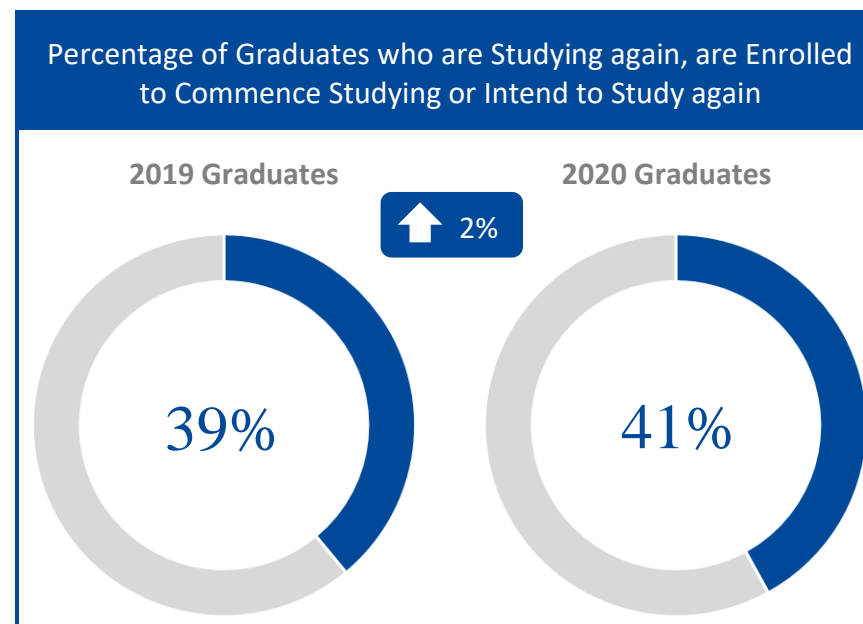
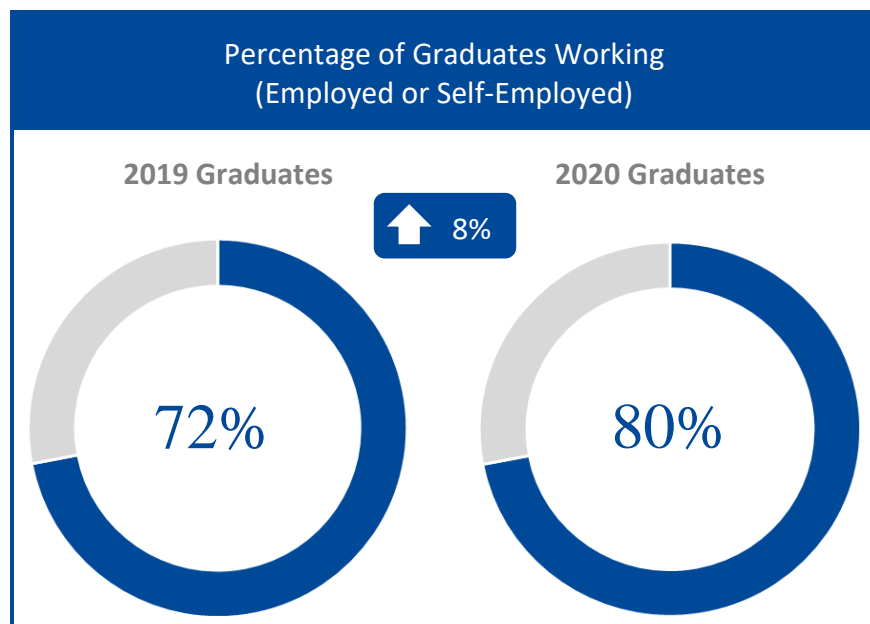
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1 Highlights



Net Promoter Score (between -100 to 100)	
School of Education and Social Sciences	64
School of Tourism and Hospitality	61
Te Uranga Waka	57
School of Primary Industries	52
School of Health and Sport Science	50
School of Trades and Technology	35
ideaschool	32
School of Nursing	29
School of Viticulture and Wine Science	25
School of Computing	21
School of Business	17
Eastern Institute of Technology	39
Average NPS in NZ Higher Education	24

2 Comparison between 2019 and 2020 Graduates



3 Study Design

The 2021 Graduate Outcome Summary Report provides information about the activities of students who completed their programme of study with the Eastern Institute of Technology in 2020. This report is intended as a guide to the success rate of 2020 graduates in finding employment following completion of their qualification, the degree to which the skills and knowledge gained linked to a graduate's chosen career and their reflection on aspects of their overall learning experience and application to their current situation.

The Graduate Outcome Survey (GOS) is a descriptive study.

3.1 Why is it Important to Study Graduates

Graduates are a valuable source of marketing information. By studying them we are able to determine who is most likely to successfully complete a programme at the Eastern Institute of Technology and in what area. By obtaining information on their subsequent employment, we can provide prospective students with accurate information on employment sectors, salary bands and job tenure they can expect to find themselves in shortly after graduation.

In order for a student recruitment strategy to be effective it must reflect and meet the needs of the target audience. For example, strategies that appeal to an individual wanting to undertake degree-level study may differ markedly from what appeals to someone wanting to enrol in a certificate course. Gaining a better understanding of who our graduates are and why they chose to study at the Eastern Institute of Technology will enable the development of more effective marketing strategies.

3.2 Methodology and Response

A total of 2,901 graduates, who completed the requirements for their qualification in the calendar year of 2020, were identified from records held by the Eastern Institute of Technology. A link to an online questionnaire was sent on 12 July 2021 to the graduates with known email accounts. This included all students who completed the study requirements for an award. 2,819 active email addresses were identified by the survey system and the survey link was sent to those graduates.

Over the duration the survey was active three email reminders were sent to non-responders.

The link was closed on 7 August 2021 with a total of 996 usable responses received. The returns resulted in a total net response rate of 35%.

All of the returns were collated in SPSS 27 for statistical analysis. The data analysis was descriptive in nature and generally limited to frequency and contingency tables and bar charts.

3.3 Non-Response

A strong response rate is of vital concern in any survey such as the Graduate Destination Survey. Study undertaken by Guthrie and Johnson (1996) found that that aggregated graduate survey responses are a reasonably accurate reflection of the total population in terms of their fields of education and their broad graduate survey results, thus giving users of the data confidence that the data is representative. They concluded from their findings that it is reasonable to consider the secured response data to be a sample of the overall graduate population (Guthrie, B., & Johnson, T.J., 1997. *Study of Non-Response to the 1996 Graduate Destination Survey*, Canberra: Department of Employment, Education, Training and Youth Affairs).

3.4 Interpreting the Results

This report provides an indication of the employment and study activities of all graduates and also reflects the graduates learning experience while studying. A number of factors should be considered when reading this report. Firstly, students were sent the survey about seven months after graduation. Students at the Eastern Institute of Technology graduate in March. If a graduate took longer than seven months to find employment their employment could not be collected. Responses from graduates in some qualifications and schools are low and therefore the results should be considered indicative only as opposed to being representative of the views of all graduates from that particular qualification or school.

Throughout the report, data has been interpreted according to how a majority or a proportion of graduates responded to specific questions. A majority refers to over 50% of all respondents to a given question. A proportion refers to a percentage within a particular grouping. It is important to note that when comparing proportions, as in the case above, the percentages do not have to total to 100%. Not all respondents who completed the survey completed all questions. Consequently, the number of responses can vary from one question to another and from one section to another. Unless otherwise specified, results are based on the opinions of those who provided a valid response to that particular survey question. If no response was given these are excluded from analysis. Below is an illustration of how to read the results from a standard chart.

How to read the results from a chart:

	n	%
I was employed earning wages or a salary.	601	70%
I was self-employed.	49	6%
I was not working / not self-employed.	214	25%
Total	864	100%

Valid percent: only valid responses are included; non-responses are excluded from analysis

Frequency: number of responses usable for analysis; non-responses are excluded from analysis

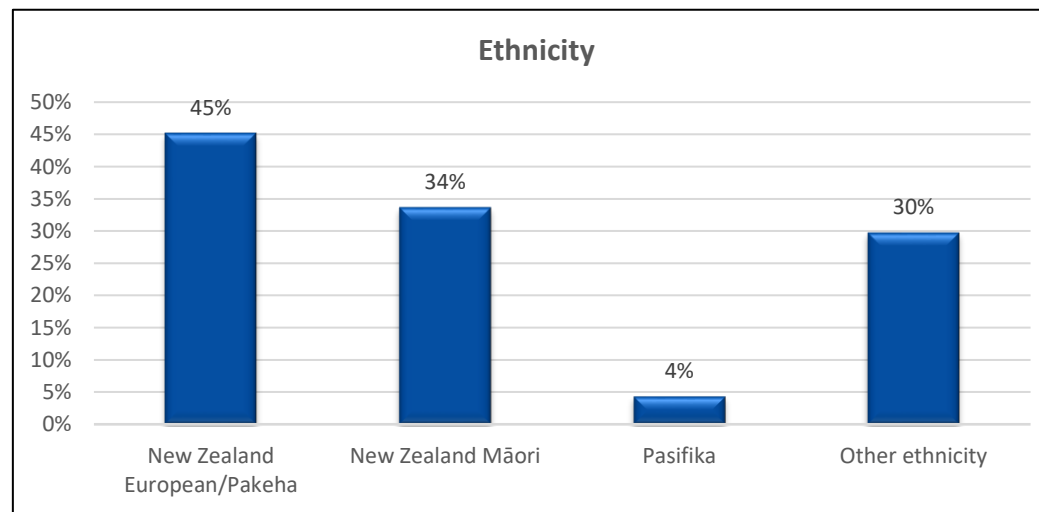
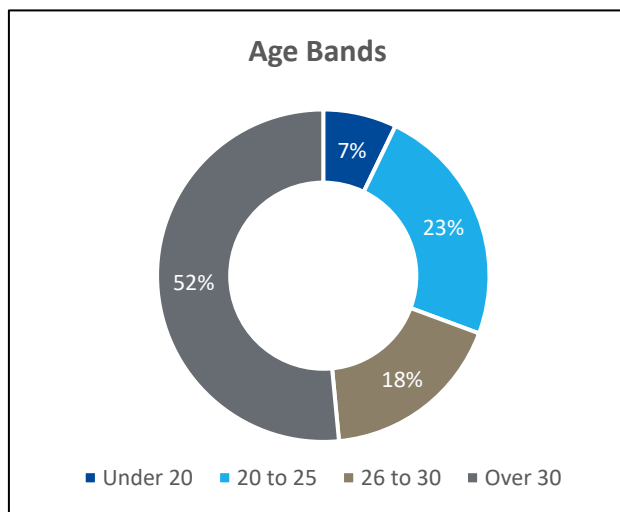
The gathering and reporting of the data from graduates is not an exact science in that students' perspectives are not definitive judgements on their experiences to date, however every graduate's response is valid. Each survey response represents one graduates' perception and must be taken seriously. The collective responses to the survey are representative of those who provided the feedback. Likewise, responses from what might appear to be unrepresentative minority are still valid and they cannot be disregarded simply because they are few; nor however should be they taken as a definitive indication about the quality and outcomes from the programme.

Nevertheless, it is important to test the representativeness of feedback, and this can be done using a statistical process. To determine whether the results are representative of the views of the total number of graduates in a programme, a minimum response rate is required, and that response rate differs according to the number of students who graduated from the programme. The following table gives an indication of the response rate required in programmes of varying sizes to ascertain the representativeness of a sample. If the sample is representative, it means that the opinions of the sample are representative of the opinions of the whole group.

Graduates in the Programme	Response Rate	No of graduate responses required
10	100%	10
20	85%	17
30	77%	23
40	70%	28
50	64%	32
60	60%	36
70	56%	39
80	52%	42
90	49%	44
100	46%	46
150	37%	55
200	30%	60
300	22%	66
400	18%	70

3.5 Demographics of Respondents

		n	%
Age Bands	Under 20	71	7%
	20 to 25	233	23%
	26 to 30	177	18%
	Over 30	511	52%
Ethnicity	New Zealand European/Pakeha	450	45%
	New Zealand Māori	335	34%
	Pasifika	43	4%
	Other ethnicity	296	30%



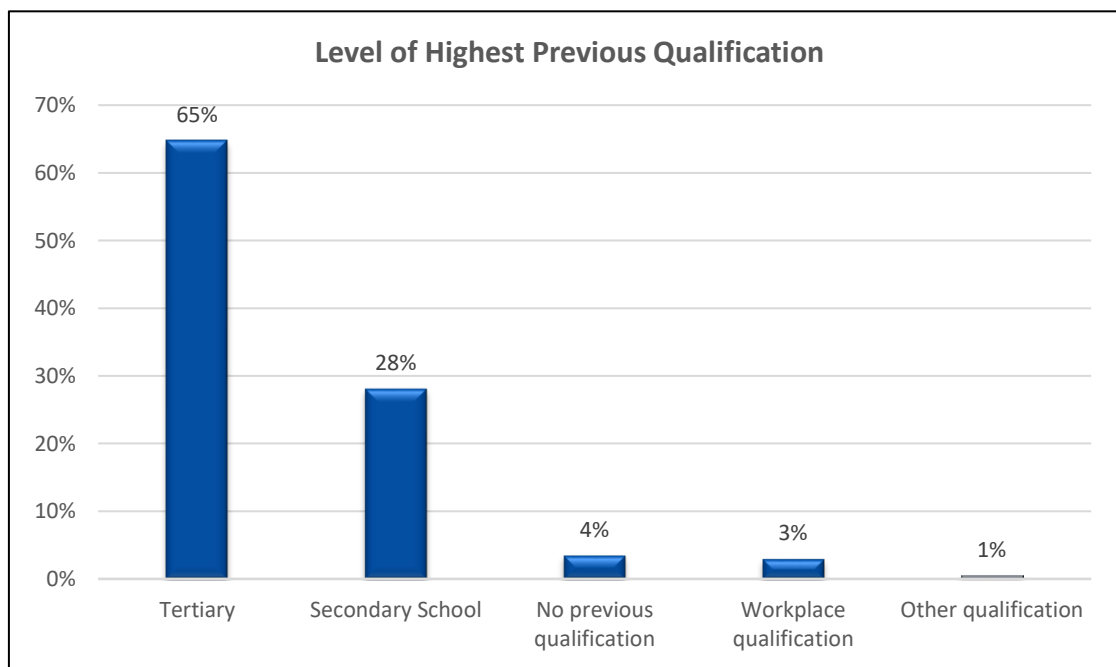
Iwi Affiliation

	n		n
Ngāti Kahungunu	179	Te Ati Hau a Nui a Paparangi	2
Ngāti Porou	115	Te Whakatohea	2
Ngā Puhi	32	Te Whānau a Kai	2
Ngāi Tahu	29	Te Whatuiapiti	2
Rongomaiwahine	25	WhaNgānui	2
Ngāti Tuhoe	24	Makea	1
Ngāti Tuwharetoa	23	Ngāi Te Ao Kapiti	1
Tainui	19	Ngāi Te Rangi	1
Rongowhakaata	15	Ngāi Tuha	1
Ngāti Raukawa	13	Ngāti Apa Ki te Ra to	1
Te Whanau-a-Apanui	11	Ngāti Kuia	1
Te Arawa	8	Ngāti Kuri	1
Ngāti Pahauwera	7	Ngāti Paarau	1
Ngāti Rakaipaaka	7	Ngāti Tairāwhiti	1
Muaupoko	6	Ngāti Tama	1
Ngāti Awa	6	Ngāti Uritaua	1
Rangitane	6	Ngāti Wai	1
Te AitaNgā a Mahaki	6	Ruapani	1
Ngāi Tamanuhiri	5	Tairāwhiti	1
Te Rarawa	5	Tamanuhiri	1
Ngāti Hineuru	4	Te AitaNgā a Materoa	1
Ngāti Rangi	4	Te Hika a Papauma	1
Ngāti Manawa	3	Terarawa	1
Ngāti Uepohatu	3	Tinui	1
Taranaki	3	Waikato	1
Te AitaNgā-a-Hauiti	3	Whatuiapiti Te Hauke	1
Whakatohea	3		
Maniapoto	2		
Ngā Ariki Kaiputahi	2		
Ngā Rauru	2		
Ngāti Ruanui	2		
Ngāti Toa	2		
Ngāti Whatua	2		
Rakaipaka	2		
Ruawaipu	2		
Total: 611			

Note: Respondents were able to state up to 4 Iwi to identify with, and not all respondents who selected NZ Māori stated their iwi.

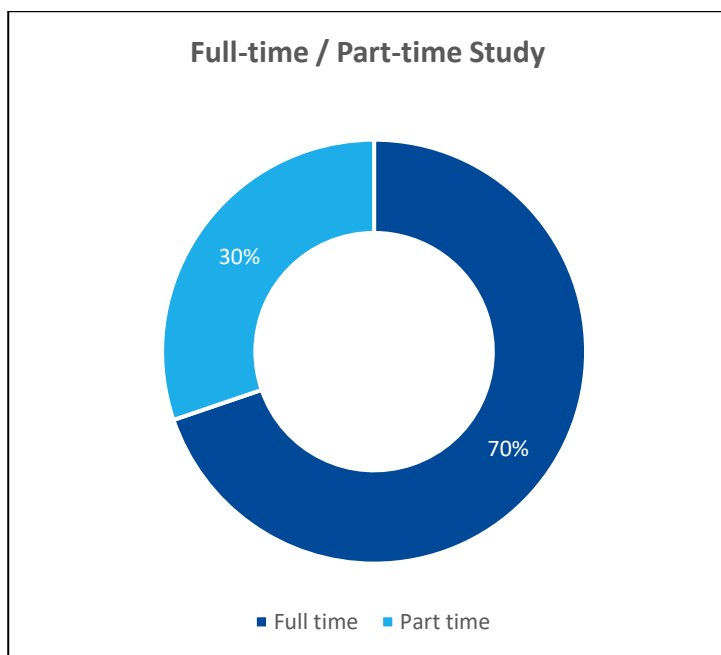
Level of Highest Previous Qualification

	n	%
Postgraduate qualification	165	17%
Bachelor's degree	193	19%
Undergraduate Diploma	87	9%
Certificate	200	20%
NCEA Level 3	117	12%
NCEA Level 2	69	7%
NCEA Level 1	25	3%
School Certificate/University Entrance	69	7%
A workplace qualification	30	3%
No previous qualification	35	4%
Other qualification	6	1%
Total	996	100%



Study Location

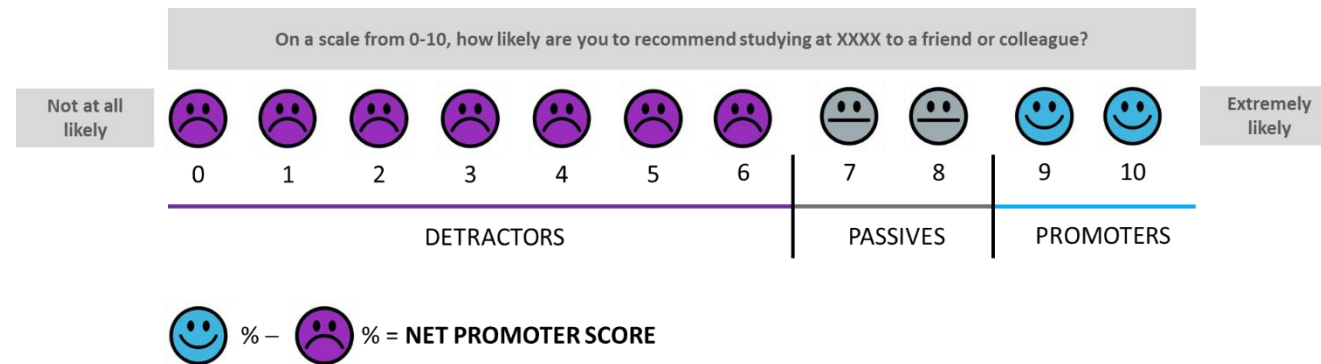
	n	%
EIT Hawke's Bay Campus (in Taradale)	593	60%
EIT Tairāwhiti Campus (in Gisborne)	131	13%
At an EIT Regional Learning Centre	83	8%
Online only	81	8%
EIT Auckland Campus	107	11%
Total	995	100%



4 Net Promoter Score (NPS)

The **Net Promoter Score** is an index ranging from -100 to 100 that measures the willingness of customers to recommend a company's products or services to others. It is often used as a proxy for gauging the customer's overall satisfaction with a company's product or service and the customer's loyalty to the brand.

How is NPS measured: Customers score the question on a simple zero-to-ten scale. The responses tend to cluster in three groups, each one characterised by different attitudes, behaviours and, therefore, economic value.



Promoters (9 or 10)

Promoters are loyal, enthusiastic fans. They sing the company's praises to friends and colleagues. They are far more likely than others to remain customers and to increase their purchases over time. Moreover, they account for more than 80 percent of referrals in most businesses. They are, in general, pleasant for employees to deal with.



Passives (7 or 8)

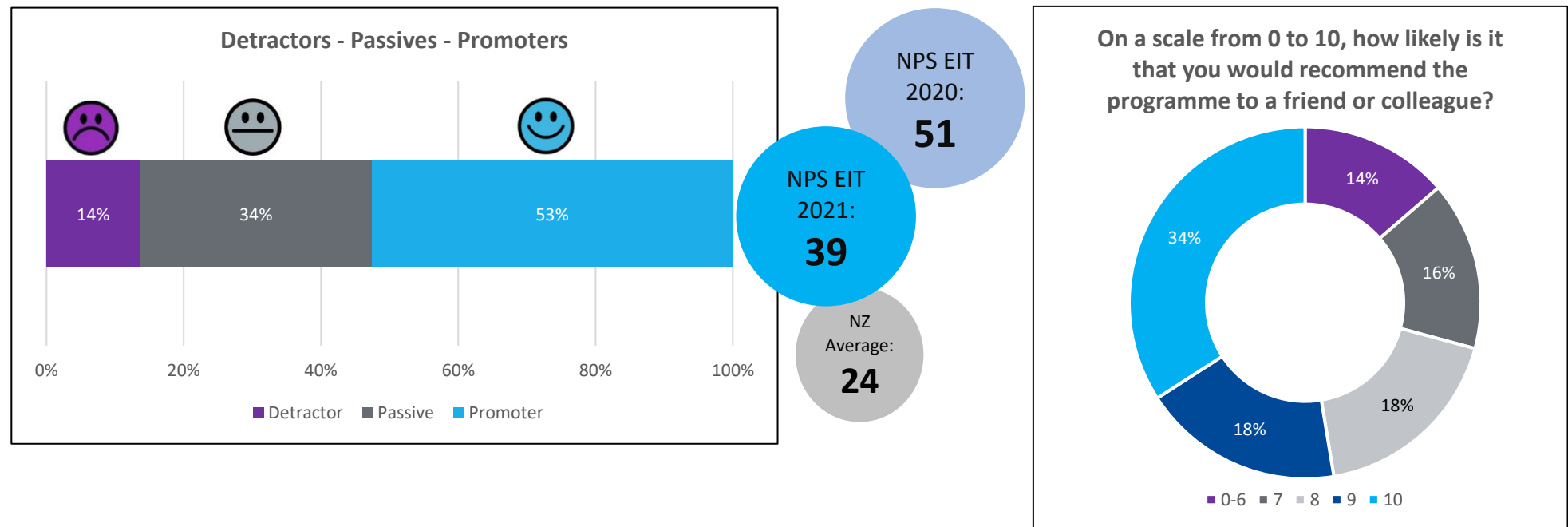
We call this group "passively satisfied" because this group is satisfied—for now. Their repurchase and referral rates are as much as 50 percent lower than those of promoters. Their referrals are likely to be qualified and less enthusiastic. Most telling: if a competitor's ad catches their eye, they may defect.



Detractors (0 to 6)

Detractors are unhappy customers. They account for more than 80 percent of negative word-of-mouth. They have high rates of churn and defection. Some may appear profitable from an accounting standpoint, but their criticisms and bad attitudes diminish a company's reputation, discourage new customers and demotivate employees.

The NPS is calculated by subtracting the percentage of customers who are Detractors from the percentage of customers who are Promoters. **The average NPS in New Zealand's tertiary education sector is 24** (Source: Perceptive, 2020: New Zealand NPS Industry Benchmarks).



Net Promoter Score for EIT		Detractor (0-6)		Passive (7-8)		Promoter (9-10)		Net Promoter Score 2021	NPS Difference between 2020 and 2021	Net Promoter Score 2020
		n	%	n	%	n	%			
Age Bands	Under 20	8	12%	22	33%	36	55%	42	-8	50
	20 to 25	27	12%	110	48%	93	40%	29	-12	41
	26 to 30	31	18%	53	31%	88	51%	33	-11	44
	Over 30	66	13%	142	28%	293	58%	45	-11	56
Ethnicity	New Zealand European/Pakeha	53	12%	166	38%	221	50%	38	-11	49
	New Zealand Māori	36	11%	103	31%	190	58%	47	-12	59
	Pasifika	4	9%	12	28%	27	63%	53	-26	79
	Other ethnicity	56	20%	90	31%	141	49%	30	-11	41
Qualification Level	Postgraduate	36	20%	74	41%	69	39%	18	-16	34
	Degree	23	18%	52	41%	52	41%	23	-13	36
	Diploma	29	22%	48	36%	57	43%	21	-13	34
	Certificate	45	8%	154	29%	334	63%	54	-7	61
TOTAL		133	14%	328	34%	512	53%	39	-12	51

Net Promoter Score for EIT: School Comparison		Detractor (0-6)		Passive (7-8)		Promoter (9-10)		Net Promoter Score 2021	NPS Difference between 2020 and 2021	Net Promoter Score 2020
		n	%	n	%	n	%			
School of Education and Social Sciences		6	8%	14	19%	52	72%	64	2	62
School of Tourism and Hospitality		2	5%	12	29%	27	66%	61	1	60
Te Uranga Waka		12	11%	25	22%	77	68%	57	-1	58
School of Primary Industries		6	7%	28	34%	49	59%	52	-8	60
School of Health and Sport Science		19	10%	53	29%	109	60%	50	-19	69
School of Trades and Technology		7	9%	37	47%	34	44%	35	-20	55
ideaschool		3	11%	13	46%	12	43%	32	4	28
School of Nursing		11	15%	29	40%	32	44%	29	-33	62
School of Viticulture and Wine Science		6	25%	6	25%	12	50%	25		
School of Computing		22	21%	41	38%	44	41%	21	-15	36
School of Business		31	21%	62	42%	56	38%	17	-15	32
TOTAL		133	14%	328	34%	512	53%	39	-12	51

Main Reason for not Recommending the Programme (Detractors)

Refer to individual School/Campus reports for comments by programme

- 6 is a good number, there's room for improvement.
- Admin staff and receptionists are rudest persons I've ever seen in whole New Zealand. They need some more training on customer service.
- After my studies I started applying for jobs related to my course, I am not able to get a job related to my studies as I don't have previous work experience. Employers here consider only people with prior experience. This situation is common for all international students, this is the only reason that students who have graduated from EIT are not working in their field of studies. This is a bitter truth, especially in case of business students. I came to New Zealand to make a career, but I am struggling to find a decent job. I have not invested all these money for my studies to do any job, I am here to specialize, I am here to make a career. I would not recommend this program to any of my friends as there is very less scope to thrive. To whomsoever It may concern, if the institution conducts a survey among their graduated students, it will be clear. Most students study business programs and now they are engaged in other roles as they are not able to find an entry. If they were to do any other jobs, what was the purpose of doing a course. In my opinion the institution should make proper tie ups with other companies. This could at least improve the chances for graduates. If international students feel that they are not able to make a good career after their studies, they will not be taking up such programs. Their money and time are valuable. Thank you
- Again, is the teaming team I'm more concerned about as while I study there I do constantly get the feeling that the teaching team may not strong enough to have the ability offering the knowledges what the institution ought to offer to the students.
- Although it's an awesome qualification affordability is the hardest thing about studying, you don't get much money on student allowance, especially when you are a father and have a family to feed
- As Māori, I don't think there was enough support for Māori students completing a degree at Bachelor level.
- As per last question. Lack of good teachers. Regan was literally the worst
- As stated in improvements - I felt it was a great place for a retreat but pieces for the course were misleading. We were given fake fur to make a cloak, this was a Māori Toi course and we expected to come away with a bit of weaving experience as was shown on the front page. The wananga had less and less people each time. There were only 2 of us that completed all three wananga on the scheduled weekends. The second weekend we were sent home on the Saturday evening before tea. We could have stayed and had more time to hand sew our fake fur cloaks. Or taught each other how to whatu or taniko but there was no offer to stay. Some participants had flights booked to and from each wananga so finishing early is not that helpful.
- Assessment question and study material sometimes did not align.
- Because has a lot of politics to follow instead of orientation to the study
- Because I did Agriculture and didn't get to do much animal handling which was stated in the book that we would do
- Because I did not feel it gave me a good foundation. It felt like I missed out on a lot of theoretical knowledge that I have realized is very important for getting a good job.
- Because I do not know anyone who would benefit from taking this course.
- because I think some courses are not very related to real work environment, but as a theory, it is good
- Because in my opinion those who are hired in concerned department in order to help international students in any problem should be more focused on that rather than ignoring them
- Because it was designed proper based on the industrial needs
- Because it won't help You to get a job
- because most of my friends have different interests already.
- Because of the reason mentioned earlier re: IBL project
- Because the environment is not very nice
- Because the programme is run in a rural country area
- Better to go straight into an apprenticeship but was a good course
- classmates' educated level and dedication on study
- Cos while I found this a good basic entry-level into business. There was so much it also missed for the real world. I have since done a Xero course and I found that very informative and that was only 3 classes. I would explain why I would not recommend it to anyone and let them make their own mind up. I enjoyed the class. Just wish it was more real world
- Cause it was probably one of the most stressful times of my life trying to study while work with no financial help, didn't even let me have the gas allowance for some reason

- Depends on what they friend is looking for
- Didn't learned that much for future career
- Disrespectful tutor
- Distance students were not given the same quality of teaching as on-campus students. I think my learnings suffered from this. It was incredibly frustrating as I would have watched or listened to all of the PowerPoint presentations if that had been an option, I think this would have greatly enhanced my learnings from my courses.
- Does not lead to a job that is profitable, offers progression readily or enables you to support yourself or others.
- everyone should complete the course
- Expensive, the programme is not clear since the beginning of the course, the end of the course is confusing. When the student needs the answer is slow, when it is time to pay the student needs to be fast.
- For someone with work experience some courses are too basic and boring.
- hard to get well paid job
- Hard to graduate, I spent 4 and half year. I prefer to recommend my friend to study business
- Honesty, whether I recommend this programme depends on the purpose and current situation of the friend or colleague. If he or she would find a job, even try to live in NZ after the study, I would suggest him or her to rethink about this.
- I believe they would find it lame. This is very much based on someone having no knowledge of any HR or employment experience. Anyone over 25 would probably struggle to find this interesting, although I did also struggle with the tutor who did not cater for her audience or the questions we posed.
- I don't think the course adequately prepares students to work in the NZ context due to the lack of Māori content
- I don't feel it's worth. Nothing is authentic
- I feel like there is so much content and there needs to be more time to process each subject, it felt like everything was rushed through.
- I found that a large amount of online content was difficult for me to process, as an older person used to doing study through books & handouts.
- I found that the program only really caters to young people who need to do something other than school to try find a career path. It's not for someone wanting to up-skill or even people who want to gain qualifications to impress the workforce.
- I face so many problems and don't want other to face same
- I had some issues during the course, wrong information. So, I think that there are some communication problems that affected the quality of my studies
- I have studied complex subjects in my B.E and in PG it's just a facilitator telling us to do your own research. Spoon feeding isn't what I am looking into. But I expected some knowledge to grab and discuss. All I learned was how plagiarism would affect your score. Take a sentence chance it from active to passive voice. I expected a support from faculties to give you a right path to job. Discuss CV and cover letter. All I got is pleasing a staff will help you get good grades. I don't want to be mean or rude. But this is what I felt.
- I thought it was hard to understand was expected and often had to google search further information to complete each stage that wasn't available in the learning content.
- I would but all was not well. Change of tutors x 3 in the 1st 3 weeks. Different teachings, different iwi. Hard to develop rapport at times.
- I would highly recommend Fashion level 5 to my friends. But for the higher levels 6 and 7, I feel like the study program are more self-study for me.
- If you work in the field, and commuting this programme earns you a wage increase, then definitely do it. However, apart from some good insights from our lecturer, and a few understandings of the laws relating to the field, I did not learn a whole lot that would help me in the practicalities of everyday work.
- Immigration nz is rude for international ppl. And much racism
- It is a long commitment to become a social worker and the course at times can be demanding and challenging.
- It leads to no where
- it needs more structure; I'm not telling people to go there when there's 0 structure and it can be up to 36k
- It's not likely because I didn't like the way they treated the students, the pact of support and understanding and the unorganised manner in the way they run the degree
- Just because I don't think that most of my friends would be into the courses that I did there
- Just because it has more focused on nursing.
- Just the excess pressure and high expectations without the tutors knowing who they are teaching
- Lack of in-depth approach towards courses.

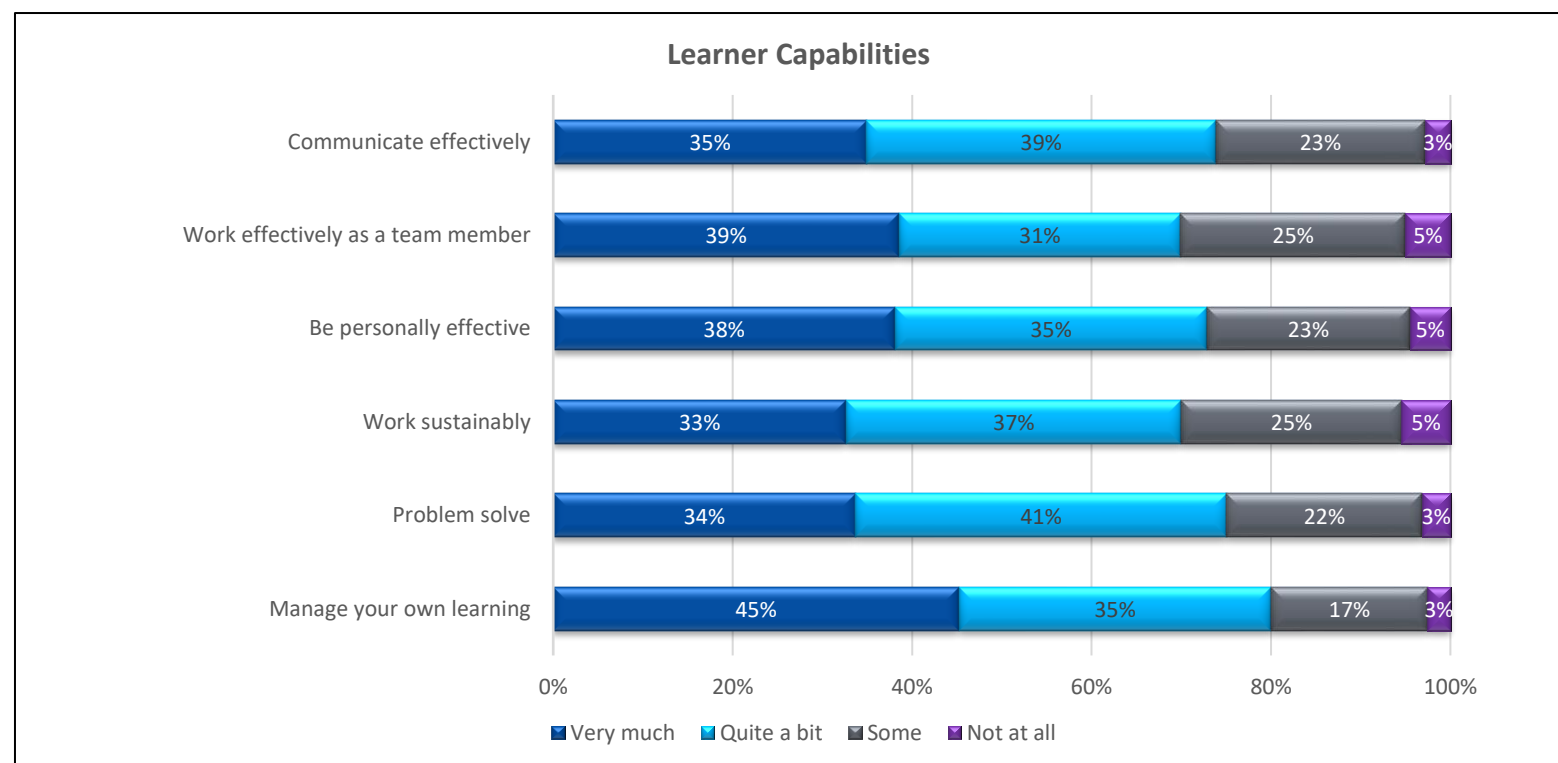
- Less job prospects
- Life at school is too boring
- Like myself my friends have children it is extremely hard and mentally exhausting to be full time studying at EIT Taradale due to living 1hr drive away I would recommend doing it part time or through correspondence
- Most of my friends already have an undergraduate degree and if they were considering a change of profession to nursing I think Massey University offers a master's in clinical practice (nursing) which is likely a better deal.
- most of my friends and colleagues are not searching for a field of study or already have work skill such as skill in the trades. Otherwise, most of my friends have their eyes set on higher pursuits of education going through large universities to achieve their goals.
- Most of the subject , EIT offered are not relevant to the current health care work scenario
- My experience wasn't the best, however if covid had not happened I believe I would have had an entirely different experience.
- No jobs after education
- No placements after finishing the program because of the program. The jobs perspective after finishing this program needs to be improved
- Not enough hands on learning. Centred around computer learning.
- Not much campus placement, and not much hands on training
- Not much practical learning
- Not much structure to the course
- Papers too inconsistent
- Peers have not had the support I was lucky enough to get
- Poor standard, lots of spelling mistakes and errors in dates, lack of equality
- Same reason what I told in the improvements
- See previous answer.... judgement, stigmas, victim shaming
- Teachers has partiality One of my teachers was highly religious, preaching unscientific theories in the class Parking space No placement from the college
- The discrepancy between materials and some of the attitudes of staff
- The experience I had, was very negative. I was the only person in the class that was not Māori, and was constantly having to ask how to spell words, or ask "What are you talking about?" when were we having "Māori Class" because the class would be speaking in Māori, and I would not know what they are talking about? I would also ask in the "Chat" but by the time someone would see it, it would be too late. So, I spent most of my time looking out my window, not having much time to do with that class. Then in our other class I would try and relate it to my own culture, and I got shut down and told " We are not talking about that" which was like a slap in the face, which made me angry, I guess because I was hurt as well. Then every week she would ask me "How would that work in Samoa?" The first time she asked I said I don't know.
- THE FOLK I WORK WITH ARE YOUNGER AND SIGNIFICANTLY MORE ADVANCED IN THEIR COMPUTER SKILLS AND UNDERSTANDING THAN I. THIS COURSE WOULD MOST LIKELY BE TOO BASIC FOR THEM. I DON'T BELIEVE I HAVE ANY FRIENDS WHO HAVE SIMILAR SKILLS AS I WHO WOULD WANT TO PUT THEMSELVES THROUGH SUCH A LENGTHY COURSE ON AN EXTRA MURAL BASIS. IT IS VERY FRUSTRATING HAVING DIFFICULTIES OUTSIDE NORMAL EIT HOURS AND THEN TRYING TO DESCRIBE A PROBLEM TO A TUTOR WHEN YOU CAN'T ACTUALLY IDENTIFY WHAT THE PROBLEM ACTUALLY IS. COMPUTER LANGUAGE CAN BE QUITE FOREIGN AT TIMES.
- The job opportunities after the programme are very limited.
- The level in which they want to further explore
- The overall quality of the content was poor.
- The programme was undergoing changes
- The quality of teachers varied greatly, some were excellent, and others were frustrating. And the quality of the teacher certainly impacted on the learning experience.
- The quality of the tutor
- The tutors. Yes continue with completing postgraduate education and Masters, but you might be better served doing it through another provider
- The way the online content was hard to follow at times, the amount of content seem too much.
- There are not many job opportunities.

- There are other te reo programmes that seem more developed and consistent.
- There is no path or proper guidance after the program is over. Just people trying to teach how CVs are made and refer to job sites. Like we don't know this. There should be recruitment drive from the companies for on campus placement.
- There needs to be improvements in the Tutor who is fluent in Te Reo and honest in their markings especially in Te Reo not written .
- There wasn't much EIT provided, it appeared outsourced to other people and their training.
- They don't have the same interests
- To help further their experience and studies (depending on what that is as the learning varies throughout different areas)
- Tutor was a bit disorganised
- You need a good foundation of te Reo

5 Experiences of Graduates while Studying at Eastern Institute of Technology

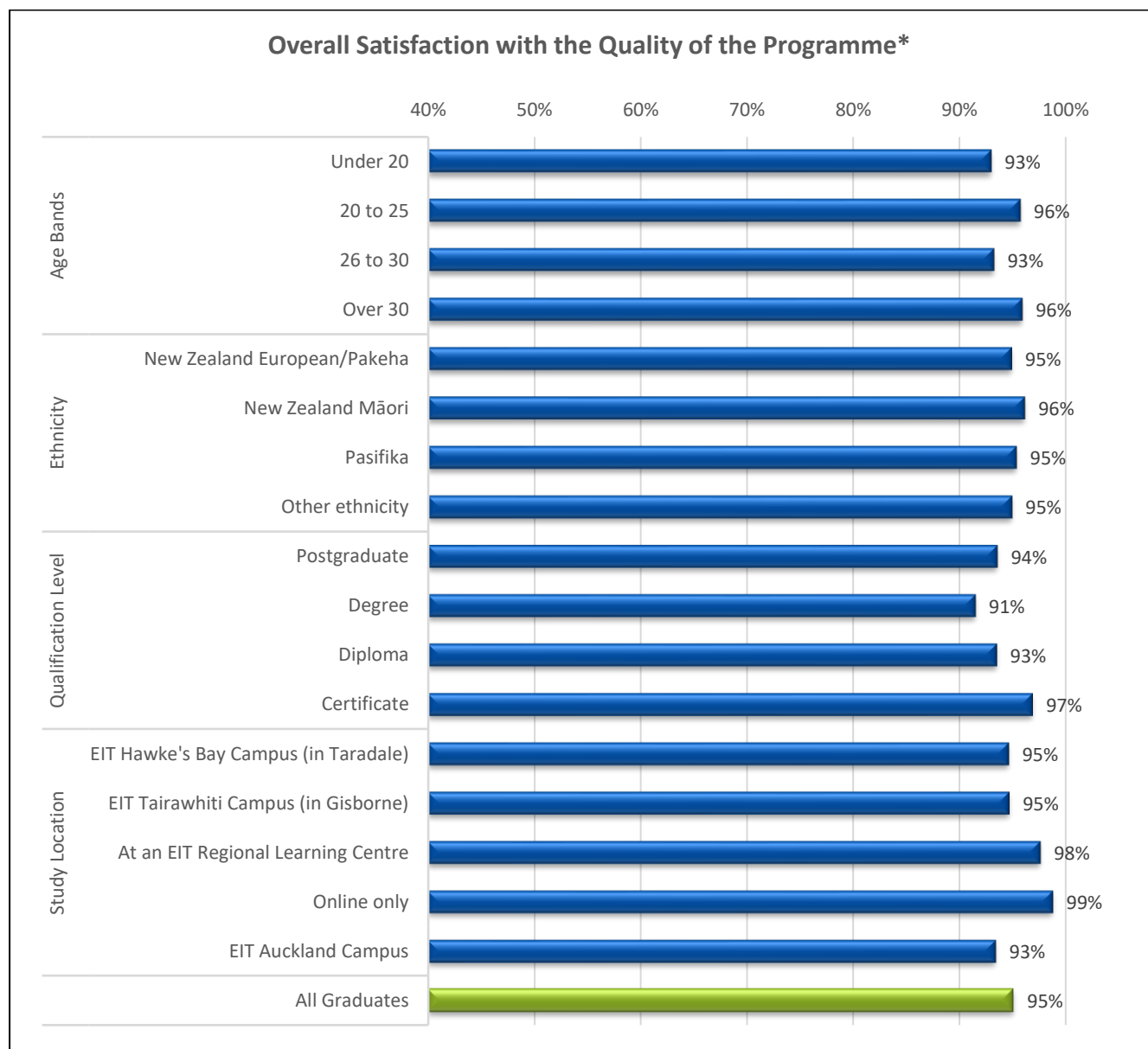
5.1 Learner Capabilities

Learner Capabilities	Very much		Quite a bit		Some		Not at all	
	n	%	n	%	n	%	n	%
Communicate effectively	346	35%	385	39%	231	23%	28	3%
Work effectively as a team member	377	39%	307	31%	245	25%	49	5%
Be personally effective	372	38%	339	35%	221	23%	44	5%
Work sustainably	318	33%	364	37%	239	25%	53	5%
Problem solve	331	34%	406	41%	214	22%	31	3%
Manage your own learning	444	45%	342	35%	171	17%	25	3%



5.2 Satisfaction with the Quality of the Programme

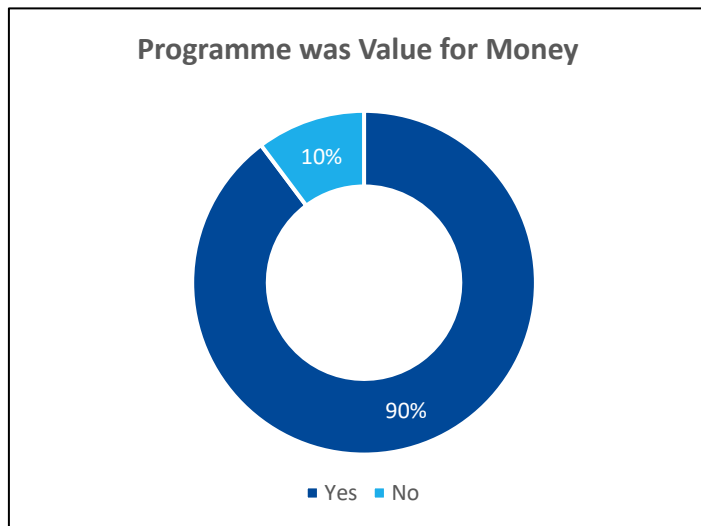
		Agree + Tend to Agree		Tend to Disagree + Disagree	
		n	%	n	%
Age Bands	Under 20	66	93%	5	7%
	20 to 25	223	96%	10	4%
	26 to 30	165	93%	12	7%
	Over 30	489	96%	21	4%
Ethnicity	New Zealand European/Pakeha	427	95%	23	5%
	New Zealand Māori	322	96%	13	4%
	Pasifika	41	95%	2	5%
	Other ethnicity	280	95%	15	5%
Qualification Level	Postgraduate	174	94%	12	6%
	Degree	118	91%	11	9%
	Diploma	129	93%	9	7%
	Certificate	525	97%	17	3%
Study Location	EIT Hawke's Bay Campus (in Taradale)	561	95%	32	5%
	EIT Tairāwhiti Campus (in Gisborne)	124	95%	7	5%
	At an EIT Regional Learning Centre	81	98%	2	2%
	Online only	80	99%	1	1%
	EIT Auckland Campus	99	93%	7	7%
Total		946	95%	49	5%



*All participants who stated “agree” or “tend to agree” on a scale from 1 = “agree” to 4 = “disagree”.

5.3 Value for Money

	n	%
Yes	860	90%
No	98	10%
Total	958	100%



Reasons why Programme was not Perceived as Value for Money:

- Again, completely let down and judged by staff
- As I mentioned, I was able to secure a job on previous merits and work experience. This education was like investing to come to New Zealand. Not to learn anything.
- As international students we pay thousands of dollars as fees, but your staff keeps chasing us for \$5.00 and \$10.00
- As much as I learnt a lot I found a lot of time was self-directed learning
- As stated earlier
- At the moment I am seeking for a better job where I could use my degree obtained in the EIT, and once I get it it will become a good investment.
- Because at the time I studied there wasn't a lot of support for me when I was struggling to study for exams
- because didn't know what direction to go after no doors opened and personal family issues came up
- Because it calls for all health care professionals but has no pathways except for nurses
- Because it didn't get me anywhere I wanted to carry on and get more qualified, but I couldn't afford to
- Because it's so expensive as an international student, compared to what the locals are paying for it
- Because the program wasn't what it said it was
- Because there was no IBL
- Broad range of relevant topics included in the course
- Casual smirk remarks from those who didn't pay from their own pockets opposed to those of us who did piss me off - they seemed to drag the chain and not complete assignments on time, if at all
- compare to investment it was very less
- Could have used more student-teacher interaction
- COVID
- covid interfered with the practical learning. I didn't learn as much as the new intake are learning
- Don't understand where our fees went to, as it doesn't add up.
- Everyone passed
- Expected a lot more
- Expensive for what you get.
- Explained in previous question
- few learning
- For my level 7 study with more self-study learning style, I feel the education fee is expensive.
- got a scholarship
- I am having difficulty getting any other academic institution recognizes the qualification and therefore at this stage cannot progress further academically into PHD
- I am wondering whether there is a middle choice between Yes and No. I would not deny this programme because I think I really learned something from it. More practical courses should have been included though.
- I learnt and am in debt
- I often had to complete self-directed learning when it came to mental health as a lot of it was very limited. Also, some lecturers would read straight from the slides, so I'd often find it better watching YouTube or reading literature for my own learning as it became boring and repetitive. Plus, it sometimes felt like a waste of money with petrol of going to lectures when they would read straight from the slides when I could access the same thing at home, uninterrupted.
- I should have done master's in clinical practice through Massey instead
- I studies only few new things
- I was always stressed. Never going in the direction, I wanted. I got depressed and failed. I had many great experiences, but I just remember being angry all the time. I didn't feel like I was listened too. I felt like I was paying thousands of dollars to sit and make my own brief over and over again while the tutors talked about their past lives.

- I was disappointed in the tutorials
- I'm barely earning more than minimum wage. I could have earned more in retail
- Investing a huge amount of money and not getting an output as expected.
- It felt like a refresher
- It kind of felt like we chose a Management Programme rather than an IT Post Graduate Diploma. I wanted few Management subjects but not just Management. We didn't get quality IT subjects which were part of the curriculum. I had few good lecturers like Emree and John Jamieson but had hard time with few too. Not everybody with great Industrial experience, make a good lecturer. Only very few can ace that.
- It was fully funded for me because I was working in the field of study and grants were available. Worth the time? Yes, I suppose so. But I felt it could have been completed in a far shorter timeframe.
- It wasn't what I expected, and it took way too long to complete
- It's not up to the industry standards
- It's very hard to find a good job with applied management degree. But as for study experience only, I like this study journey.
- Lack of employment upon graduation in Construction
- Late afternoon not ideal timing for orchardists best timing would be morning in class
- More practical classes needed
- Most of courses were short term, long distant learning of HB campus and free which worked in well with my fulltime work with a social work and hauora, non-for profit service provider to community of Heretaunga
- Most of the jobs available are too far away from where I had just moved to
- no job afterwards
- Not a lot of income based work in the art field
- Not at all
- Not fully yet
- Not many job opportunities
- Not using it as on a different career path now
- Now have a student loan.
- Please see previous comment.
- Pros: post study visa and add in the CV a graduation in EIT. I expected more from EIT, once I can have the same benefits in other small and cheaper institutions
- Schedule was erratic
- since doing this course at eit I now have an amazing job I had applied for while doing this programming,
- Somewhat
- Still can't speak te Reo any better
- Such a huge amount of money for average teaching. Should have paid a little more to go elsewhere
- The content was really only relevant if you had absolutely no experience of work or preparing for it.
- THE COURSE WAS FREE SO NO ISSUES THERE..THANK YOU FOR THAT. I DID NOT APPRECIATE THAT THE COURSE WAS AS LONG AS IT WAS, NOR WAS I FULLY AWARE OF THE COURSE CONTENT.HAD I TAKEN MORE TIME RESEARCHING THIS I WOULD NOT HAVE ENROLLED. THIS IS MY FAULT NOT A FAULT OF EIT.
- The course was free, but I did invest a lot of time, because you get out what you put in
- The courses are free until you decide to do the degree, which I plan on doing
- The fees are overpriced for the education and tools provided
- The first semester was great, the second semester felt like a completely different course with little to no expansion on what was previously taught.
- The standard of teaching from some lecturers not good enough, at the times the timetable wasted my time. Too much online content because of covid. When the bubble opened up we still had to study online, and the content required a classroom environment. Having zoom with Hawkes bay did not suit as there class was larger than ours and they dominated the sessions. Some

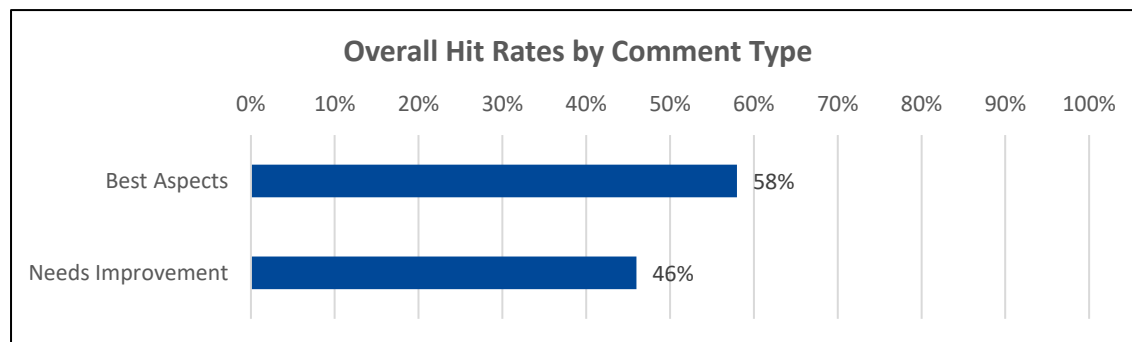
poorly delivered lectures. Wasted funds on printing and books. Unpaid placements. Currently doing a post grad through Auckland uni and have noticed the difference in professionalism and support offered. Well-laid out, understandable up to date and interesting.

- Tutors didn't teach anything valuable and play favourites with certain students. They like to exclude and exile students
- Very expensive considering the pay rate of job
- Was a free course, long hrs again due to lockdown. Terms of time, the only thing more valuable than time is who you spend it with
- We covered mostly the stuff we had covered in the previous level. We have not received all our marks. The tutor was too relaxed for my liking and did not extend many of us
- We did not have to pay for the course, but we paid \$150 for the cloak materials which I felt was rather extravagant.
- When I was in school, the theories and methods I was taught were outdated, such as lean management.
- workforce does not accept & give level 5 pay rates any more
- yes and no, but no because I watched year groups before me get better opportunities, trips, treatment, projects, tutor time, taught. when our year were left to do our own thing. I stayed to get my degree and learn off 4 respected tutors.
- Yes at the time but was a bit gutted it was free the year after I finished

5.4 Best Aspects of the Programme and Needs Improvement: Comment Analysis

The comments about the best aspects of the programme and what needs improving have been analysed using CEQuery. All comments about best aspects of the programme and needs improving are attached at the end of this report.

CEQuery is a software tool for qualitative analysis. It 'scores' the open-ended comments from respondents by looking for keywords or combinations of words from the dictionary established for each of five domains (Outcomes, Staff, Course Design, Assessment, and Support). When these words are found, the relevant section of the comment is placed into the count for a topic in a domain. This is called a 'hit'. This means that, when a comment covers more than one topic, this overlap is picked up.

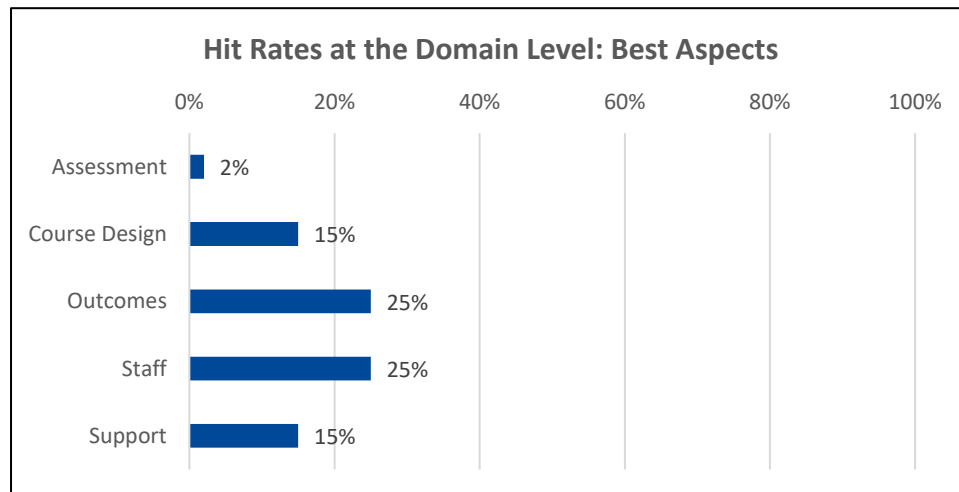


Number of Comments:

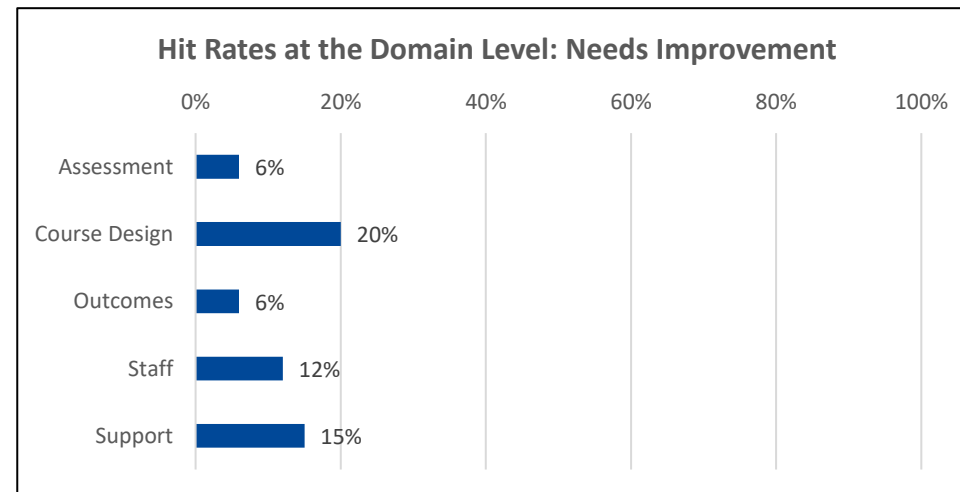
Best Aspect: 864

Needs Improvement: 668

Bars represent the percentage of comments of each basic type which have a hit on any domain.



Bars are domain hits as a percentage of the 864 best aspect comments in which any hit was found.



Bars are domain hits as a percentage of the 668 needs improvement comments in which any hit was found.

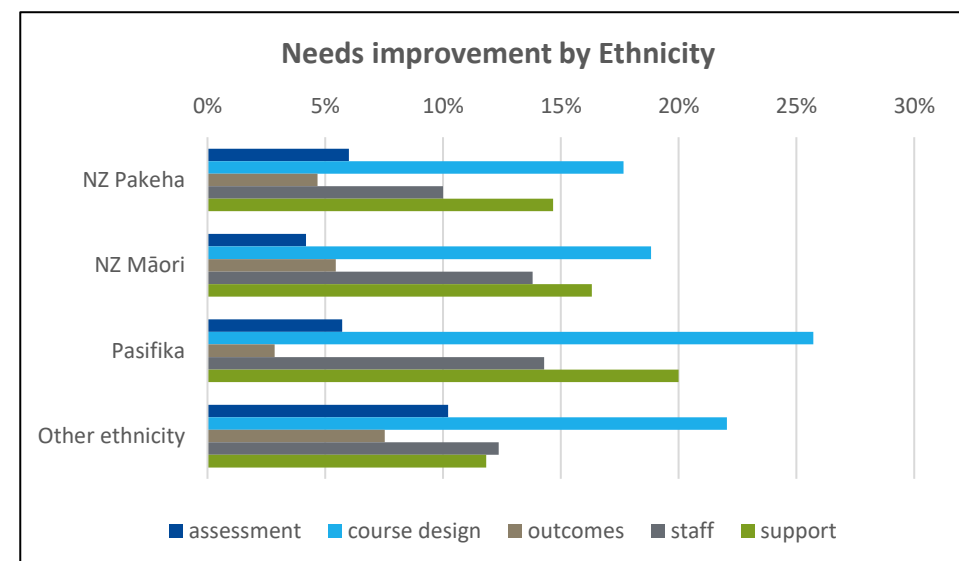
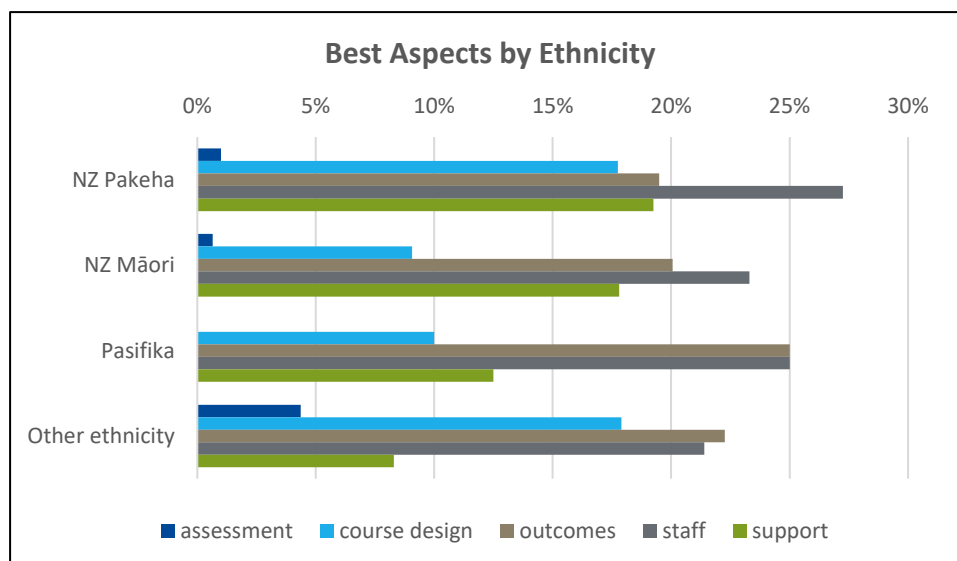
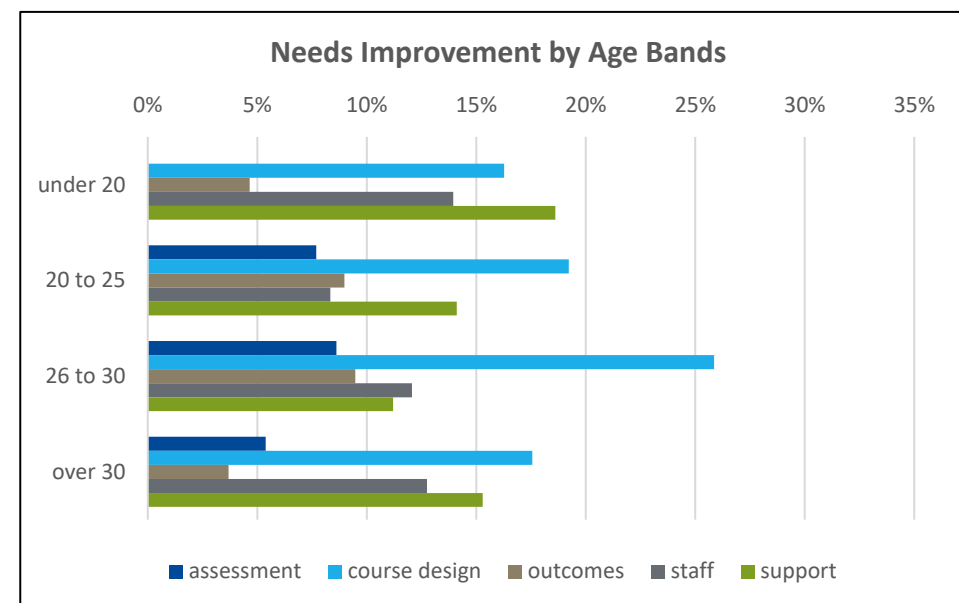
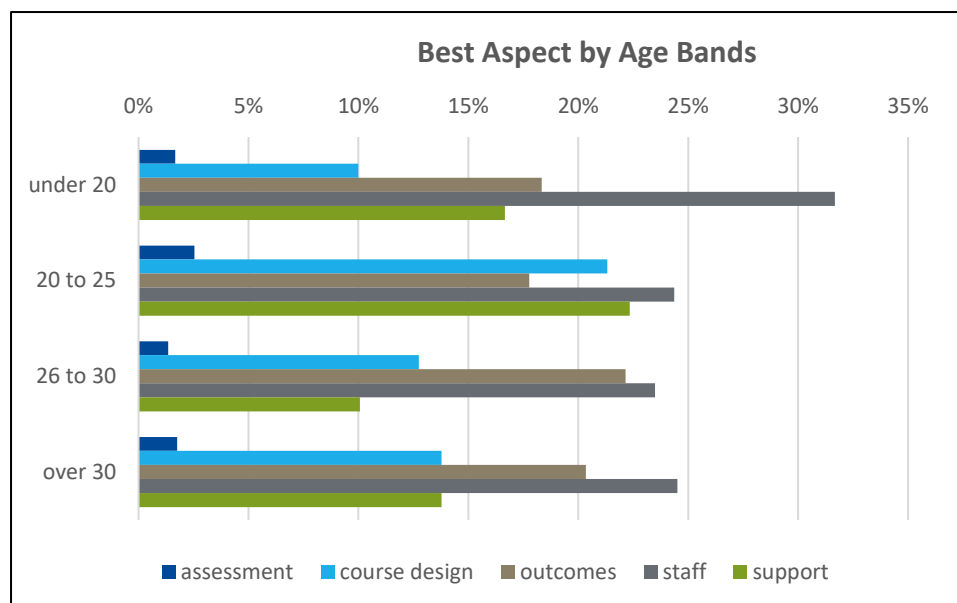
Best Aspect to Needs Improvement likelihood odds

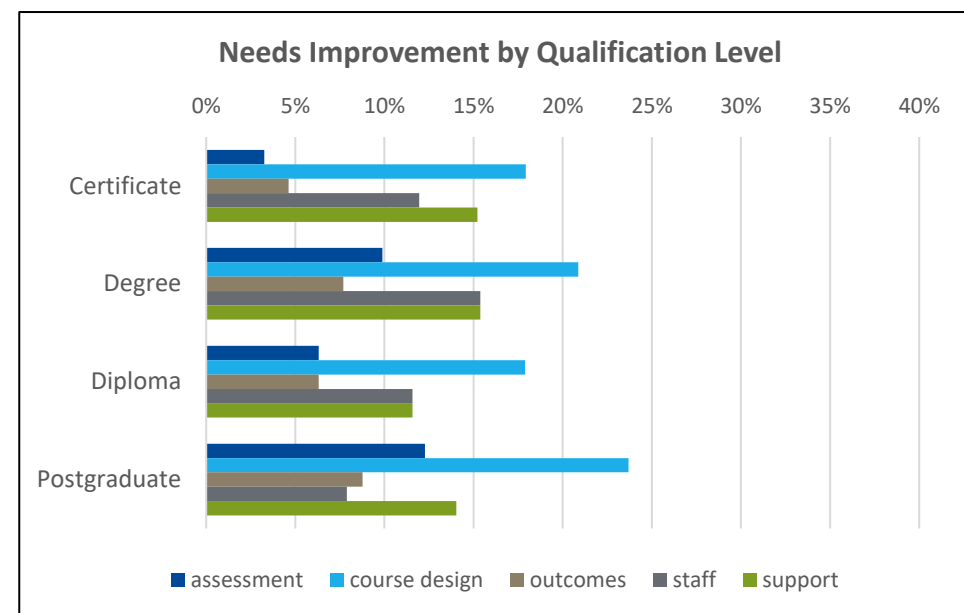
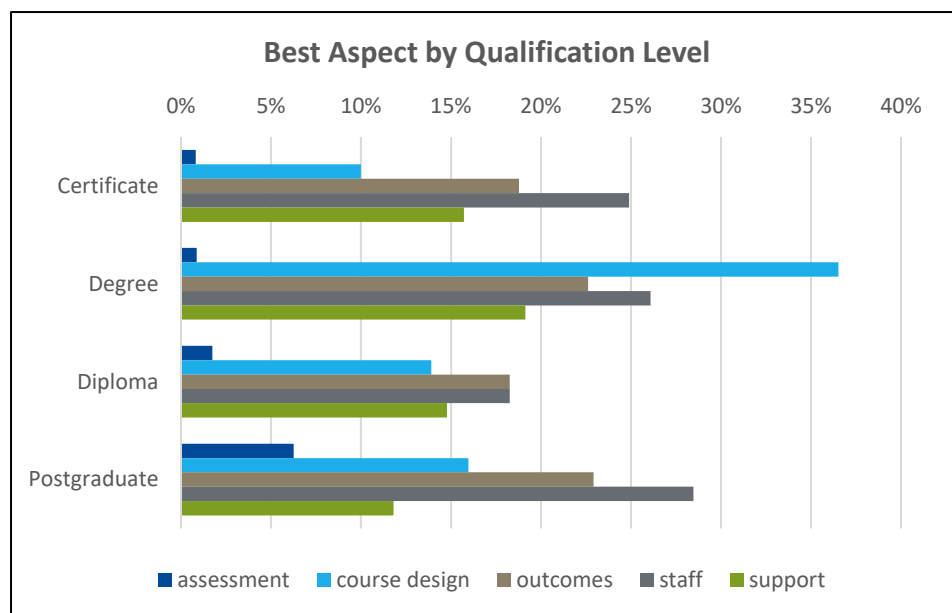
This table shows the rankings of comments grouped into sub domains and ranks the likelihood the comments are more likely to be best aspects or needs improvement. The **higher** the best aspect/needs improvement (BA/Ni) odds the more likely the majority of comments related to that sub domain are about best aspects of that sub domain field.

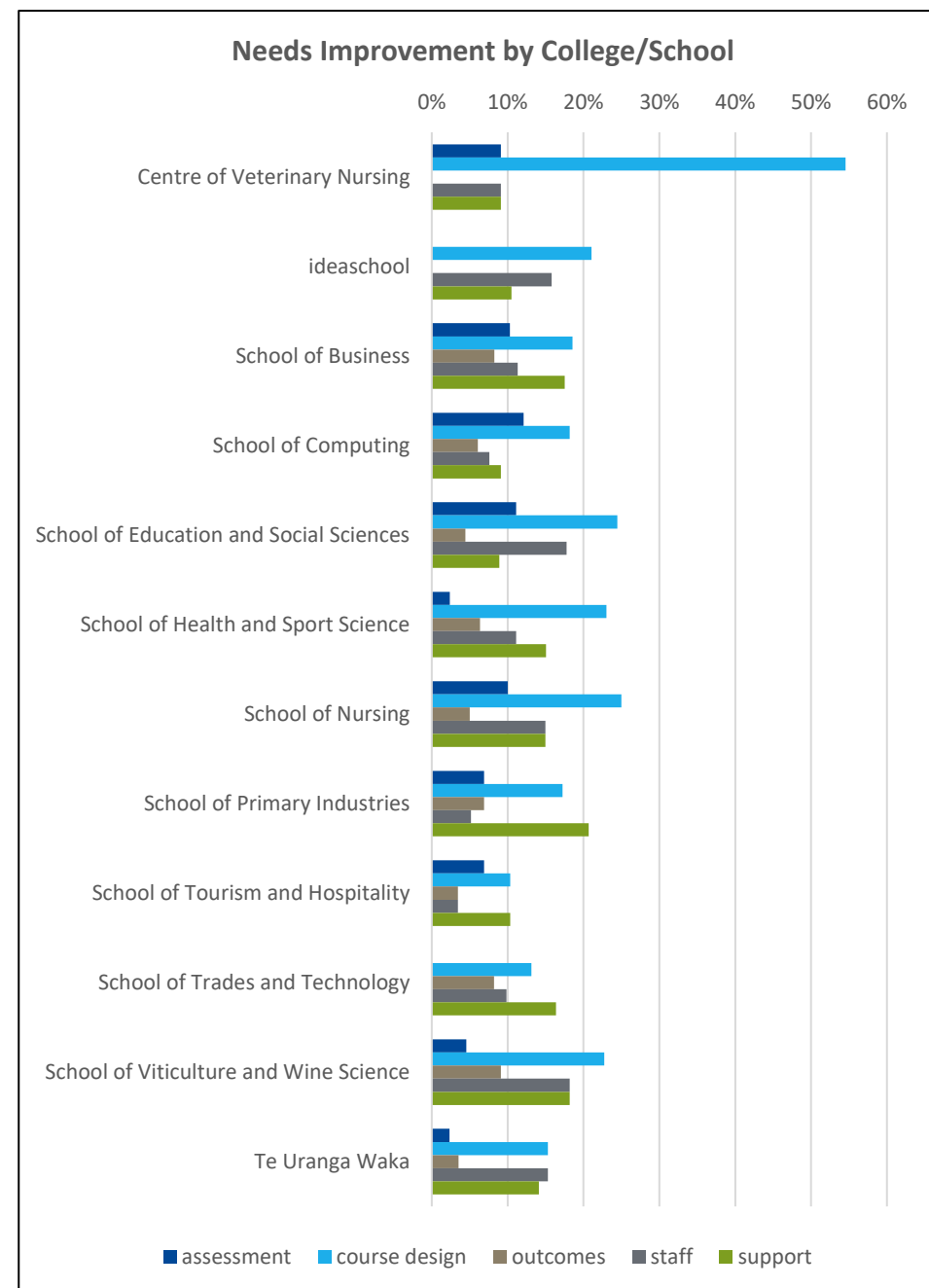
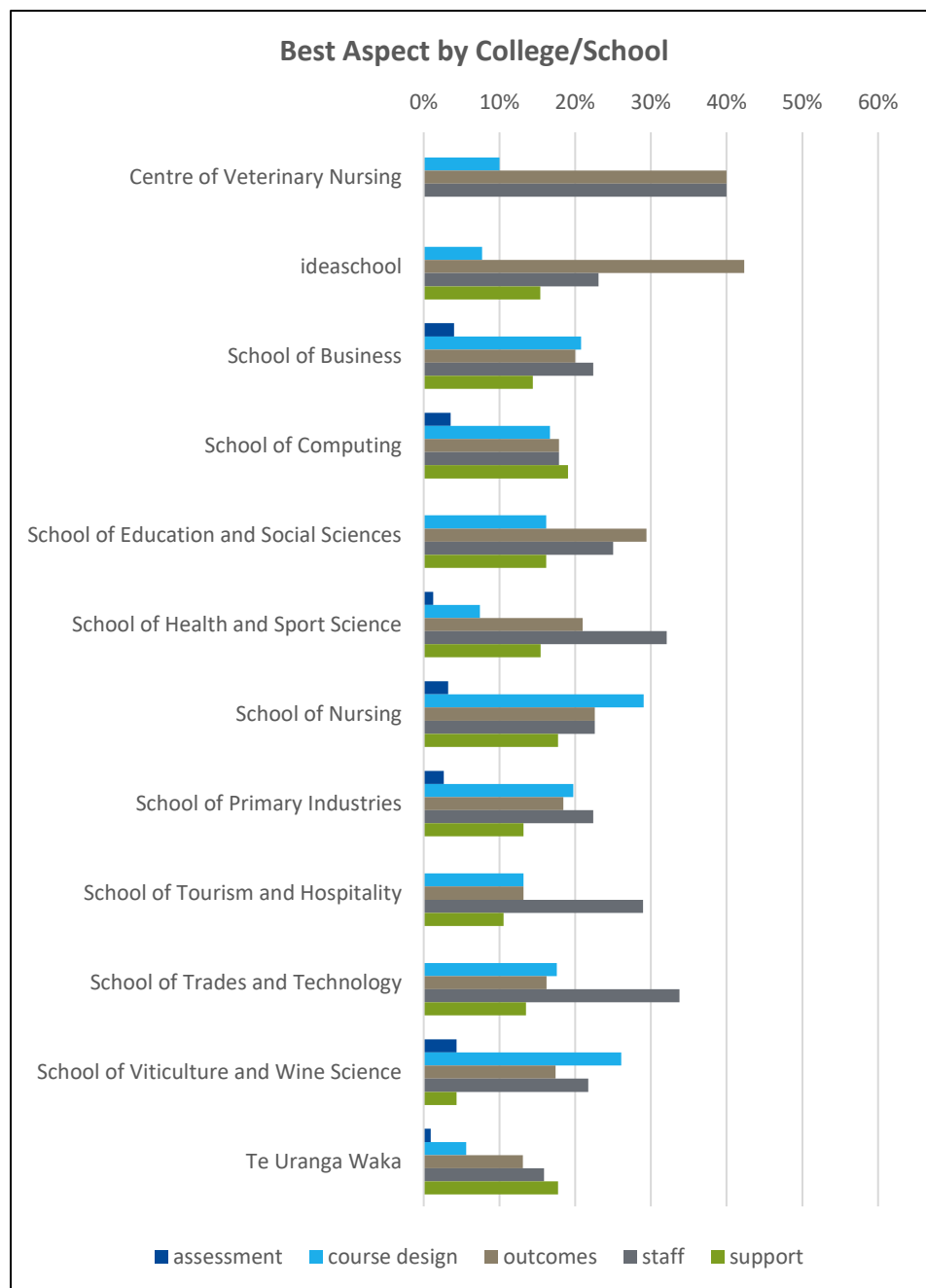
Rank	Sub-domain	BA/Ni odds	Best Aspects	Needs Improvement
1	outcomes::intellectual	13.33333	40	3
2	outcomes::knowledge_skills	6.636364	73	11
3	support::unspecified	7	7	1
4	outcomes::further_learning	6	6	1
5	staff::quality	3.547619	149	42
6	staff::accessibility	3.515152	116	33
7	course_design::unspecified	3	15	5
8	outcomes::inter_personal	3.5	7	2
9	course_design::practical_theory_links	3	12	4
10	support::social_affinity	2.405405	89	37

Best Aspect and Needs Improvement Comment Frequency by Sub Domain

Best Aspects			Needs Improvement		
Rank	Sub-domain	Total Hits	Rank	Sub-domain	Total Hits
1	staff::quality	149	1	course_design::methods	64
2	staff::accessibility	116	2	course_design::flexibility	46
3	support::social_affinity	89	3	staff::quality	42
4	course_design::methods	74	4	support::social_affinity	37
5	outcomes::knowledge_skills	73	5	course_design::structure	37
6	outcomes::work_application	55	6	staff::accessibility	33
7	outcomes::intellectual	40	7	support::infrastructure	28
8	staff::teaching_skills	38	8	outcomes::work_application	26
9	course_design::flexibility	28	9	staff::teaching_skills	26
10	outcomes::personal	23	10	support::learning_resources	25







6 Employment Activity During Study

Results from previous Graduate Outcome Surveys consistently demonstrate that being in some form of employment whilst studying is a strong predictor of a student's ability to obtain employment after graduation, regardless of employment sector, job type (permanent vs. temporary), and hours worked and whether the work was related to the completed programme. Having a clear understanding of this relationship and conveying the importance of working while studying to students will have a positive effect on graduates' employment outcomes, which is a key indicator of an Institution's success as a provider of high quality relevant tertiary education.

		All Graduates	
		n	%
Undertook paid work during study	Yes	638	67%
	No	314	33%
Working or self employed	Working for wages or salary	505	80%
	Self-employed	32	5%
	Studied part time while continuing in current job	98	15%
Type of work	Full time	161	32%
	Part time	343	68%
Time off by employer	Often	227	45%
	Sometimes	142	28%
	Never	133	26%
Financial support from employer	A great deal	93	18%
	Somewhat	75	15%
	Not at all	335	67%

Under 20		20 to 25		26 to 30		Over 30	
n	%	n	%	n	%	n	%
31	48%	149	66%	118	70%	340	69%
34	52%	76	34%	50	30%	154	31%
23	74%	128	86%	108	92%	246	73%
0	0%	4	3%	5	4%	23	7%
8	26%	17	11%	5	4%	68	20%
4	17%	26	20%	22	20%	109	44%
19	83%	102	80%	86	80%	136	56%
10	43%	56	44%	62	58%	99	40%
5	22%	41	32%	29	27%	67	27%
8	35%	31	24%	15	14%	79	32%
6	26%	21	16%	16	15%	50	20%
8	35%	34	27%	10	9%	23	9%
9	39%	73	57%	80	75%	173	70%

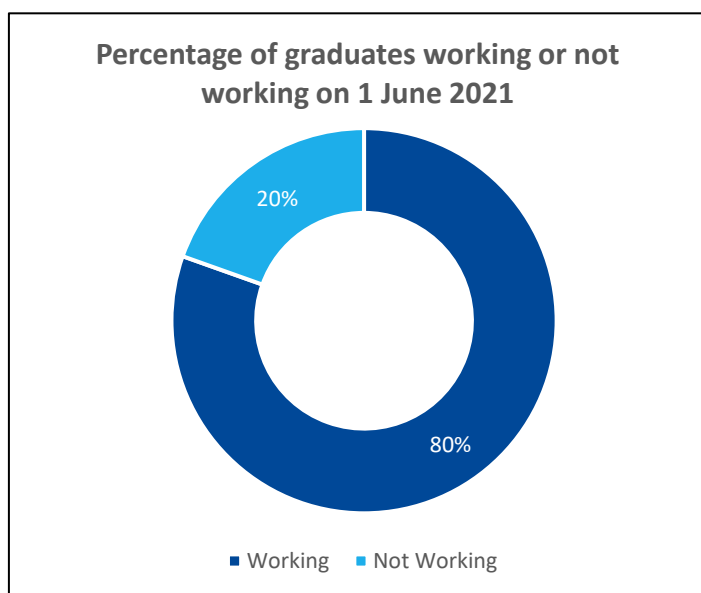
		All Graduates	
		n	%
Undertook paid work during study	Yes	638	67%
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Working or self employed	Working for wages or salary	505	80%
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Financial support from employer	A great deal	93	18%
	Somewhat	75	15%
	Not at all	335	67%

New Zealand European/ Pakeha		New Zealand Māori		Pasifika		Other ethnicity	
n	%	n	%	n	%	n	%
288	66%	193	59%	30	71%	207	74%
146	34%	132	41%	12	29%	72	26%
216	75%	149	78%	24	80%	180	88%
18	6%	10	5%	1	3%	9	4%
54	19%	33	17%	5	17%	16	8%
76	35%	72	48%	10	42%	28	16%
139	65%	77	52%	14	58%	152	84%
59	28%	63	43%	10	42%	119	66%
72	34%	42	28%	6	25%	42	23%
83	39%	43	29%	8	33%	18	10%
36	17%	43	29%	8	33%	24	13%
32	15%	25	17%	3	13%	24	13%
147	68%	81	54%	13	54%	131	73%

7 Employment Situation on 1 June 2021

7.1 Employment Situation – All Graduates

	n	%
I was employed earning wages or a salary.	716	75%
I was self-employed.	53	5%
I was not working / not self-employed.	187	20%
Total	956	100%



Employment Situation by Age

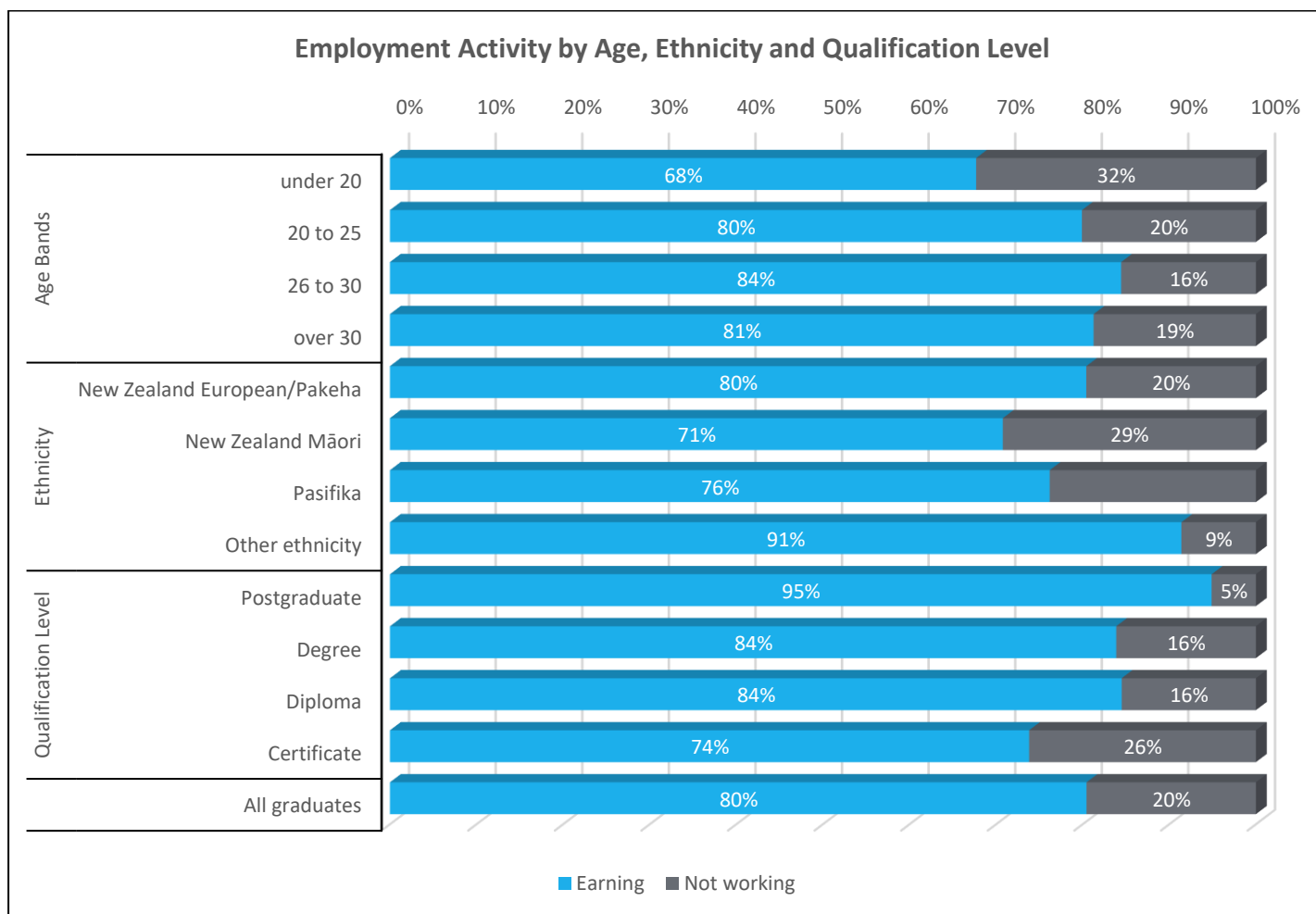
	Age Bands							
	Under 20		20 to 25		26 to 30		Over 30	
	n	%	n	%	n	%	n	%
Earning wages or salary	43	66%	172	77%	135	81%	364	73%
Self employed	1	2%	7	3%	6	4%	39	8%
Not working / not self employed	21	32%	45	20%	26	16%	93	19%

Employment Situation by Ethnicity

	Ethnicity													
	New Zealand European/Pakeha		New Zealand Māori		New Zealand other ethnicity		Pasifika		Asian		Indian		Other ethnicity	
	n	%	n	%	n	n	%	%	n	%	n	%	n	%
Earning wages or salary	316	73%	213	66%	31	74%	246	88%	316	73%	213	66%	31	74%
Self employed	33	8%	17	5%	1	2%	9	3%	33	8%	17	5%	1	2%
Not working / not self employed	85	20%	95	29%	10	24%	24	9%	85	20%	95	29%	10	24%

Employment Situation by Qualification Level

	Qualification Level							
	Postgraduate		Degree		Diploma		Certificate	
	n	%	n	%	n	%	n	%
Earning wages or salary	161	91%	101	81%	104	81%	350	66%
Self employed	6	3%	3	2%	5	4%	39	7%
Not working / not self employed	9	5%	20	16%	20	16%	138	26%



7.2 Relevance of Qualification for Current Job

Relevance of the Qualification for the Current Job

	n	%
Highly relevant	356	56%
Partly relevant	128	20%
Slightly relevant	64	10%
Not relevant at all	87	14%
Total	635	100%

Using the Skills and Knowledge from the Qualification gained in Current Job

	n	%
To a great extent	253	40%
To a moderate extent	157	25%
To some extent	98	16%
To a small extent	67	11%
Not at all	51	8%
Total	626	100%

Type of Work

	n	%
In full time work	513	72%
In part time work	115	16%
Contract or casual work	79	11%
Not earning but working (e.g. voluntary work)	4	1%
Total	711	100%

First Full Time Job

	n	%
Yes	219	36%
No	393	64%
Total	612	100%

7.3 Location of Employment

Working in New Zealand

	n	%
Yes	651	98%
No*	12	2%
Total	663	100%

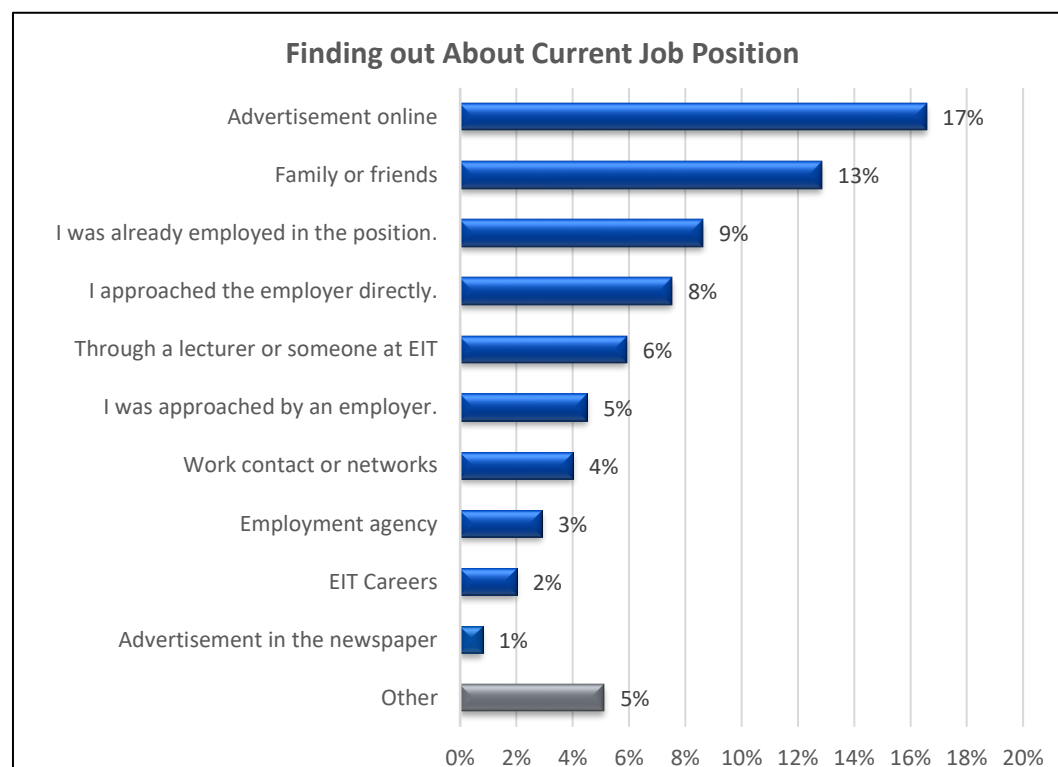
* individual responses: Australia: 5 / China: 2

Working in the Following Regions

Region	n	%
Hawke's Bay	405	62%
Auckland	83	13%
Gisborne	79	12%
Wellington	22	3%
Manawatu-Wanganui	18	3%
Bay of Plenty	13	2%
Waikato	10	2%
Marlborough	6	1%
Otago	5	1%
Northland	3	0%
Canterbury	2	0%
Taranaki	1	0%
Nelson	1	0%
South Canterbury	1	0%
Total	649	100%

7.4 Finding out About Current Job Position

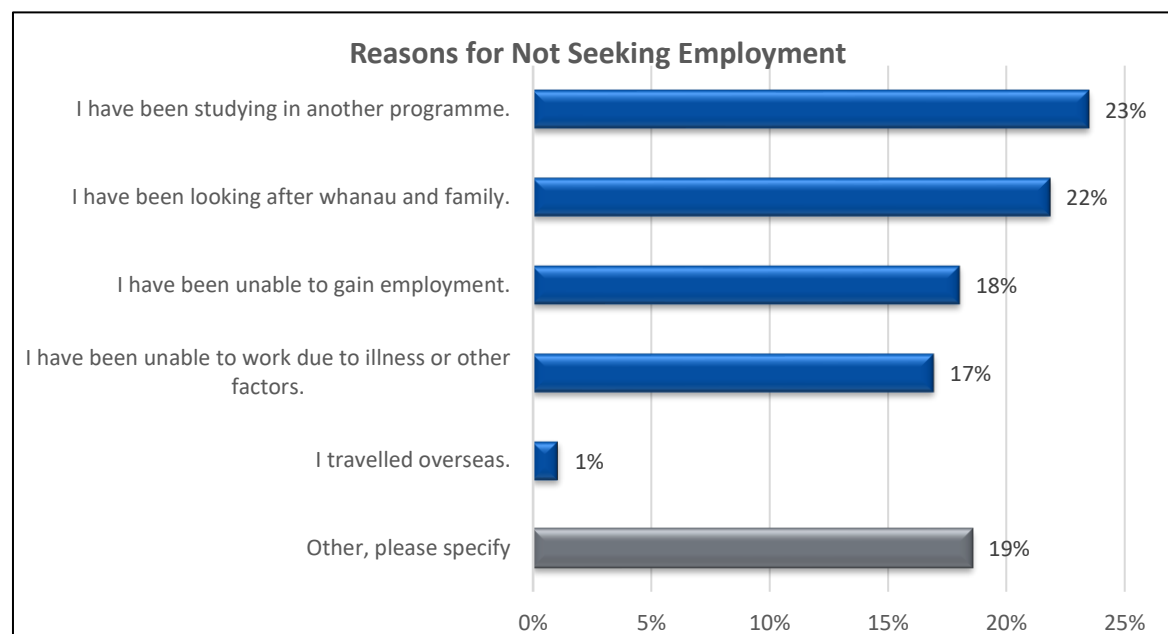
	n	%
Advertisement online	165	17%
Family or friends	128	13%
I was already employed in the position.	86	9%
I approached the employer directly.	75	8%
Through a lecturer or someone at EIT	59	6%
I was approached by an employer.	45	5%
Work contact or networks	40	4%
Employment agency	29	3%
EIT Careers	20	2%
Advertisement in the newspaper	8	1%
Other	51	5%



7.5 Reasons for not Seeking Employment

All Graduates who on 1 June 2021 were not self-employed or not working	n	%
I have been studying in another programme.	43	23%
I have been looking after whanau and family.	40	22%
I have been unable to gain employment.	33	18%
I have been unable to work due to illness or other factors.	31	17%
I travelled overseas.	2	1%
Other reason*	34	19%

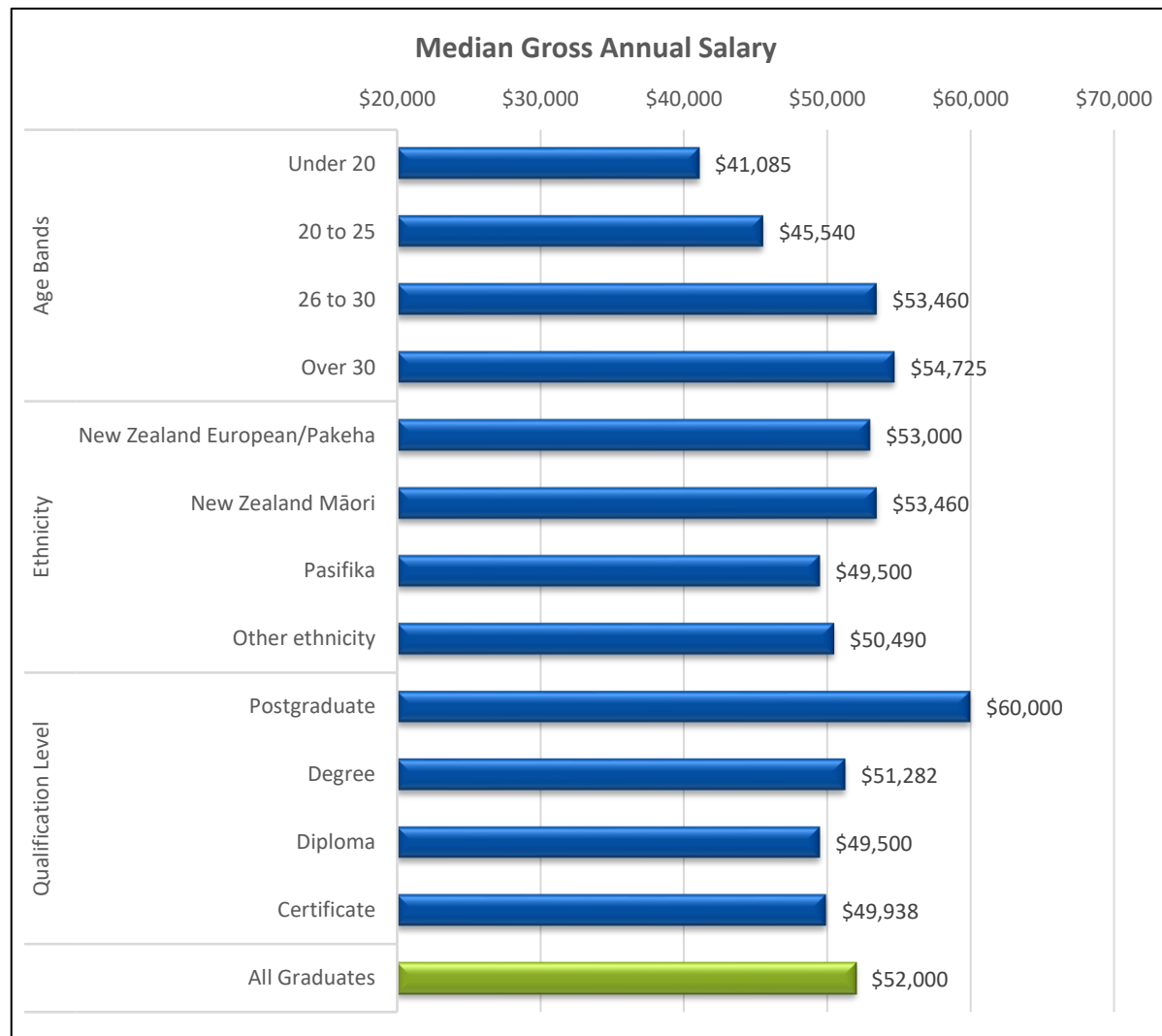
*Other main reason for not seeking paid work: retirement



7.6 Median Gross Annual Salary

For those graduates who provided the data the median gross annual salary was **\$52,000** (n = 403) and the average hours worked per week were 40. The annual salary information includes data from those graduates working full time and part time. Annual gross salaries ranged from \$10,000 to \$170,000.

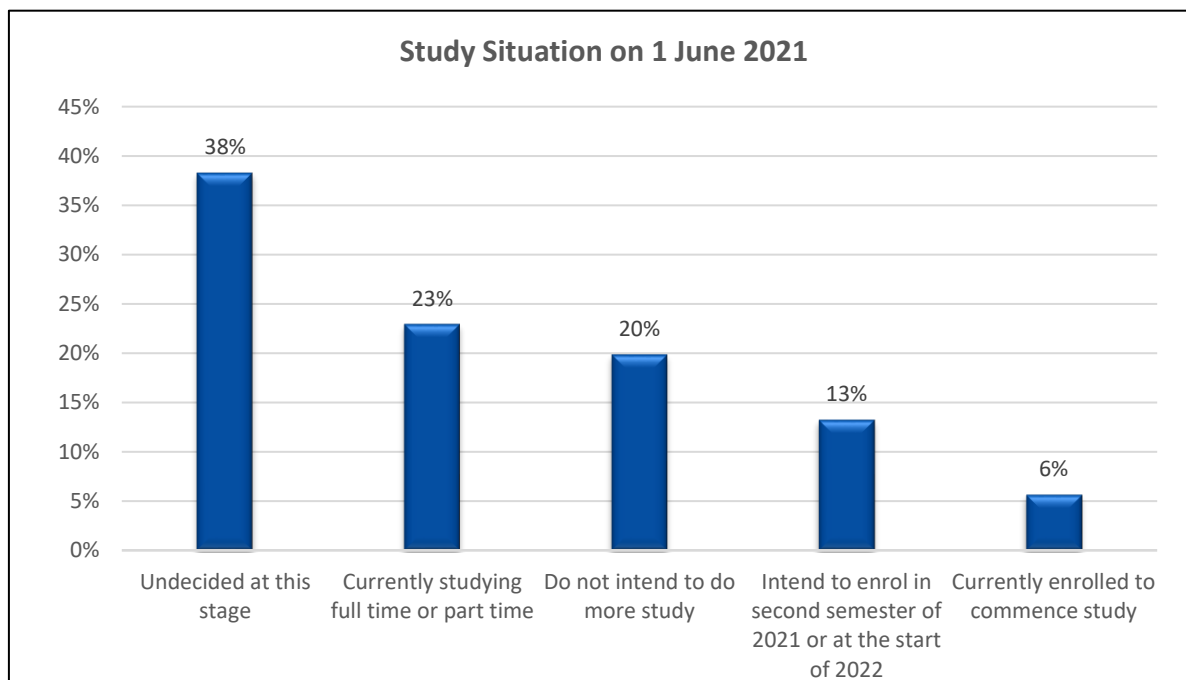
Median Gross Annual Salary		NZ\$
Age Bands	Under 20	\$41,085
	20 to 25	\$45,540
	26 to 30	\$53,460
	Over 30	\$54,725
Ethnicity	New Zealand European/Pakeha	\$53,000
	New Zealand Māori	\$53,460
	Pasifika	\$49,500
	Other ethnicity	\$50,490
Qualification Level	Postgraduate	\$60,000
	Degree	\$51,282
	Diploma	\$49,500
	Certificate	\$49,938
All Graduates		\$52,000



8 Further Study

Study Situation on 1 June 2021

	n	%
Undecided at this stage	312	38%
Currently studying full time or part time	187	23%
Do not intend to do more study	162	20%
Intend to enrol in second semester of 2021 or at the start of 2022	108	13%
Currently enrolled to commence study	46	6%
Total	815	100%



Study Situation by Age

	All Graduates		Under 20		20 to 25		26 to 30		Over 30	
	n	%	n	%	n	%	n	%	n	%
Do not intend to do more study	162	20%	10	22%	42	23%	35	24%	75	17%
Currently studying full time or part time	186	23%	20	43%	52	29%	29	20%	85	19%
Currently enrolled to commence study	46	6%	2	4%	10	6%	7	5%	27	6%
Intend to enrol in second semester of 2021 or at the start of 2022	108	13%	8	17%	20	11%	11	7%	69	16%
Undecided at this stage	311	38%	6	13%	55	31%	66	45%	184	42%

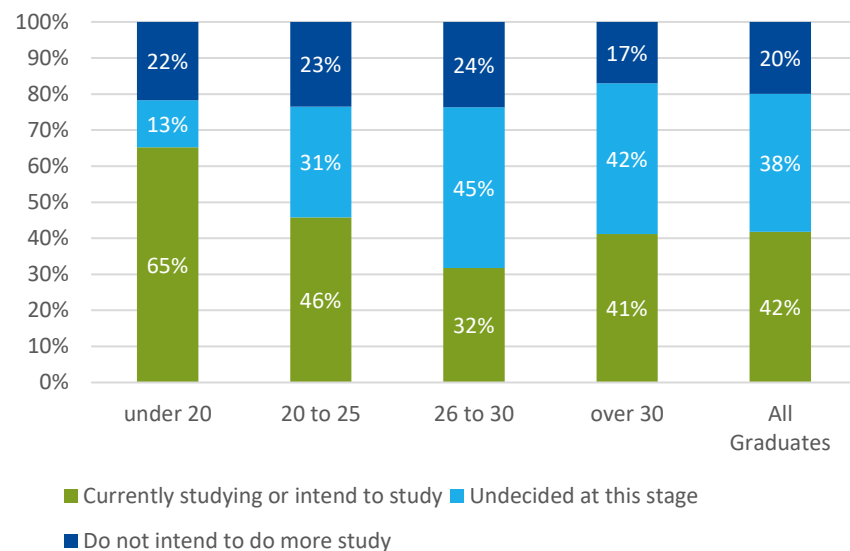
Study Situation by Ethnicity

	All Graduates		New Zealand European/ Pakeha		New Zealand Māori		Pasifika		Other ethnicity	
	n	%	n	%			n	%	n	%
Do not intend to do more study	162	20%	81	22%	33	12%	3	8%	59	25%
Currently studying full time or part time	186	23%	93	25%	80	28%	10	27%	33	14%
Currently enrolled to commence study	46	6%	27	7%	20	7%	2	5%	3	1%
Intend to enrol in second semester of 2021 or at the start of 2022	108	13%	47	13%	51	18%	4	11%	24	10%
Undecided at this stage	311	38%	128	34%	97	35%	18	49%	113	49%

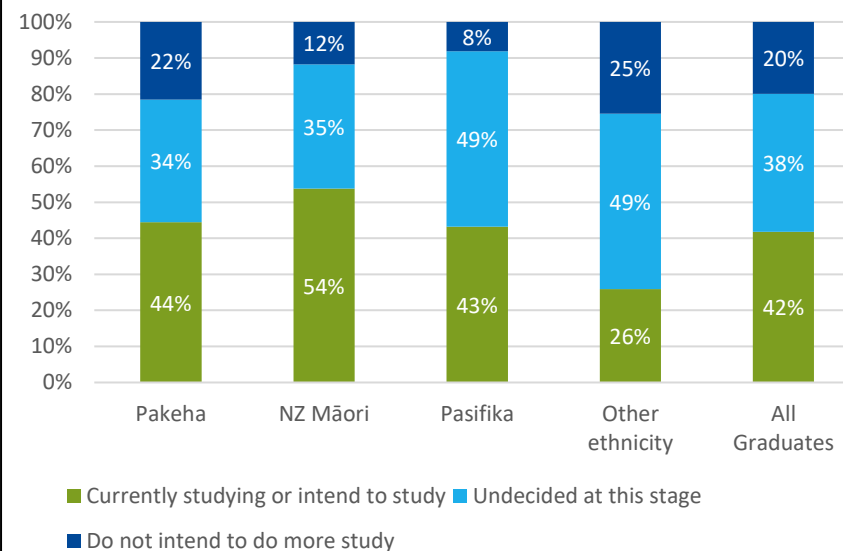
Study Situation by Qualification Level

	All Graduates		Postgraduate		Degree		Diploma		Certificate	
	n	%	n	%	n	%	n	%	n	%
Do not intend to do more study	162	20%	48	32%	23	21%	27	24%	64	14%
Currently studying full time or part time	186	23%	9	6%	28	26%	26	23%	124	28%
Currently enrolled to commence study	46	6%	11	7%	7	7%	3	3%	25	6%
Intend to enrol in second semester of 2021 or at the start of 2022	108	13%	20	13%	9	8%	10	9%	69	16%
Undecided at this stage	311	38%	64	42%	40	37%	48	42%	160	36%

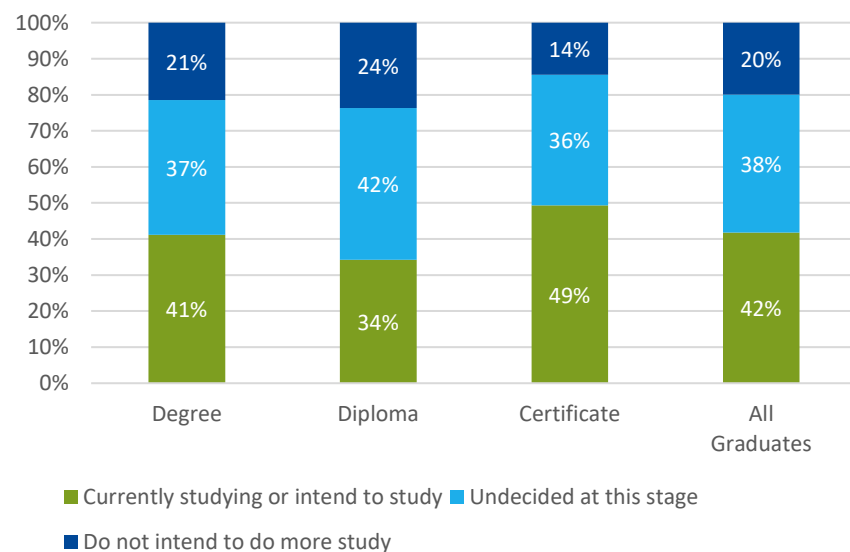
Study Intentions by Age



Study Intentions by Ethnicity

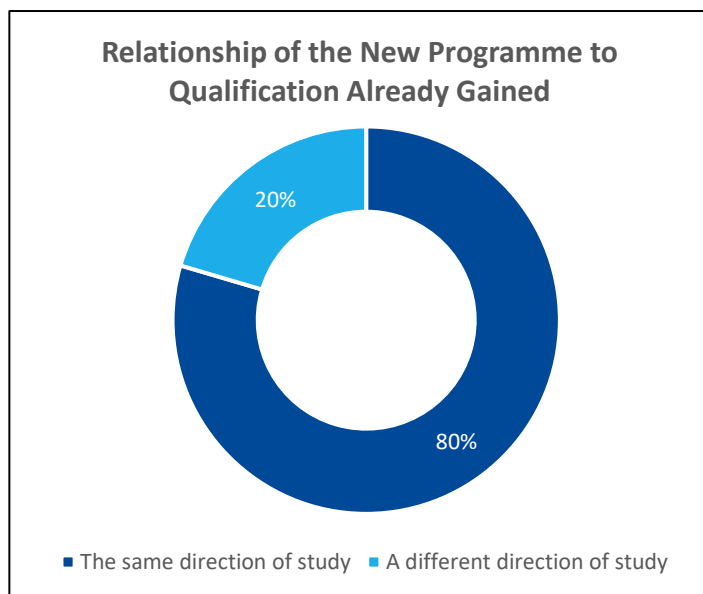


Study Intentions by Qualification



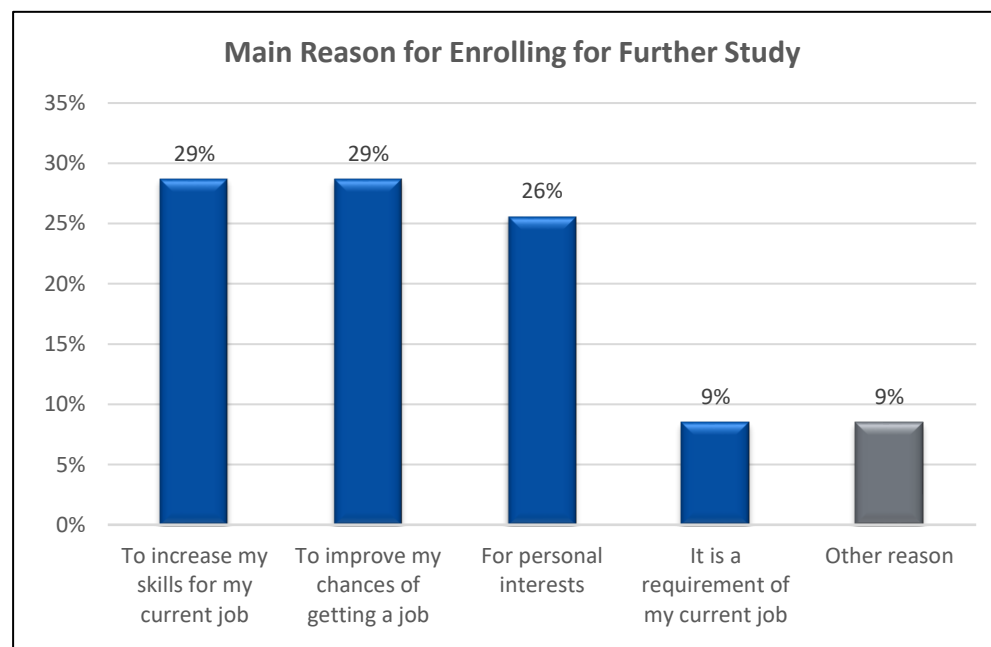
Relationship of the New Programme to Qualification Already Gained

	n	%
The same direction of study	179	80
A different direction of study	46	20
Total	225	100%



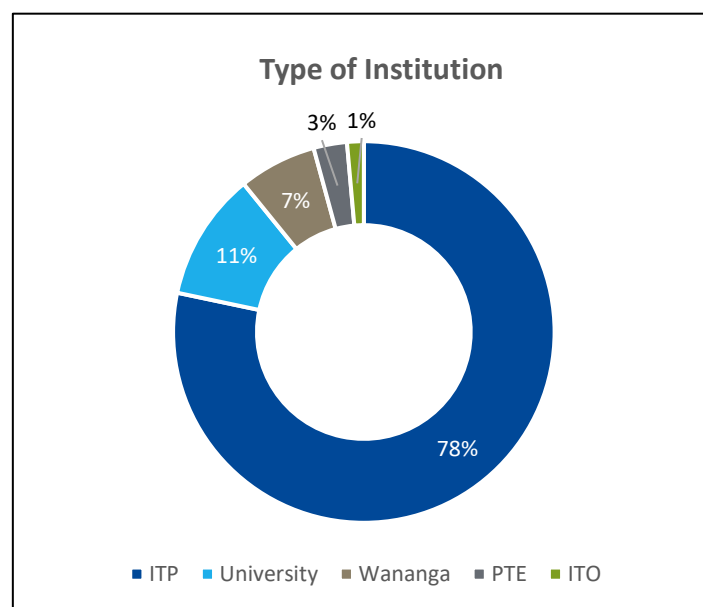
Main Reason for Enrolling for Further Study

	n	%
To increase my skills for my current job	64	29%
To improve my chances of getting a job	64	29%
For personal interests	57	26%
It is a requirement of my current job	19	9%
Other reason	19	9%
Total	223	100%



Type of Institution for Further Study

	n	%
ITP	166	78%
University	23	11%
PTE	14	7%
Wananga	6	3%
ITO	3	1%
Total	212	100%

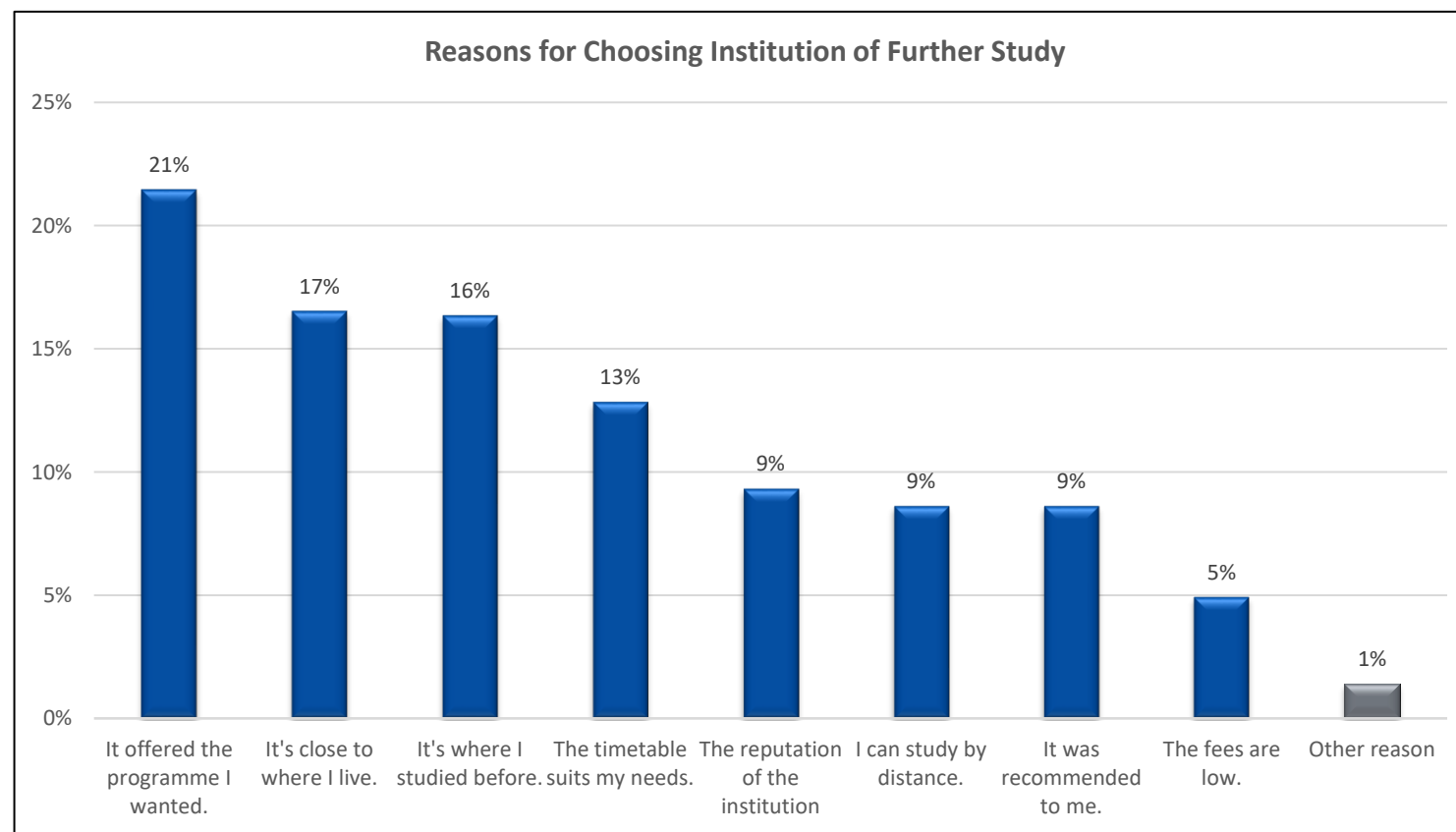


Institution Selected for Further Study

Name of Institution	n	Name of Institution	n
Eastern Institute of Technology	153	University of Otago	1
Massey University	7	Yoobee College	1
The University of Auckland	5	Total	212
Wintec	5		
University of Waikato	4		
New Zealand Tertiary College	3		
Te Wānanga o Aotearoa	3		
Whitireia	3		
Auckland University of Technology	2		
CAANZ	2		
CAANZ	2		
Primary ITO	2		
Victoria University of Wellington	2		
Aspire2	1		
Aspire2	1		
CAANZ	1		
Furtwangen University	1		
Manukau Institute of Technology	1		
Mito	1		
New Skills Academy	1		
New Zealand Institute of Business Studies	1		
Ngāti Kahungunu Inc	1		
Open Polytechnic	1		
Otago Polytechnic	1		
Te UraNgā Waka o Te Aho a Maui	1		
Te Wānanga o Raukawa	1		
Te Whare Wānanga o Awanuiārangi Whakatāne	1		
The University of Adelaide	1		
Toi Ohomai	1		
Ucol	1		

Reasons for Choosing Institution of Further Study

	n	%
It offered the programme I wanted.	122	21%
It's close to where I live.	94	17%
It's where I studied before.	93	16%
The timetable suits my needs.	73	13%
The reputation of the institution	53	9%
I can study by distance.	49	9%
It was recommended to me.	49	9%
The fees are low.	28	5%
Other reason	8	1%



9 Comparison of Graduates Working and Studying

Comparison of All Graduates who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	133	101	32	73	238	577
	% of Total	16%	12%	4%	9%	29%	71%
Self-employed	Count	11	9	3	4	24	51
	% of Total	1%	1%	0%	0%	3%	6%
Not working	Count	17	77	11	31	50	186
	% of Total	2%	9%	1%	4%	6%	23%
Total	Count	161	187	46	108	312	814
	% of Total	20%	23%	6%	13%	38%	100%

Comparison of Māori Graduates who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	27	37	16	30	60	170
	% of Total	10%	13%	6%	11%	21%	60%
Self-employed	Count	1	3	1	3	9	17
	% of Total	0%	1%	0%	1%	3%	6%
Not working	Count	5	40	3	18	28	94
	% of Total	2%	14%	1%	6%	10%	33%
Total	Count	33	80	20	51	97	281
	% of Total	12%	28%	7%	18%	35%	100%

Comparison of Graduates aged under 20 who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	8	6	1	4	5	24
	% of Total	17%	13%	2%	9%	11%	52%
Self-employed	Count	1	0	0	0	0	1
	% of Total	2%	0%	0%	0%	0%	2%
Not working	Count	1	14	1	4	1	21
	% of Total	2%	30%	2%	9%	2%	46%
Total	Count	10	20	2	8	6	46
	% of Total	22%	43%	4%	17%	13%	100%

Comparison of Graduates aged 20 to 25 who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	35	29	8	11	45	128
	% of Total	20%	16%	4%	6%	25%	72%
Self-employed	Count	1	3	0	0	2	6
	% of Total	1%	2%	0%	0%	1%	3%
Not working	Count	6	20	2	9	8	45
	% of Total	3%	11%	1%	5%	4%	25%
Total	Count	42	52	10	20	55	179
	% of Total	23%	29%	6%	11%	31%	100%

Comparison of Graduates aged 26 to 30 who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	32	17	5	5	56	115
	% of Total	22%	12%	3%	3%	38%	78%
Self-employed	Count	1	0	0	2	3	6
	% of Total	1%	0%	0%	1%	2%	4%
Not working	Count	1	12	2	4	7	26
	% of Total	1%	8%	1%	3%	5%	18%
Total	Count	34	29	7	11	66	147
	% of Total	23%	20%	5%	7%	45%	100%

Comparison of Graduates aged over 30 who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	58	49	18	53	132	310
	% of Total	13%	11%	4%	12%	30%	70%
Self-employed	Count	8	6	3	2	19	38
	% of Total	2%	1%	1%	0%	4%	9%
Not working	Count	9	30	6	14	33	92
	% of Total	2%	7%	1%	3%	8%	21%
Total	Count	75	85	27	69	184	440
	% of Total	17%	19%	6%	16%	42%	100%

Comparison of Postgraduate Level Graduates who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	41	8	10	19	58	136
	% of Total	27%	5%	7%	13%	38%	90%
Self-employed	Count	2	0	1	0	3	6
	% of Total	1%	0%	1%	0%	2%	4%
Not working	Count	4	1	0	1	3	9
	% of Total	3%	1%	0%	1%	2%	6%
Total	Count	47	9	11	20	64	151
	% of Total	31%	6%	7%	13%	42%	100%

Comparison of Degree Level Graduates who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	19	19	5	9	32	84
	% of Total	18%	18%	5%	8%	30%	79%
Self-employed	Count	1	0	1	0	1	3
	% of Total	1%	0%	1%	0%	1%	3%
Not working	Count	3	9	1	0	7	20
	% of Total	3%	8%	1%	0%	7%	19%
Total	Count	23	28	7	9	40	107
	% of Total	21%	26%	7%	8%	37%	100%

Comparison of Diploma Level Graduates who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	21	11	1	10	46	89
	% of Total	18%	10%	1%	9%	40%	78%
Self-employed	Count	3	1	0	0	1	5
	% of Total	3%	1%	0%	0%	1%	4%
Not working	Count	3	14	2	0	1	20
	% of Total	3%	12%	2%	0%	1%	18%
Total	Count	27	26	3	10	48	114
	% of Total	24%	23%	3%	9%	42%	100%

Comparison of Certificate Level Graduates who are Working or Studying on 1 June 2021

		Position on further study on 1 June 2021					
		Do not intend to do more study	Currently studying full time or part time	Currently enrolled to commence study	Intend to enrol in 2021 or 2022	Undecided at this stage	Total
Employed	Count	52	63	16	35	102	268
	% of Total	12%	14%	4%	8%	23%	61%
Self-employed	Count	5	8	1	4	19	37
	% of Total	1%	2%	0%	1%	4%	8%
Not working	Count	7	53	8	30	39	137
	% of Total	2%	12%	2%	7%	9%	31%
Total	Count	64	124	25	69	160	442
	% of Total	14%	28%	6%	16%	36%	100%

10 Appendices

10.1 Appendix One: Response Overview by School and Qualification

School	Qualification	Graduated	Net with Rejected Emails	Number of Valid Responses	Response Rate
Centre of Veterinary Nursing	Bachelor of Veterinary Nursing	7	7	3	43%
	New Zealand Certificate in Animal Technology (Level 5)	9	9	6	67%
	New Zealand Diploma in Veterinary Nursing Level 6	8	8	4	50%
	Total	24	24	13	54%
English Language Centre	New Zealand Certificate in English Language (Academic) (Level 4)	2	2	0	0%
	New Zealand Certificate in English Language (Academic) (Level 5)	8	8	1	13%
	New Zealand Certificate in English Language (Applied) (Level 3)	1	1	0	0%
	New Zealand Certificate in English Language (Foundation) (Level 1)	2	2	1	50%
	New Zealand Certificate in English Language (General) (Level 3)	3	3	1	33%
	New Zealand Certificate in English Language (General) (Level 4)	1	1	0	0%
	New Zealand Certificate in English Language (Level 1)	2	2	0	0%
	New Zealand Certificate in English Language (Level 2)	4	4	0	0%
	Total	23	23	3	13%
ideaschool	Bachelor of Creative Practice	36	35	15	43%
	New Zealand Certificate in Arts and Design (Level 3)	10	9	2	22%
	New Zealand Certificate in Arts and Design (Level 4)	11	10	3	30%
	New Zealand Certificate in Communications Media (Level 4)	6	6	1	17%
	New Zealand Diploma in Arts & Design (Level 5)	2	2	0	0%
	New Zealand Diploma in Arts & Design Level 6	1	1	0	0%
	New Zealand Diploma in Fashion Level 5	9	9	1	11%
	New Zealand Diploma in Music (Level 5)	13	12	5	42%
	New Zealand Diploma in Screen Production (Level 5)	7	7	2	29%
	Total	95	91	29	32%
School of Business	Bachelor of Business Studies	45	44	22	50%
	EIT Graduate Diploma in Business	72	71	21	30%
	Graduate Diploma in Professional Accounting	17	17	7	41%
	Master of Applied Management (180)	52	51	19	37%
	Master of Applied Management (240)	5	5	0	0%

	New Zealand Certificate in Business (Accounting Support Services) (Level 4)	27	27	10	37%
	New Zealand Certificate in Business (First Line Management) (Level 4)	12	12	4	33%
	New Zealand Certificate in Business (Introduction to Small Business) (Level 3)	15	15	7	47%
	New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)	5	5	0	0%
	New Zealand Certificate in Business (Small Business) (Level 4)	7	7	4	57%
	New Zealand Certificate in Project Management (Level 4)	9	9	6	67%
	New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2)	28	28	6	21%
	New Zealand Certificate in Retail (Level 4)	1	1	0	0%
	New Zealand Diploma in Business (Level 5)	25	25	12	48%
	NZ Diploma in Business Studies	1	1	1	100%
	Postgraduate Certificate in Applied Management	1	1	1	100%
	Postgraduate Diploma in Applied Management	112	112	36	32%
	Postgraduate Diploma in Digital Business	1	1	0	0%
	Total	435	432	156	36%
School of Computing	Bachelor of Computing Systems	22	22	11	50%
	Graduate Diploma in Information Technology Level 7	25	25	11	44%
	Master of Information Technology	23	23	15	65%
	New Zealand Certificate in Business (Administration and Technology) (Level 3)	26	26	7	27%
	New Zealand Certificate in Business (Administration and Technology) (Level 4)	11	11	3	27%
	New Zealand Certificate in Computing (Intermediate User) (Level 3)	21	20	5	25%
	New Zealand Certificate in Computing (User Fundamentals) (Level 2)	40	39	12	31%
	New Zealand Certificate in Information Technology (Level 5)	4	4	1	25%
	New Zealand Certificate in Information Technology Essentials (Level 4)	8	8	3	38%
	New Zealand Diploma in Information Systems (Level 5)	4	4	2	50%
	Postgraduate Certificate in Information Technology	1	1	0	0%
	Postgraduate Diploma in Information Technology	78	78	39	50%
	Total	263	261	109	42%
School of Education and Social Sciences	Bachelor of Applied Social Sciences	1	1	0	0%
	Bachelor of Social Work	7	7	1	14%
	Bachelor of Social Work (Honours)	7	7	3	43%
	Bachelor of Teaching (Early Childhood Education)	16	16	7	44%
	Bachelor of Teaching (Primary)	23	23	9	39%
	New Zealand Certificate in Adult and Tertiary Teaching (Level 5)	16	16	7	44%
	New Zealand Certificate in Animal Management Level 4 Companion Animals Strand	8	7	3	43%
	New Zealand Certificate in Study and Career Preparation (Level 3)	63	60	13	22%

	New Zealand Certificate in Study and Career Preparation L4	81	81	33	41%
	Te Tohu Paerua mo Te Aka Whakaaroaro / Master of Professional Practice	1	1	1	100%
	Total	223	219	77	35%
School of Health and Sport Science	Bachelor of Recreation & Sport	4	4	3	75%
	Hapaitia te Ora - Supporting Positive Change Micro-credential	5	5	0	0%
	Master of Health Science	9	9	4	44%
	New Zealand Certificate in Barber Skills (Level 3)	10	10	0	0%
	New Zealand Certificate in Beauty Therapy (Level 4)	24	23	9	39%
	New Zealand Certificate in Exercise (Level 4)	13	12	2	17%
	New Zealand Certificate in Exercise (Level 5)	7	7	1	14%
	New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4)	4	4	2	50%
	New Zealand Certificate in Hairdressing (Salon Support) (Level 3)	11	11	3	27%
	New Zealand Certificate in Health and Wellbeing (Advanced Support) (Level 4)	79	79	34	43%
	New Zealand Certificate in Health and Wellbeing (Social and Community Services) Level 4	26	26	11	42%
	New Zealand Certificate in Health and Wellbeing Level 3	62	62	32	52%
	New Zealand Certificate in Makeup and Skin Care (Introduction) (Level 3)	14	14	4	29%
	New Zealand Certificate in Skills for Living for Supported Learners (Level 1) with an optional strand in Skills for Working	7	7	2	29%
	New Zealand Certificate in Sport, Recreation and Exercise (Multi-sector) (Level 3)	3	3	1	33%
	New Zealand Diploma in Beauty Therapy (Level 5)	18	18	7	39%
	New Zealand Diploma in Health and Wellbeing (Practice/ Applied Practice) Level 5	21	21	12	57%
	New Zealand Diploma in Sport, Recreation and Exercise (Multi-sector) (Level 5)	11	11	7	64%
	New Zealand Diploma in Wellness and Relaxation Massage Level 5	5	5	3	60%
	Postgraduate Diploma in Health Science	87	87	46	53%
	Total	420	418	183	44%
School of Nursing	Bachelor of Nursing	98	98	43	44%
	Master of Nursing	1	1	1	100%
	Master of Nursing Science Level 9	9	9	6	67%
	Postgraduate Certificate in Health Science	33	33	16	48%
	Registered Nurse Competence (Level 7) Training Scheme	23	23	7	30%
	Total	164	164	73	45%
School of Primary Industries	Conjoint Agriculture	3	2	1	50%
	Conjoint Farming Workplace Operations New	7	7	1	14%
	Conjoint Horticulture/Fruit Production New	18	16	3	19%
	Employment Preparation Level 3 Training Scheme	20	18	3	17%

	Horticulture Practices Conjoint Programme	10	10	4	40%
	New Zealand Certificate in Agriculture (Level 4) - Breeding Livestock Farming	19	16	1	6%
	New Zealand Certificate in Agriculture (Vehicles, Machinery and Infrastructure) (Level 3)	25	22	3	14%
	New Zealand Certificate in Apiculture (Level 3)	21	21	9	43%
	New Zealand Certificate in Commercial Road Transport (Heavy Vehicle Operator) (Level 3)	11	11	2	18%
	New Zealand Certificate in Forest Harvesting Operations (Level 3) with strands in Manual Processing and Quality Control	12	10	3	30%
	New Zealand Certificate in Horticulture (General) (Level 3)	10	10	7	70%
	New Zealand Certificate in Horticulture (Level 3) Fruit Production	24	24	13	54%
	New Zealand Certificate in Horticulture Production (Level 4) Fruit Production	13	13	5	38%
	New Zealand Certificate in Land Based Sustainability Practices (Level 3)	5	5	2	40%
	New Zealand Certificate in Māori Traditional Food Production, Harvest and Management (Kaupae 3)	6	5	3	60%
	New Zealand Certificate in Primary Industry Operational Skills (Level 3) with optional strands in Specialist Equipment, and Infrastructure	10	9	1	11%
	New Zealand Certificate in Primary Industry Skills (Level 2)	56	49	10	20%
	New Zealand Certificate in Sustainable Primary Production (Level 4)	15	14	7	50%
	New Zealand Diploma in Agribusiness Management (Level 5)	4	4	1	25%
	New Zealand Diploma in Horticulture Production Level 5 with strands in Post-Harvest, Fruit Production and Nursery Production	10	10	7	70%
	Te Hīringā o te Taiao (Kaupae 4) New Zealand Certificate in Māori Environmental Practices (Kaupae 4)	6	6	0	0%
	Total	305	282	86	30%
School of Tourism and Hospitality	New Zealand Certificate in Baking (Generalist) (Level 4)	11	11	4	36%
	New Zealand Certificate in Baking (Level 3)	5	4	1	25%
	New Zealand Certificate in Cookery (Level 3)	37	36	11	31%
	New Zealand Certificate in Cookery (Level 4)	10	10	3	30%
	New Zealand Certificate in Tourism (Level 3)	18	18	6	33%
	New Zealand Certificate in Tourism (Level 4)	4	4	3	75%
	New Zealand Diploma in Cookery (Advanced) (Level 5)	16	16	5	31%
	New Zealand Diploma in Tourism and Travel (Level 5)	7	7	3	43%
	NZ Certificate in Food and Beverage Service (Level 3)	19	19	7	37%
	NZ Certificate in Food and Beverage Service (Level 4)	6	6	0	0%
	Total	133	131	43	33%
School of Trades and Technology	Introduction to Welding (Level 3)	11	11	4	36%
	National Certificate in Building, Construction, and Allied Trades Skills	19	19	6	32%
	National Certificate in Carpentry Level 4	8	7	0	0%
	New Zealand Certificate in Automotive Engineering (Level 3)	39	32	8	25%

	New Zealand Certificate in Building, Construction and Allied Trades Skills (Level 3)	20	20	9	45%
	New Zealand Certificate in Construction Trade Skills Level 3 with strands in Allied Trades and Carpentry	73	70	12	17%
	New Zealand Certificate in Electrical Engineering Theory (Level 3)	41	41	12	29%
	New Zealand Certificate in Foundation Skills (Level 2)	46	46	5	11%
	New Zealand Certificate in Infrastructure Works (Level 3)	12	11	0	0%
	New Zealand Certificate in Light Automotive Engineering (Level 4)	2	2	0	0%
	New Zealand Certificate in Mechanical Engineering Level 3	22	22	13	59%
	New Zealand Certificate in Outdoor Experiences (Level 3)	5	5	0	0%
	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Pre-Apprenticeship) (Level 3)	16	14	1	7%
	New Zealand Diploma in Architectural Technology (Level 6)	4	4	2	50%
	New Zealand Diploma in Environmental Management with Strands in Marine, Terrestrial and Conservation (Operations) (Level 5)	3	3	3	100%
	Small Engine Skills Level 3 Training Scheme	17	16	3	19%
	Total	338	323	78	24%
School of Viticulture and Wine Science	Bachelor of Viticulture & Bachelor of Wine Science Concurrent Degree	3	3	2	67%
	Bachelor of Wine Science	4	4	3	75%
	Diploma in Grapegrowing and Winemaking	3	3	1	33%
	Graduate Diploma in Oenology	21	21	10	48%
	Graduate Diploma in Viticulture	14	14	8	57%
	Total	45	45	24	53%
Te Uranga Waka	Bachelor of Arts (Māori)	9	7	2	29%
	Bachelor of Arts Honours (Māori)	4	4	1	25%
	E Tipu e Rea - Certificate in Karangā (Level 3) Training Scheme	9	7	1	14%
	He Pukenga Marae: Certificate in Marae Values, Practices and Procedures (Level 3) Training Scheme	20	17	6	35%
	Moteatea: Certificate in Traditional Waiata (Level 3) Training Scheme	9	9	3	33%
	Tangāta Marae Training Scheme (Level 3)	25	24	2	8%
	Te Pokairua Reo (Rumaki) (Te Kaupae 5) [New Zealand Diploma in Te Reo (Immersion) (Level 5)]	3	3	2	67%
	Te Pokaitahi Reo Māori (Reo Rua) (Kaupae 3)	78	75	22	29%
	Te Pokaitahi Reo Māori (Rumaki, Reo Rua) (Te Kaupae 2)	203	194	62	32%
	Te Pokaitahi Tikanga (New Zealand Certificate in Tikanga) (Waka, Rongoa, Te Ara Nunumi, MatauraNgā Māori, Māori Development, RaNgāhau) (Kaupae 3)	8	6	1	17%
	Te Tohu Tauihu (Kaupae 4)_New Zealand Certificate in Te Reo me Ngā Tikanga (Level 4)	24	22	5	23%
	Whakato te Kakano Certificate in Karanga Level 2	25	23	7	30%
	Total				
Toi Houkura	Te Ara Pourewa/Graduate Diploma in Heritage and Museum Studies	1	1	1	100%

	Te Hono ki Toi (Poutiri-a-rangi)/Bachelor of Professional Creative Practice (Honours)	6	6	1	17%
	Te Hono ki Toi (Poutiriao)/Master of Professional Creative Practice	3	3	3	100%
	Te Pitau a Manaia New Zealand Diploma in Ngā Toi (Level 5)	2	1	0	0%
	Te Toi O Ngā Rangi/Bachelor of Māori Visual Arts	4	4	3	75%
	Total	16	15	8	53%

Overall Totals		2,901	2,819	996	35%
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10.2 Appendix Two: Comments

The Best Aspects about the Programme:

- A meaningful learning experience for a newcomer for another country.
- A variety of learning styles self-directed, online learning components, face to face, hands on learning
- Ability to learn to be more independent (skills for living) and make friends
- Ability to work around other family commitments from home
- Ability to work online during diploma level
- Able to learn as part of a group
- Able to learn in my own time, at my own pace.
- Able to put the theory into practise and achieve a good result
- Access to academic databases, information, learning advisors and the library.
- Access to resources and the opportunity to meet with a support person from EIT. The support of office staff.
- Access to the library
- Access to the most up-to-date technology that was directly translatable into positive outcomes within my job.
- Achieve my future on building
- Active learning- getting my degree to further my career. Quality friendships made.
- After course completion, there haven't organized or conducted any internship program. I got my job after three months.
- All aspects of my programs thus far enhance my experience as a student. Many doors to proactively participate have given me many memorable experiences. I think it's knowing I have safe place of learning from staff leaders teachers and supportive senior students also who are there encouraging us along the way.
- All lectures were properly given
- All our teachers were super supportive and going above and beyond for us students
- All the outings and learning new things about Gisborne that I didn't know
- All the practical work
- As international students, many times we were challenged to work on the assignments thinking in the local market. This was very useful once my plan was to stay here in NZ, so during the course I learned some characteristics from NZ and how technology is applied here.
- As well as learning Te Reo I really enjoyed learning about Marae Protocol/
- Assignments and course design.
- Awesome real tutors. Small classes. Great communication
- Awesome tutors who helped whenever needed! Learned the basics needed to step into my apprenticeship
- Balanced approach towards learning and additional support provided by the lecturers in regards to Q & Sessions. Even students were supported through Pandemic and their queries answered during difficult times.
- Becoming a qualified beekeeper and continuing with the passion. Also, the relationship built with the tutor and the other students.
- Becoming a Registered Nurse
- Becoming more confident to speak Te Reo Māori
- Being 100% online
- Being able to be around a great Learning Environment
- Being able to be in an environment with other likeminded people and sharing our learning with my tamariki.
- Being able to build an actual cottage out at the Hastings campus
- Being able to complete it online and complete the theory part through study in align with my work field role
- being able to create what I wanted

- Being able to do a lot of hands on learning and really getting a feel of the industry I want to be in.
- Being able to do it part-time and online
- Being able to further my study and being able to study something that I am passionate about.
- Being able to go out and learn different things about our own city
- Being able to intertwine my mahi into my study.
- Being able to learn about NZ accounting and taxation practices from highly skilled lectures. It gave me the overall picture of NZ business, accounting, auditing and taxation rules and principles.
- Being able to learn a lot of things making new friends
- Being able to learn hands on and get a proper experience of working in the field
- Being able to learn online, I enjoy working in my own space and do the work when it suited me
- Being able to put my learning into practice straight away. The teaching staff were also amazing.
- Being able to stay at the Marae and learn the local pūrakau - it really helped ground the information we learned in reality.
- Being able to study full time at home on my own schedule and work it around my life
- Being able to successfully complete each level of the course.
- Being able to use and gain experience using tools
- Being able to use outside resources and places to add to our work
- being able to work at a time and place that fitted in with my life and commitments
- Being able to work in schools twice a week & having the opportunity to work alongside five different primary schools. I think the experience I gained was beneficial and rewarding for me.
- Being able to work study around my jobs and personal life
- Being able to work with other students
- Being challenged to look inside myself for my truth
- Being immersed in Te Ao Māori.
- Being in a class contributing and sharing ideas and knowledge
- Being in a classroom setting
- Being in a classroom environment and helping others to learn as well as gaining knowledge from other students in the class.
- Being in a multi-cultural class learning together
- Being in a stimulating learning environment where Te Reo was fun to learn.
- Being in a supportive creative environment
- Being in class with everyone else.. and all the practical we were able to do. I really enjoyed the whole thing.
- Being introduced to new areas of topics and skills
- Being online and easy lines of communication with the tutors
- Being part of this class was so inspiring because majority of the class were fluent and I wasn't, but that gave me the want to learn as much as I can as coming from previous class we didn't have that ability to korero but learnt a lot about history of our ancestors and it was a fantastic class.
- Being taught efficiently from the tutor through thorough academic but also life experiences in the industry
- Being totally online made it possible for me to study while I am working, and with technology now I don't think that there is any downsides to the online learning
- Best aspect is to learn and have some more ideas what am I doing.
- Best part was that it related well to my job that I'm in. Gained new skills
- Both practical and theory was interesting And could lead on to other things if you were interested
- Building my confidence to speak in front a crowd
- Building relationships with my tutors
- Building up my NCEA points
- Challenging myself to complete the requirements for the master's degree, time management to complete assignments and improving my critical thinking
- character development
- Chrystal. Her enthusiasm and love of teaching us was infectious.

- Class learning and lectures.
- class sizes; variety of students; approachable staff
- Classes Method of teaching
- Clinical Placements and the variety and choice you were given
- Completing & graduating my courses. Learning a whole lot of new things. Learning a subject that I love. Accomplishing goals towards my/whanau goals. Working in a very different kinds of work environments.
- Completing an Assessment
- Completing the program and graduating and receiving my certificate
- Completing the thesis
- Completing. I have a deeper understanding on my teaching a learning practice.
- Comprehensive information
- confidence building, work experience, making friends
- Confidence in customer service
- Confidence to begin to Karangā and to understand it as a sacred art form
- Content
- Content , professors all of them who were so professional, helpful and full of knowledge thanks to each and everyone for teaching us so nicely which really helped to develop my skills and is really helping me at my work
- Content of the program
- Content, I was interested in up-skilling around the logistics aspects as I already have plenty of experience in other areas of business and operations.
- Course format was very flexible.
- Critical thinking
- Delivery of program was so lovely. Have become very confident in myself and now want to further my studies
- Dementia
- Develop the personality
- Developing writing skills and dedicating some time to an area of interest that I might not otherwise have the time to do.
- discovering more about mental health
- Discussion of real life examples in the field. The first aid course was excellent too.
- Doing practicals, working on the cabins. My classmates
- Doing the haircuts was my favourite aspect of this course.
- Doing the hands on work was a plus for me
- Doing the practical assessments rather than the theory
- Driving hours with Bruce and mechanics side of the course
- During lockdown EIT support system was really helpful. Understanding and helpful staff.
- Easy navigation of online delivery
- Eit staff is amazing helped throughout the course
- employment relations and career management
- Encouragement and support
- Engaging with other and learning new things
- Engaging with others, good learning environment and teachers.
- Enhancing my knowledge in regards to a subject I am passionate about.
- Environment and support from fellow students
- Every aspect of the programme was beneficial
- Everything I enjoyed the course and continue to enjoy it

- Everything was easy to understand, and the tutors were absolutely amazing
- Excellent information useful in the real world and passionate tutors
- excellent tutor Hawea and friendly students
- Exchange of experience with other students
- Exercise science.
- Expanding my way of thinking, problem solving and learning in the way that best advances my knowledge and potential
- expansion of basic knowledge to develop greater understanding to implement in work life
- Exploring areas outside of the core topic
- Extending my thinking to include shared discussions with fellow students, lecturers and course learnings. Learning alongside others in the classroom was a better experience than learning.
- Face to face classes where students have more time with the lecturers to help them with their studies
- Face to face conversation
- Face-to-face. The lecturers were amazing. The conversations, their availability and how passionate they each were in delivering the ECE programme.
- Faculty
- Feedback and support from lecturers, centre staff and other students
- Field Based!! Being in the field and comparing the hands on experience and practice to theory
- Finally, graduating after having to get NZQA involved
- Finding a new passion and meeting new friends
- Finding career opportunities in my passion of sports
- Finding the Basics of Xero.
- finishing
- Finishing! Meeting fellow students from a variety of work environments & learning about their interests and experiences. Motivated me to want to complete and achieve what at times seems just too hard and time consuming.
- Flexibility
- Flexibility and home study
- Flexibility and working environment. How approachable professors are
- Flexibility to fit in around work and personal life
- Flexible learning including weekend workshops
- Flexible study, all online so I could also work full time.
- For me it was learning the basics about the structure of a business. Starting a business. Owning a business. But what I most got out of my studies was learning correct English grammar and being able to correctly put sentences together!
- For me my the time I spent at EIT helped me grow and develop into who I needed to be to pursue my dream profession Midwifery and it saddens me a lot to have to leave and study all the way in Waikato as it would benefit me and my whānau immensely if I was able to study here in the Hawkes bay I loved all aspects of my courses I completed and will be forever grateful for my tutors and the pastoral care team Gale Maxey Kelly Durston Jillian Johnson Deb from level 3 our Te ara O Takitimu scholarship team Moana Erena Kaihoe chance rohe Te ara Ripeka and EIT thank you for everything
- For me the best aspect was the tutors, very helpful and easy to learn from.
- For me the best part of the programme was having a smaller class as I had more one on one time with the tutor & that's a big help for my learning
- For Online learning it was very user friendly, however, the lecturers were always accessible and were only too happy to answer questions both online and via phone/technology. I really felt valued as a student and not just a number. The design of the courses I completed were applicable to the real world and easily transposed in my current role.
- Freshwater ecology and monitoring. Given it is a conflict point around Hawkes bay it is good go learn how to monitor and manage Hawkes bays waterways and have a sound scientific understanding as to why we undertake these procedures.
- Friendly professors, caring administration staff and well-designed syllabus
- Furthering me learning
- Gail Maxey's classes . She was also the best tutor at keeping our class pages up to date and having all our material and information available
- Gaining more knowledge and self-confidence.

- Gaining practical experience in the winery
- Getting a ground-level understanding of most of IT's facets so I could begin to develop my own direction
- Getting a new tutor for my last year of the degree. She was more passionate about feeding us the learning that we needed. Versus the previous year's tutoring.
- Getting a schedule and having the pressure to reach a certain cut-off time for papers. Giving me a better understanding of what it means to own and run a small business and the little things that go into it
- Getting a thorough knowledge of the wider stuff
- Getting an insight into what I will be studying and level of study that they expect of me
- Getting experience in the work environment
- Getting in some real mahi out in the Ngāhere
- Getting industry experience by undertaking an internship with a local company.
- Getting it Don
- Getting out in the industry to observe a day in the life of a personal trainer. Meeting professionals while opening new networks and gaining knowledge of how to problem solve.
- Getting out n bonding with others and learning a new skill
- Getting small group time with our te reo tutor
- Getting the Degree after starting the diploma 20 years prior. And the help from everyone to ensure I was on the right path to getting all the correct credits.
- Getting the opportunity to Learn hands on with people with Decades of experience.
- Getting to know the other people in the class
- Getting to know various concepts taught has made most of my problems solved at workplace
- Getting to learn something new
- getting to learn with others from my work and building team effort
- Going out and doing practical things such as trips
- Going out to visit different places
- Good curriculum
- Good environment and nice people really enjoyed
- Good learning outcomes and guidance
- Good lecturers was very helpful and understanding.
- Good Lectures and colleagues
- Good mix of practical as well as theory opportunities to learn.
- Good support by teachers and other learning advisors
- Good tutorship
- Got knowledge about Leadership, Business streamline process, Modes of logistics and Supply
- Got me into my chosen career path
- got my hive and it's still alive today
- Graduating with a Master of Nursing Science developed my ability to critically appraise literature and enhance my application of research to my clinical practice
- Great Communication and feedback. Easily accessed tutors and group chats
- Great learning on the online forum, the tutors were amazing , great learning from other students on the online forum as well.
- Great support from supervisor Chey Dearing. He spent many hours over and above the time allocated by EIT to support me during my study. Very approachable and professional. Extremely knowledgeable and passionate about research. Got replies from emails late and night and at weekends. I couldn't have done master's without his support and dedication to supporting me.
- Great teacher. Covered all aspects of subject.
- Great teachers
- Great team who made everyone feel inclusive
- great tutor
- Great tutors

- Group discussions (2)
- Guest Speakers and connect to industry
- Guidance on research.
- Had a magnificent tutor , her name was Cherie. Loved the open class study which gave me a better understanding on the subjects. Gave me more confidence.
- Hands on (2)
- hands on experience
- Hands on learning (2)
- Hands on learning and experiencing the Tourism industry first-hand
- Hands on practice and increasing my overall knowledge
- Having a Kaiako (tutor) that is passionate about the teaching Te Reo Māori. She is always available via email, if you need any assistance. Always challenging us when we are in class.
- Having a "retreat" to escape to for three weekends. The rongoa part was really interesting.
- Having a chance to learn a skill that I have always wanted to learn
- Having a good teacher with patients
- having a good tutor
- Having a tutor in front of me to ask questions. However, was a difficult year as we had lock down due to Covid.
- Having a very nice and helpful tutor
- Having ability to take a picture/plan of something on a piece of paper and turn it into a reality.
- Having an amazing tutor
- Having an amazing tutor that helped us graduate the program.
- Having majority of it online saves travelling
- Having one on one time with the tutor
- Having one on one with the tutor
- Having other people to discuss that have similar experience
- Having some work experience before working full time
- Having tutors who were passionate about what they were teaching.
- He was split in two four parts which helped us to focus on one paper to the full extent and best of our capabilities.
- Health and wellbeing
- Health issues
- Helpful teacher and the modules
- Helping others
- Helping us find jobs and actually willing to give us a helping hand to what's next.
- Honestly not much. Perhaps the one or two excited teachers.
- Honing my admin skills
- How easy it was to learn the course online
- How good is to exercise the profession correctly and safely.
- How hands on and practically based it was
- How hands on it was in terms of learning. Physically doing things instead of just reading about them made it a million times easier.
- How I could track and easily see where I was at throughout the course
- How much it changed me as a person and learning from such passionate lecturers would be the best part. Also, I really enjoyed the content of my papers and the opportunities I gained through studying at EIT
- How the tutor made class environment an easy relaxed atmosphere. And was very supportive in all areas to all students, no matter what the issue was.
- How they introduce the topics clearly in a way that we would understand the details.
- How to grow my own kai

- I can do long-distance study, and the time is more flexible for me.
- I can get new knowledge to improve myself for my future career by study with EIT.
- I could choose to do both courses on same day
- I cross credited in my last year of the course from another any polytechnic, the best part was getting an insight from the tutors of their past experiences and a look into the design world.
- I did my bachelor's in nursing programme , the best part was the clinical skill lab , EIT has a very advanced clinical skill lab sufficient enough for all students to practice which is open most days. The clinical educators were so skilled .lessons , skills and tips I learned from them helped me a lot in my clinical practice when I started job in the intensive care unit of Hawkes Bay DHB.
- I DID NOT EXPLORE FULLY WHAT THE PROGRAMME ACTUALLY OFFERED BEFORE ENROLLING. THEREFORE, I FOUND THE COURSE NOT IDEALLY SUITED TO MY NEEDS. MY ERROR. I FOUND WORKING EXTRAMURALLY CHALLENGING WHEN I HIT DIFFICULTIES. I DID, HOWEVER, APPRECIATE THE HELP AND ENCOURAGEMENT OFFERED BY THE COURSE TUTOR. THE BEST ASPECT?...I DID MANAGE TO COMPLETE THE COURSE AND THIS WAS BOTH SATISFYING AND A FRANKLY A RELIEF. BIGGEST LESSON LEARNT?... RESEARCH THE COURSE ON OFFER MORE FULLY BEFORE ENROLLING.
- I enjoyed being able to relate what I had learnt through to my job, and I continue to carry these skills with me
- I enjoyed doing two papers Health services management and Research methodology. I found these interesting and useful.
- I enjoyed learning pathophysiology relevant to the type of clients I looked after as a nurse
- I enjoyed the hands on learning of being a nurse
- I fell in love with something I never thought I would like I learnt so much and the best aspect of it was the people I learnt with and the teachers
- I gain so much knowledge about the human body systems.
- I had amazing tutor and classmates which helped a lot. I felt confident in doing it as well as the work experience. I have now got a part-time job that suitable for me and now I am wanting to do my level 4s certificate
- I had classes with skilful lectures who provided me support to achieve all my goals.
- I have learned a lot from my teachers and friends. I became more confident in presentation. I also learned more about myself and improved my skills.
- I learnt a lot of techniques that I never learnt before
- I learnt a lot that helped me to get a job. The atmosphere was great, and the tutor was approachable and friendly.
- I loved having two placement days every week, those placement days gave me a lot of confidence and courage to try new things in my teaching practice, which I was able to implement them on my practicum. With taking every opportunity provided, my placement days helped me to build strong bonds and relationships with the students.
- I loved how every day was different, the variety and generous sharing of knowledge was impressive. I liked it all really there was no aspect that was better than the other.
- I loved science and having a teacher who was so enthusiastic and taught not only orally but visually.
- I loved the Leadership & Applied research lectures, and the quality of the other lectures were average.
- I passed my level 3 Te reo Māori
- I really enjoyed advanced Pathophysiology, tutors really made you excited about the paper, engaged in a manner that was friendly and approachable.
- I really enjoyed learning about the zero software and how easy it was to access and work once I understood how to work it.
- I really enjoyed team building exercises such as the Noho marae stay in Wairoa. Found that very beneficial to get to know fellow colleges/classmates and establish sound interpersonal relationships. Also using the CAT lab, amazing staff and supportive environment made it easier to practice skills.
- I studied Te Reo Māori. The best aspect of the programme was learning in a very accepting, warm group of largely Māori people.
- I think the best aspect of the programme was learning more about how far you can go in helping people , speaking up for people if you don't think things are right. The whole learning experience was fantastic, thoroughly enjoyed it.
- I think the fact that we did 2 classes each term rather than 4 each semester. It made it really easy to concentrate on what we were learning at the time and helped me to gain a better understanding of what was being taught in class and more time to ask questions as well because there was less to focus on
- I think the friendly, supportive atmosphere of the EIT campus is a definite strength of the programme.
- I thoroughly enjoyed my journey with EIT , looking forward to completing my Master of Nursing in future. Helpful tutors and coordinators, everything when smoothly for me . Thank you Eit
- I was able to come out of the programme with a bachelor's degree in Māori arts which is one of my greatest accomplishments to this date.
- I was able to learn how I can build, fix and repair parts of my own house. Install units, doses and don'ts. I was able to realize that joinery was something I wanted to do as a hobby rather than work.
- Identifying how one can be more support in our mental sector
- Improved my knowledge of IT terms, practices, etc

- Improvement with work on computers, improvement with English language and having mental challenges while at home with little children and in between jobs.
- In Horticulture Level 3 the tutors were great and always open to explaining beyond just what the course required. Also visiting a large range of businesses and organizations in the Hawkes Bay area was great.
- Independent learning
- Individual attention on us. Professors, supervisors are very knowledgeable, caring and helpful.
- Industry Visits, real life examples.
- Instructions are easy to follow and learning tools to guide the student were provided.
- Interacting with lecturers and classmates.
- Interaction among professor and students
- Interaction with different professors
- Interaction with fellow students, tutors and supervisors
- Interaction with relevant industry players
- Interactions with peers and awesome tutor
- Interactive lectures
- International degree only
- International Student Support
- Internship
- It gave chance for interacting students from different cultures
- It gave my knowledge to use in future education and workplace experience. I enjoyed the hands on lab and immediate feedback on my progress throughout each paper.
- It helps me to know more about artisan baking and getting more ideas about foreigner desserts and breads as I am Asian.
- It included cultural aspects
- It is efficient and time bounded.
- It made the world of difference to have Beks as a tutor
- It teaches me more, learn more and more understanding about my role as a support worker.
- It was a very broad degree which has prepared me for a large range of possible jobs
- It was CAANZ Membership program
- It was close to home, and I learnt a lot about car and how they work
- It was fun and I loved learning
- It was getting to learn life skills as well as learning the social work skills needed to work and engage effectively with clients.
- It was organised and comprehensive
- It was the IBL project -it helped me to go back to what I learnt in class and other courses to be able to work in real life scenario and use my knowledge to approach the project with what I learnt over 3 years from my course
- It's very helpful because it's totally related to my job
- Its boosted professional development in training, confidence and competency to remain employed with Te Taiwhenua o Heretaunga 12 or 13 years in this forever changing world i.e., Te Ao Hurihuri.
- Jamie Nohokau, our excellent kaiako
- Just being able to learn more details about the aspects of my job
- Just the learning environment as a whole
- Kaiako approach
- Keeping up and understanding technology
- Knowing there was help from learning advisors to help me achieve and succeed in my studies
- Knowledge, and friendships
- Laboratory and work experience

- Leading me in to discovering where I wanted to take my business
- lean management , research method and proposal
- Learning advisors guidance for assignments
- Learnt lots of experience
- Learned a lot about the healthcare system in New Zealand. Enhanced my ability to write literature review, journals and making power point presentations with voice over.
- LEARNING ABOUT DIFFERENT AREAS OF SKILLS HANDS ON MACHINERY AND JOINING IN WITH TEAMWORK
- Learning a different and deeper meaning and perspective to business operations
- Learning a new skill
- Learning a new skill and having a really good tutor
- Learning a skill, I would never have imagined learning. More than that, I enjoyed it and are skills that will be useful over my lifetime
- Learning about all areas of development for children while having a. Supportive class and mostly supportive lecturers
- Learning about different facilities.
- Learning about different regions of winemaking and tasting them.
- Learning about endless amount of different ideas you can create with food.
- Learning about how to communicate with staff and others. And how to organise projects no matter the size.
- Learning about management and operations of the business
- Learning about management skill which help me during work
- Learning about new subjects and how they will help towards my end goal.
- Learning about referencing and preparing me for level 4
- Learning about the environment
- Learning about the fashion industry. Realising that this is exactly what I want to do.
- Learning about the human body and its systems.
- Learning about the sciences
- Learning about the subject and the practical aspects of it.
- Learning about things I never knew before
- Learning about what we are trying to achieve from jobs at work
- Learning advisor and programme coordinator support
- Learning all about business sides of things
- Learning and exploring the different fundamentals of technical drawing, fabricating and welding all evolving around mechanical engineering. The physical and practical work were separate parts but together they helped and made a huge difference contributing to learning. In addition, my overall aspect of the course/programme was the three tutors I spent a year with, John, Shane, Luke were all great help with their teachings and passing on their experience as tutors as a whole, They helped me see a different view of the trade from their perspective Thanks to them they made it possible and ideal for me to pass the course.
- Learning and getting a different understanding from different points of views, with likeminded people. Sharing the knowledge I have, getting feedback and tweaking my style of beekeeping giving me the ability to provide my bees with the best possible living situation in any given time.
- Learning and practice of knowledge I gained.
- Learning and Speaking Te Reo Māori
- Learning as whanau in our own place
- Learning at my own pace.
- Learning both on in class and in the field and workplace. Supportive tutors was huge!
- Learning Data Analytics,
- Learning different aspects of multimedia, collaborating with other art form students
- Learning different skills with awesome teachers & others.
- Learning environment

- Learning from awesome Tutor that have an excellent teaching technique.
- Learning from different tutors and off other students. Networking in the industry
- Learning from everyone's experience and how they managed situations in their workplace.
- Learning from the awesome tutors
- Learning how Important the soil is to help create the best Quality fruit and veg around the world
- Learning how to build a cabin
- learning how to build pretty much, meeting new people too
- Learning how to drive all machinery in the orchard thanks for the experience appreciate it
- Learning how to love my passion more and learn about how to improve every time
- Learning how to make coffees and working in the bar side at night
- Learning how to research effective for case studies
- Learning how to work as a crew/ team. So necessary in this industry
- Learning how to write and reference at the tertiary level, has really helped me since studying with EIT.
- learning in a class environment
- Learning in a group. Environment and practical placement
- Learning Knowledge to come home with for my whanau
- Learning methods
- Learning more about myself and my type of style for learning and developing
- Learning more about what I Love
- learning more of what I am passionate about and meeting new people
- Learning new ideas out in the orchards with the new planting and being able to plant more trees in a small area and get a very good outcome per tonne. And the teachers being able to teach us well knowing that English is out second language.
- Learning new skills
- Learning new skills and knowledge
- Learning new skills and meeting new people
- Learning new skills and techniques.
- Learning new skills I use in a variety of fields
- Learning new skills in the hospitality industry
- Learning new skills that I can use in my everyday activities , expanding my knowledge about health and wellbeing within myself , with my clients and fellow peers. I believe I have grown and still am growing a deeper understanding and respect for health and wellbeing workers in our wider community crossing all over the world . Health and wellbeing is very important aspect of our human existence
- Learning new skills, how to better use the tools you have, been able to teach other staff members.
- Learning new things (2)
- Learning new things, and meeting new people
- Learning new things, the Tutor was amazing and understanding meeting New People which I have gained new Friendships
- Learning reo
- Learning some new tips and tricks in the applications Word, Excel & Power Point and receiving a certificate for this.
- Learning Te reo has always been a passion of mine. And I am glad EIT offered it to learn.
- Learning Te Reo in a group and having the expertise of an excellent tutor
- Learning Te Reo Māori
- Learning Te reo Māori me ona tikanga,
- Learning Te Reo Māori in a group environment
- Learning techniques for joinery. Gaining confidence using power tools. Trying things , making mistakes and fixing them. Fantastic tutor!!!

- Learning that happened by discussions with classmates about their Agribusinesses.
- Learning the digital side of design and being able to create an eportfolio using Google sites.
- Learning the ins and out of driving a logging truck and preparing my career for the trucking industry
- Learning the Microsoft programs more in depth
- Learning the skill that apply to workplace effectively.
- Learning things I never knew. Lisa is an Awesome tutor and really help me gain a better understanding of what we were learning, if I didn't understand something she'll make sure I did.
- Learning to build is a big thing in my family we have no builders so I will be the first that I know of
- Learning to grow Hemp
- learning to plan
- Learning to self-reflect and learning about the skills I need in my future career
- Learning to speak and read te Reo Māori.
- Learning to spell words that apparently I have always been spelling wrong. How to make my own resources because what was provided was not effective.
- Learning to work at a pace suitable for myself, as well as bonding with people, I wouldn't normally.
- Learning under instruction by a passionate tutor who was approachable and available to answer questions until I understood and guide me on the right path
- Learning via a new platform... zoom The noho were also an important aspect of the learning
- Learning with others (2)
- Learning with others. Hands on work.
- Learning with students together in a classroom environment. When COVID made up go virtual, the Tutors and the EIT online system made it easy to stay connected and do classes virtually.
- learning, academic writing
- Learning, definitely learning. Using the brain again and making it retain information. Meeting some new and wonderful people, being in a group environment again with peers around you are wanting the same thing and helping each other.
- Learnt the basics of what I need to know in the industry
- Leaving
- Lecturers
- Lecturers and support
- lecturer's speak
- Lecturers were very friendly
- Lectures developed great relationships with students (BTECE)
- Lee-Anne Taylor
- Level of support- As I struggled academically I was very appreciative to have services available to assist such as learning advisors and particularly the tutors who were always helpful and willing to support me. I was on the verge of giving up but due to the tutors support, they motivated me and were always there when I was in need.
- Location
- Lots of support for students
- Lots of variety of learning
- Loving to cook again
- loyal relationships , new information
- Machine and latte work. I never liked it but I glad paddy showed me coz now knowing how to use them is a breeze and I'm not standing there looking at machine like an idiot
- Making lifelong friends
- Making new friends, come to know that my tutor was not as grumpy as everyone said but I realize he only ever wanted us to succeed, and I am grateful what I have learnt.
- Māori aspect
- Meet and studying with new people
- meeting colleagues from various disciplines. Support from tutors
- Meeting everyone

- Meeting friends and having hands on experience
- Meeting from my friends and the face to face classes
- Meeting likeminded people & upskilling myself.
- meeting likeminded students/classmates
- Meeting muso and being able to play with different musicians
- Meeting new people (2)
- Meeting new people and helping each other
- Meeting new people and learning new things.
- Meeting new people and passing my course.
- Meeting new people from all around the world.
- Meeting new people was a highlight the learning environment in general was fun and engaging
- Meeting new people, getting comfortable with speeches/public speaking
- Meeting new people, Making you friends. Up-skilling myself, New technics
- Meeting new people, such as tutors and classmates making new friendships and bond with said people, learning a lot of new things with different aspects.
- Meeting new people. Creating new friendships and being able to work alongside others who were able to share their knowledge and experience
- Meeting new personalities and different walks of life
- Meeting other people being in class on a Friday but because of the lockdown last year we had to go online our tutor Cherie was just amazing teacher I have got my certificate in level 3 and 4 in health and wellbeing I am currently working in a rest home, and I am looking forward to doing level 5 thank you so much
- Meeting other people that are on the same journey that I am.
- meeting other students (2)
- meeting up with my teacher Marty and the other students to do schoolwork.
- Most of the lecturers were extremely competent and really cared about helping us succeed
- My class and tutor were amazing
- My classmates
- My portfolio makeup
- My teachers
- My tutor
- My tutor - Gail Maxey. She is an amazing teacher
- My tutor and Les Blair and learning from her.
- my Tutor Les Blair was outstanding in her delivery of material, making it easier to understand, just great all round...
- My tutor she is inclusive, culturally sensitive, Koreroa mai Māori, respectful and considerate Supportive but is not a pushover is aware of any dynamics that may be going on in the classroom and a great sense of humour
- My tutor was amazing at being able to explain things and make things easier to understand also giving plenty of examples and making things easy to relate to in my own life to be able to effectively complete my course even in covid lockdown
- My Tutor, he was awesome and easy to learn off and an overall great Tutor to be around
- New Friends
- New knowledge
- Nz social life and way of living
- obtain the method of self-learning
- Offline classes
- On how it was delivered throughout the year even though Covid.
- Online groups
- Online study. I studied through the COVID lockdown so studying online meant that we could just carry on.

- Online, I could continue working while upskilling. Tutors very communicative
- Open discussions
- Opportunity to learn in a supportive group environment.
- Organised and catered to my needs
- Organized layout of courses and met learning outcomes
- Our kaiako
- Our kaiako was enthusiastic to the point of it being infectious. We were encouraged to develop our te reo and tikanga knowledge in a non-judgmental environment. Very refreshing and empowering.
- Our lecturers/professor
- Our teachers, How the learning was informative yet not hard to do, the student support Centre was great also.
- Our Tutor is amazing. Thank you EIT
- Our tutor was always available, and I had an awesome group of classmates.
- Overall good it was good program Will recommend other students to join at EIT
- Overall, it would be the level the tutors maintain to provide the necessary tools students need to develop their knowledge bank in order to progress further in their study. Also, it is about working together as a unit in order for all to move forward in tasks set out in class or assignments
- Passing. The rest of the journey with eit was a complete utter disappointment and complete let down in terms of supporting students. The judgement at EIT is disgusting and staff that should be breaking the cycle of stigmas that should not be present, were actually the people creating and belittling students. Senior staff members in Nursing department need a massive shake up and need to address on how they speak to people and overall poor treatment. Sue Floyd is horrific in the way she deals with an speaks to people. Yes great you did it as a solo mum way back when but it's now 2021 and the advice you give is so out of whack and what you went through is irrelevant to current students journeys. We were forced into either learning about mental health or elderly care rather than areas of practice that would be more students choices. To aid to that be educated by people who are so out of touch with the current ways of practice. Lecturer who have not been actively practicing as nurses should not be able to educate students as things change and grow..... EIT doesn't... seriously out with the old in with the new. Seeing nurses who have trained through Massy it's evident that there training is far superior to the rubbish shared at eit. What I have learnt from eit is not to learn through them and select a far better education facility. Eit lies, judges, increases stigma around mental health, they victim shame and that's just to list a few.
- Penny was a wonderful tutor, and I really enjoyed her teaching style
- Personal growth
- Personally, for me doing my project and meeting locals and interacting with them was the best part of my program.
- PGSCR 8.100 Scholarly Communication & Reflection PGISE 8.200 Information Sourcing Evaluation Strategy Financial Management and so on
- Physical activities
- Picnics with the tutor
- Placements
- Portal layout
- Postgraduate Diploma in Information Technology will develop an ability to solve Information Technology programs in a systemic and coherent way with an emphasis on analysis and innovation.
- Practical (2)
- Practical aspect
- Practical aspects
- practical component
- Practical components, and A&p
- Practical components, residential schools
- Practical experience (2)
- Practical knowledge of skills and problem solving learning
- Practical labs
- Practical papers and block courses
- Practical projects given as part of the assessments was helpful .

- Practical work (2)
- Practicals
- Practicum (2)
- Practicum and hands on teaching in the lab classes
- Preparing me for my degree. I feel so confident.
- Preparing myself for higher tertiary level study, how to manage my time and my family while studying full time
- Problem solving skills Building rapport
- programme was very deep, but we haven't got much outback from staff who teaches us
- Project work
- Provides more research database
- QUICK TO GET QUALIFICATION. LOW TUITION FEE
- Real life experiences
- Real life scenarios directed by nurse technician @ Tairāwhiti
- Realising I could push myself to do something new.
- Really knowledgeable lecturers that were happy to share and discuss with us
- Recorded zoom sessions of important information in easy to understand points
- Reflecting
- Regaining my confidence to korero Māori for myself . Find me.
- Relationships with tutors and classmates.
- Relevant courses/modules to help me grow professionally
- research, class, and learning advisor
- Researching (2)
- Researching and practical creativity. The EIT Library provided top resources and Disability Services helped developed illiteracy, creative writing, and becoming computer savvy. Multiple group lectures built platforms for quality work.
- Resources and equipment available to use
- Respect for culture
- school hours
- School-based learning opportunities, including practicum.
- Science
- Science classes with Gail Maxey
- Scientific papers writing
- Self-learning
- Self-learning and group work
- Self-learning and the constant opportunity to prove my work
- Self-motivated studies, more practical based
- Self-paced
- Self-research and learn
- Showing others that were learning what some of the content meant
- Small class size worked well to engage on a more personal level with teachers and work 1 on 1.
- Small class size. Getting to know the lecturers well. Staying with the same class throughout most of the degree. Flexible study hours (except the 4hour lectures).
- Small class sizes
- Smaller class sizes meant the lecturers/tutors had more one on one time with us. Any niggling questions or concerns could be answered promptly.
- Socialising and teamwork, working together as a team and managing teams to strive together towards a goal.

- Some of the lecturers (2)
- Some of the lecturers - the personal experience and passions/interests they brought to their teachings
- Some tutors were fabulous
- Speaking te reo
- Spiritual kai
- Staff attitude
- Staff were able to engage well with students
- Stepping out of my comfort zone, forming relationships with other students, feedback from tutors always helpful. The encouragement to participate in learning experience, sharing knowledge and always plenty of interactive high quality dialogue from the tutors. learning things, I would never learn or be encouraged to learn elsewhere, knowledge I can use in my chosen profession.
- Study in level 3 health and well-being...m fully satisfied with this course....hope will be do more programs at EIT
- Study that I enjoyed which lead directly to employment in which I can use my qualification in a satisfying way
- Studying and learning more about Healthcare. More experience and knowledge.
- Studying with individuals of different ages and backgrounds who have a passion for learning and experiencing new things
- Support from EIT staffs and faculty. Good learning experience.
- Support from lecturers and peers. Respectful and reciprocal relationships. This enabled personal and professional growth. Provided encouragement and new ideas. Also having the opportunity to go on practicum two days a week.
- Support from supervisor/tutor
- Support from tutors and learning from other students via the online platform
- Support of the tutors and the ability to work online.
- Support staff at Toihoukura
- Supportive lectures
- Te reo Māori, tikanga, kawa i whai ake mātou i ngā mahi a kui mā a koro mā.
- Teacher Support
- Teachers
- Teachers were friendly and helpful
- Teachers were very good and answered any questions I had
- Team environment
- Teamwork (2)
- Term basis
- That encouraging notes from the lecturer to keep going after I lost my job due to covid and had to find work and struggled to study as well
- That having a tutor in front of me and learning, I found very helpful
- That I got a new learning of how to do data analysis
- That I have gain more knowledge of what to expect from my work and use that knowledge to turn into a life experience.
- That it was both face to face and hands on
- That we could still run the programme online during COVID. - The tutors were amazing! - Clear guidelines
- That we were able to continue the course zoom through the covid lock down
- The “hands-on” aspects with lots of practical projects and the follow through of what we did.
- The 1 on 1 learning
- The 2 study days were well structured, gave a good impression of the paper. The lecturers were kind, knowledgeable, supportive and approachable. I had started my masters at Massey and did not enjoy it. EIT has a wonderful supportive, encouraging approach. Because of this I will continue my path at becoming a nurse practitioner. Thank you.
- The ability to trust and connect with tutors on a personal level.
- The amount of hands on work given
- The aspect of meeting the timelines and the subjects were interesting.

- The assignments and the remotely delivered second semester.
- The availability to communicate with your teacher easily since it was online only and get fast responses to our questions.
- The best aspect about my programme, I would say the lecturer, they helped us to achieve and complete our programme with efficiency and better understanding.
- The best aspect for me was studying as a group in a class setting. When lockdown was imposed last year I found it more difficult (although convenient) to study online.
- The best aspect for me was the teachings and knowledge that was given
- The best aspect is I have got opportunity to learn more about health science and also feel better to know about Māori health, culture and services. As I am a nurse it will enhance my knowledge about health and problems. Overall, it was a good decision to study this course and in EIT
- The best aspect of the programme was how the instructors supports us especially most of us came from different countries. They made the learnings easier for us in a way that we easily adjusted to the culture of teaching and learning here in New Zealand.
- The best aspect of the programme was that we had a lot of tutorial lessons in the nursing centre which backed up what we learnt in the lectures. I also think the best aspect was how good sized the classes and lectures were which made its way easier for us to ask questions to the lecturer and easier for more one on one learning as they were approachable throughout my degree.
- The best aspect of this program is the practical experience . The tutors were really committed to what they were doing.
- The best aspect was having the ability to release a long time trauma through my creative artwork.
- The best aspect was integrating learning into practice while on placement.
- The best aspect was the introduction of majors - allowing me to further specify the path I wanted to go down
- The best aspect was to make us learn through breakout sessions with our classmates and discussing on a topic, so that we can come to know different ideas and knowledge and that helped a lot for my personal growth as well as into the assignments.
- The best I had in this post graduate studies was One subject: Data Analysis. Lecturer was wonderful and very well educated in relevant field. And also, he was capable of imparting this knowledge to others.
- The best part of my Diploma in Screen Production was the excellent tutoring I received. The programme's staff offered a lot of knowledge in the professions they'd previously worked in, and I had a great understanding of assessment criteria thanks to their teaching.
- The best part of the program from me was being able to do the jobs practically in the workshop
- The best part of the program was the practical aspects of the program. Laboratory analysis, tasting seminars and our own winemaking session
- The best part of the programme was the content and the relationships I created with the lecturers and the people within the course.
- The best part was my tutors. Always willing to help and give advice or sit down and offer guidance no matter what your project was. Great support overall
- The better part was to coordinate international students until the end of the program not only that even now. I was really grateful to have good guidelines. Thank you very much for everyone to boost our education quality and career.
- the chance to learn a totally new on hands training in outdoor studies Horticulture and Apiculture
- The class environment, everyone helped each other, and our Tutor was very good/helpful
- The class time where we could ask questions about the material. A lot of it was given online which as an older person I'm not used to.
- The class was made up of students from our industry who were are different levels within the industry from cool stores to management roles
- The clear help and instructions, and expectations for assessments, and the various resources provided
- The connections to people in the Wine industry and the ability to be involved in all aspects of Oenology.
- The co-ordination with companies and people that work within the industry while studying
- The course was very informative and knowledgeable. Les was really helpful throughout the course.
- The curriculum was very interesting and the kaiako were amazing and really helped the students.
- The dedicated lecturers
- The degree introduced me to more than I had tried or was interested in previously to cement what I liked, and try things I now know I'm not interested in.
- The delivery of every aspect of the program I was studying, it was so informative I learned everything I needed/required to further my skills and applying it to every aspect of my job
- The development of thinking and problem solving skills, research and critical analysis. Also, the knowledge gained about the New Zealand working market was significant to seek and get a job in the expertise field.
- The discipline that was needed to attend and learn. As well as how understanding and caring the tutors were

- The eit course was keeping me out of trouble. My tutor Will Kereru taught me and my friends how to act, and work on a building site safely. As well as teaching us how to operate power tools and not build flash firewood. "SHOUT OUT TO BCATS WAIROA 2020 TO 2021"
- The emphasis on practical, hands-on learning.
- The encouragement I received from the Tutors
- The environment of the tutors and how they helped each student work on their weaknesses to turn them into strengths
- The experience and approach from the lecturers to prepare us with an industry focus in mind. The course was very much about practical preparation rather than theoretical information absorption.
- The experience of the teachers and their positive attitude towards the program, people and the industry in general.
- The extensive experience of the viticulture and wine science program lectures that made the learning experience interesting and engaging throughout my time during my studies.
- The extra help with learning and also the teachers encouraging comments.
- The fabulous tutors, amazing location and manaakitangi and learning and meeting with likeminded people. The in-depth knowledge displayed by tutors and the way they taught and conducted the programme.
- The facilities
- The fact my tutor and others followed up and wanted to know how I was progressing
- The family environment and tutors help with anything needed
- The finer detail and how thorough the research needed to be. This taught me so much about my future career as a diversional therapist and prepared me for my apprenticeship. The tutor was awesome and very knowledgeable, and she wanted us all to succeed and would give us 1-1 if needed and explain things so we could understand. I'm so grateful for the health and well-being support work course as it has set me and my family up and I'm in a career that I absolutely love.
- The fitness
- The flexibility and the tutor
- The flexibility during covid and how our tutor was able to allow us to base our answers and research on covid
- The flexibility in the assignments, they did not have a pre-determined outcome and allowed you to conduct your own critical thinking regarding an issue and determine your own outcome if evidence supported the idea.
- The flexibility that was offered in regards to study commitments vs work commitments. The tutors were understanding of the ability to complete tertiary study whilst working fulltime.
- The friendliness and encouragement of my classmates
- The friends and connections I was able to make
- The glass house
- The growth that I have achieved
- The guest we do have and the quality of the teaching.
- The guidance and being able to further my education and competence
- The guidance and support provided from the tutors. There was never a time I felt I couldn't go to them for both personal and academic support.
- The handling of live animals
- The hands on experience
- The hands on learning, team assessments and practical components
- The hands-on training with tools and actually building something.
- The help available to assist students to achieve.
- The help that was given and the time that was given to each student
- The helpful lecturers
- The helpful tutors and patience they had for me with my condition, the good student atmosphere
- The integrated on the job practical experience and theoretical learning.
- The interaction with classmates
- The interactivity with the other students in the same profession, comparing notes and seeing other people's perspective. I am also enjoying the course learning too
- The internet studies was useful. I liked that all the workbooks were repetitive and interactive to help it sink in. Great quick responses everyday wherever I needed help
- The kaiako

- The knowledge I have got has helped during my daily life
- The knowledgeable and patient lecturers
- The last programme I was enrolled in was the Te Reo Māori course and I loved the tutors we had. They made myself and the others feel welcome, and I felt valued. I am thinking about returning to enhance my knowledge in te reo.
- The learning
- the learning and meeting of new challengers
- The learning atmosphere
- The learning environment, It made me want to continue in my everyday work life and put what I was learning into practice. I have started looking through different lenses and not relying on my own experience but carefully thinking about best practice all the time, I am so happy I done the diploma. This has opened doors of employment opportunities for me.
- The learning journey - a lot of what I learnt I have transferred into my current project, reinstating a 7+hectare wetlands area on Māori Land Block Te Kaha 2C2 in Te Kaha.
- The lecture explain detailed, so it makes the assessments easy to do
- The lecturer and meeting likeminded peers
- The lecturers being approachable and their method and passion of teaching.
- The lecturers cared about the students and their success
- The lecturers were supportive of the challenges meeting deadlines with assignments and postings
- The lecturers who are passionate and at the same time knowledgeable in their own courses.
- The length of the degree and support by lecturers
- The level of learning expected was great. Deadlines and cut of dates were good to help us learn to be a real student
- The location, working as a team to bounce off,
- The mix of book work and practical classes
- The networking opportunities made. I have met some amazing people and developed amazing mentors
- The onsite work and being able to do hands on work
- the online bits which were easier to do in my own time
- The on-line experience, I generally do not like on-line course, but this was well managed and the right amount of follow up and interaction applied.
- The opportunities that were offered, such as work placement. I was able to get an insight into the work field I wish to pursue. Having that experience and knowledge of what to expect, certainly helps prepare you for future work opportunities that come about.
- The opportunity to do a full-time, night-time program.
- The opportunity to showcase and sell my artwork
- The opportunity to talk with tutor Dr Steve Hinge and classmates. I hadn't been in full-time study since 2002 so it was a learning curve for me.
- The outside, hands-on approach to learning. I learn better by doing instead of reading listening
- The part time work and the programme being delivered in Hastings Campus
- The passion I had for the learning I was doing.
- The patience of my tutor and fellow students in teaching me the basics of Te Reo.
- The people
- The placements
- The placements each semester
- The placements is where I learnt the most
- The positive learning experience and the belief shown by the staff at EIT have helped me achieve success. From Karen Johnston who turned me into a Baker even when I didn't think I could do it. Karen was a great support and a positive influence wanting us all to achieve and be the best bakers we could.. To Nikki Keepa who encouraged and supported us. Along the way. I absolutely loved my journey with EIT. and was sad to see it end.. As a mature student I was very appreciative of this opportunity to further my study.
- the practical aspects
- The practical element to it. Being active. Engagement
- the practical experience in a new field

- The practical experiences of being in a classroom for 2 days a week and full time practicums. Everything that I learnt in the EIT classroom was able to be directly transferred to real life practices in the primary school
- The practical hands on experience
- The practical learning
- The practical performance aspect.
- The practical placements
- The practical side
- The practical/practicum stuff
- The practicality of it, not just theory based (use of internships in particular and a willingness on the Lecturers' part to go out of their way to help our careers)
- the professionalism of the staff
- The professors and the cultural mix on the classes
- The program helped me to develop my critical thinking and problem resolving abilities. PGDIP in IT is an overall excellent program to provide both professional and academic knowledge.
- The programme gave me the resources to really explore my ideas about small business that I hadn't felt capable of doing before.
- The programme was all organised and well-presented without any confusion. The assignments has helped me improve my research skills.
- The programme was tailored for employability.
- The quick adjustment from in person learning to online learning
- The resources
- The science behind it
- the small class sizes Well qualified lecturers Varied subjects and interesting topic The last term well run on an online basis
- The small class sizes, easier to ask questions
- The smaller classes for more class discussion
- The staff at idea school catered for all walks and levels of teaching. The planning and introduction of our work was always in good communication.
- The support
- The support and knowledge of my tutors, and the access/exposure to hardware (the labs) and software used in the industry. There was also a project in my UI/UX class that was centred on a real company we got to meet. This led to my internship.
- The support from EIT
- The support from my tutor assigned to me
- The support in everything I needed
- The Te Reo Māori course I was part of at Kura Waka Porangāhau had fabulous tutors who were support, informed in their field and lovely people also!
- The teacher and the facilities
- the teachers
- The teachers abilities, passion and understanding of what they are teaching their students. Great learning tools in assisting with our studies. Family like atmosphere!
- The teachers and fellow students and the unity in the classroom
- The teachers and the staff .. They support me very much throughout the whole year that uplift my confidence and get to learn so many things which I am using in my life . Thanks
- The teachers and the support of all team members
- The teachers are nice They care about students
- The theory side. We usually did one week on theory and the next practicals.
- The time spent in schools, the close connection with and support from TEs.
- The timetable of this programme could allow me to work at least 2 weekdays. Sometimes two courses I study one day that reduced my travel time.
- The training
- The trips organised by the University.
- The tutor (3)
- The tutor - Matua Hawea Tomoana. Program was well organised.

- the tutor and his style of teaching that increased my ability to learn
- The Tutor and the class made a big difference
- The tutor and the program
- The tutor fully was amazing, he helped me learn better than anyone has before, he absolutely deserves a pay rise if there's one available He had to supply a lot of material on his own. Love wood it's fun to work with also, I never thought I'd enjoy such hard work (Tutor is Micheal Chapman)
- the tutor Les Blair is amazing
- The Tutor was absolutely professional and really made all the students feel comfortable and taught us at a level we were all at.
- The tutor was amazing, and the knowledge of subject was incredible. Their willingness to help in every way possible was great.
- The TUTOR WAS EASY TO TALK TO AND ANSWERED QUESTIONS
- The tutor was very competent and challenged us as students to excel in the subject.
- The tutor was very good
- The Tutor, being in the outdoors, becoming aware of how much we are taking from the Earth
- The tutor. Inspirational, positive can do attitude and caring.
- The tutor. She made the whole experience easy. Being an adult student can be daunting. She made it easy
- The tutors (2)
- The tutors and practical learning
- The tutors and the motivation they brought to a naturally unmotivated person!
- The tutors and the other students, the knowledge and the hands on practical learning that was provided to me
- The tutors being so hands on and dedicated to our class. Showing genuine interest in students and what their strengths are
- The tutors learning style
- The tutors put a lot of effort to build a connection with you even when you are online based
- The tutors that helped all they could make an effort to help me pass the course. Also, the equipment and support to help me learn my trade.
- The tutors were always there to answer your questions and help when required
- The tutors were amazing (2)
- The tutors were extremely helpful. It can be hard to study online.
- The tutors were great
- The tutors were lovely, and I appreciated the small numbers
- The tutors were really good and easy to work with, they made sure that we had to earn our certificates and diploma.
- The tutors were the most amazing resource during my study, supportive, approachable and easily able to adapt to individual learning styles.
- The Tutors we're tremendous and I learnt so much from them.
- The tutors were very friendly and helpful, always ready to help one on one and catch us up
- The tutors, the students, the field trips, the greenhouse and shade house and outdoor planting areas. The support EIT gives students.
- The tutors. They shared their knowledge and previous experience with us. I knew that they genuinely wanted us to succeed and do well.
- The understanding of personal situations that arose and were always available to listen and help me strive for the best
- The use of technology in studies such as learning software and study materials were highly resourceful. It allowed to gain more practical hands on experience.
- The way tutors teach us, is the best
- The wealth of practical experience and skills acquired by the tutors over decades and imparted to the students.
- The well supported learning environment in which the tutors felt approachable and willing to help. Also learnt a number of new skills because of the diversity in classes.
- The whole design and how the information was taught to us. The teacher Ormond really got involved and simplified the information so we could understand it
- The whole learning program of new things and how over a period of time things can be accomplished along with trust confidence patience time and respect and love for clients to be able to return back to being well again mentally physically spiritually and with whanau just being there. That was the best aspect of the programme I received.
- The Wide Variety of papers within the course.
- The work integrated learning programme was an excellent way for students like me, to get a feel the culture, banter, work ethic and values people have in NZ.

- The work placement
- There is too little communication, whether it is school life or teaching.
- There was a great bunch of lectures that made learning and understanding the content very easy.
- There were a couple of great professors.
- There were different options
- This programme helped me develop modern IT skills and led me into the IT industry.
- Thoroughly supportive Tutors and Environment.
- Thought provoking questions in forums and assessments.
- To gain knowledge in new specific areas in IT field
- To gain more knowledge
- To learn a depth of topics. Interaction with new people with looking at the same career pathway. Understanding of strong connection with Māori and land.
- To learn about making new strategies for health and well-being of New Zealanders
- To learn about meanings of culture in nursing. Also, different aspects of nursing such as professionalism and communication.
- To learn more about fruit production
- To learn new things and being guided with a great tutor for my course it was a great opportunity to do this programme
- To understand better what I have learnt over the past 50 years
- Training everyday keeping fit
- Tutor
- Tutor Chef Stefan himself is a passionate baker who demonstrates each and every single aspect of baking, practically and theoretically. He is not shy to share all of his experience and knowledge with students, hence, I (student) lands up being more knowledgeable and skilled. Thanks.
- Tutor was amazing
- Tutor was the best it anyone can be taught but it's a fine art to teach and we had the best tutor in Nz
- Tutorials - sharing of ideas, research and intelligent convo with tutors/experts.
- Tutors (2)
- Tutors are every helpful
- Tutors Students
- Tutors support
- Variety of topics to study
- Very good support from tutors
- Very hands on and assignment based, which encourages understanding rather than memorising answers.
- Very helpful tutor
- Very helpful tutors
- Very practical, noho marae, wait
- Wanangā of our purakau
- We had a small class, so we got individualized attention. Our tutor is very knowledgeable and care! Our program was amazing, and tutor Liz made it a lot more fun.
- We had an amazing tutor which really helped with my commitment to learning
- We had few subjects which were taught by good lectures and that was good.
- Well organized even during pandemic
- Well structured. Interesting relevant to NZ and up to date content
- Well versed with research topic, which helps in future strategic, planning, and analytics.
- Whakawhanaungātangā
- Whānau aspect with the classmates and lecturers
- whanaungātangā

- When learning about Trauma and what it do to a child's development. ACE's
- When the subject was very connected with my job
- Wine
- Wine chemistry was found to be the best professor Rod s class and assessment was awesome that was the most appropriate to me
- Work placement
- Working amongst people again after being an at home mum for many years
- Working and meeting with others
- working as a team
- Working as a team. Building a team is important so that everyone shouldn't be shy or scared to talk to one other
- Working hand in hand with my current job, so it was beneficial both ways.
- Working in a classroom environment with other ākongā and kaiako
- Working on reflections after completing different tasks
- Working with Aaron our tutor
- Working with others as a team
- Working with such a diverse group of people and the overall learning environment.
- Working with such a wonderful helpful Teacher and learning as a whole group made it easier for me and the aspect was the whole course I enjoyed all the learning.
- Working with others teamwork. Getting out to other venues areas away from the class e.g., Maraes.
- Writing with the assignments as it was a new challenge for me, I was not used with writing the assignment.
- Year 3, challenging in class and lots of practicum times

Comments on how to Improve the Programme:

- 2nd semester was quite boring. Sport/event management paper didn't teach me anything.
- A bigger focus on real world applications and a harder industry push.
- A bit more self-directed time would have been helpful
- A bit more understanding of an observe machine as they are very prominent in the industry now
- A little bit more variety in your first and second year maybe? There were some things I was keen to try but never got the chance to
- A longer course
- A lot more group collaborative projects in the early stages
- A more in depth focus on the impacts of mental health and addictions. Also, more learning around engaging effectively with Māori and Māori centred practice
- A bit more communication from lecturers
- Absolutely fine as it is. Enough structure to know what we need to do without the being too prescriptive.
- Accidentally joined, so I have finish
- accurate time plan
- Add child first aid into the programme. More opportunities to explore bicultural documentation such as ka hikitia and tapasa.
- Add in first aid!
- Add more electives.
- Add more Practical skills
- Add more projects
- Add the first aid course to the programme
- Adding more related subject areas
- Advance Digital technology
- All good. Missed the Mare noho because of COVID but that could not be helped. The Tutors were so supportive and fun.
- Allow access to a variety of courses to the people of Wairoa. The youth in the community greatly benefit from the learning and as an example of someone willing to learn, and then using their qualifications to get a job, I can say that having more access to more options builds a future for the youth in our town.
- allow for more quality one on one studying such as tutorials.
- A lot of it depends on who else is studying, because they will make up your crew. Maybe more intensive screening of potential applicants?
- A lot of the time It was self-directed learning and some things seemed very rushed in class. Having more time on campus to properly learn certain areas that are important.
- apply them to my work and study
- As Covid lock down happened midway through the course I feel as if I didn't fully experience the programme. The most important part of any programme is the teaching staff, I feel as if more specialized staff was needed as a lot of the content if certain classes seemed more opinion based instead of factual.
- Assessments Spaced out better so they can be achieved to the best of our ability
- At laser treatment to the level 5 diploma year or more advanced skin treatment options
- At present I think that a yearlong programme for students completing Level 3 reo would be more effective in sustaining the knowledge taught in order to progress further. At present it is fulltime for half a year which is practical when viewed on paper, however the amount of work that goes into each paper and the use of the language used would benefit from a year long course.
- At times, better communication
- Avoid partiality and teachers need to be more hardworking and supportive and design the program on the basis of the industrial needs rather than moving off topic set a proper rubric for marking
- Avoid too many students in a class
- Be able to meet after graduation to discuss challenges and successes and to network

- Be better organized
- Be more selective with who can enter the BN...there were people in the programme who I don't think had the critical thinking skills or other skills necessary to become a good nurse, and I can think of a couple of people who were outright nasty to other people...not a good trait in a nurse. For instance, in the BN there were a few people who weren't open to evidence presented to them (for instance some were anti-vax or relied on anecdotal evidence such as their views from taking illicit drugs and their families taking illicit drugs to support their belief that cannabis is harmless). I'm not saying that everyone should be knowledgeable about everything before starting the programme, but people should be willing to learn from quality evidence. And there were a few people on the programme with substance or alcohol use issues. I think there should be a code of conduct for nursing students for even when they're not on placement or at EIT...nurses are held accountable for their private lives by the nursing council. I also think there should be more thorough selection processes for who can get onto the BN programme. I think it might also be useful for applicants to sit a numeracy test or something like it in order to enter the BN...some people really struggled with drug calculations.
- Because my age, I wish there were scholarships for us.
- Being a bit more transparent to students. We were told Supply chain and logistics was an option but turns out they've stopped the course teaching.
- Being able to identify the students that want to be there
- Being more interactive with students
- Being more organized
- Being updated around current industry practices where program is applied.
- Better clarity on assignments including expectations and timelines
- Better communication (2)
- Better communication between faculty and students. I had to chase up things quite a bit which was frustrating. Also, better communication between kaiako and taura (some teachers are better at this than others).
- Better communication from the tutors
- Better communication of events, meetings etc.
- Better communication: being on punctual with lesson on the shell and keeping class member informed more than a day prior
- Better direction for written assignments
- Better management of learning resources in Moodle
- Better monitoring. There are a lot of issues. Every time a new lecturer was brought in there was massive problems. Either the lecturer didn't actually know the subject and would just guess answer questions leading to students being taught incorrect information, or the lecturer knew it to such a high level they had unrealistic views on what is easy versus hard. E.g., the 'easy' work they're giving the first years is actually classified as postgraduate work or they expect something that would take a reasonable person 10 hours to be done in 2 hours
- Better online info (syllabus, etc) a lot of it was a bit confusing
- Better organisation and directions from tutors
- better organised class time, there was a lot of time wasting and breaks. Could have been condensed into a part-time course
- Better preparations for the beginning of the first year of teaching, better insight into aspects of teaching beyond curriculum and relationships, e.g., setting up class, tracking assessment etc.
- Better quality of lectures
- Better standards and equality, for example due dates being met vs those not getting work in on time and still passing the course
- better structure to course
- Better teacher for vine physiology. Add more of a business focus
- Better time frames for some of the assessments and forum completion times, some are close together, hard to manage work and study commitments
- Better time management and organisation, availability of documents (e.g., course outline) outside of the classroom time when they were first distributed.
- better tutors who doesn't speak less of their students
- Better use of the workbooks we had to buy , more work with power tools
- Better workshop facilities
- business
- By advertising it to the community so people might love to learn about it.

- By aiming it at school leavers and those who have never had a CV or written one. It would be a great replacement for the useless course that WINZ have, this one is far better than that one at least.
- By entering a game challenge in makeup
- By getting new tutors
- By giving opportunities to students who can't afford to pay the fees
- By having a certain attendance rate to be able to pass i.e. 80% attendance.
- By having more meetings scheduled ahead
- By having qualified teachers and aides with appropriate experience and qualifications, Manaakitangā and tikanga Māori more kaupapa Māori based.
- By helping finding work experience
- By introducing industry-based learning projects (IBL) into the graduate diploma in professional accounting level 7
- By introducing more technical and theoretical knowledge.
- By involving more practical based subjects which can clearly show the career path for the student.
- By making it four or five days a week
- By making it more fun because having it be fun tends to stay longer
- By more group gatherings and causal meeting to know your group members more.
- By not making the second year 100% online
- By proving face to face lectures instead of online class
- By showing the different ways a treatment can be performed
- Can't say I would change anything
- Cant improve it in any way
- Change the curriculum to suit industry needs. Let students to cook 5 or 10 plates at a time
- Change the workshops to zoom especially in the current environment.
- Clarity on the assignments from the tutor for social science. I know the tutor was new to the course, but that clarity would have helped.
- Class was great nothing to change
- Clearer instructions around assignments and classes that clearly identify working towards the assignment and what part of assignment
- Closer access to campus
- Communication to students and between teachers and lecturers
- COMMUNICATION!!!
- Complete and utter do over of staff and content
- Consider spreading the content over 3 rather than 2 years
- Consistency with assignment dates, marking rubrics, content.
- Content of some courses was outdated and not relevant to today's business environment. Content needs to be kept current, alongside with tutors experience of present business environment. Maybe they should have to do internships sometimes or belong to business associations.
- Content seemed to be plucked from all over the place and had no consistency
- Content taught
- Course content
- Courses could still be more specific, and Assessments should be more practical. Since the practical ones would more helpful when moving to the corporate work.
- COVID pandemic dictated last year's studies no classes, zooming, new exciting methods of communicating Did most of my zoom on my phone. Also had to learn to put together a power point presentation which I thoroughly enjoyed. The group chat thing was great. Did not miss the late hrs away from home. There was definitely no noho marae.
- COVID-19 lockdown made it difficult to do some of the team tasks, perhaps having an alternative option
- Creative ways to deliver it perhaps

- Daily exercises
- Dates for our assignments weren't accurate, some ways assignments weren't clear on what to do and was a bit confusing.
- Dedicated gear for multimedia does not rely on other rooms etc
- Did the job for me.
- Difficult to comment. This program was run in the first half of 2020 and was significantly affected by COVID.
- Diversity with type of assignments
- Does not need improving
- Doing a first aid cert
- Don't have new staff start halfway through the year
- Don't teach any paper from US business perspective - it does not help any NZ student
- Drill more real life work experiences
- Due to Covid my placement was cancelled so things Beyond EIT control
- Emphasize the student handbook with deadlines etc. Wasn't referred to enough
- Encourage more research topics
- Encourage students to attend each class. Missing a 1 lecture, you miss a lot.
- Encourage workplaces to pay for postgraduate qualifications
- Ensure online information is up to date and easy to find
- Every week at a specific time (make it a thing everyone is aware of) tutor not only reminds us of the course and assessment timeline on the board which they do but gets the class to take out a projected timeline sheet and makes notes of it. Then everyone is on the same page. For those that miss the class they could join the catchup time on the last day of going over what we have done and writing down our own progress. this could help our own self-management and responsibility instead of putting the burden entirely on the tutor to fix and manage.
- Everything is perfect. More practical experience should be included in health science studies.
- Everything that was thought, and all the modules had some purpose and it really help me grow personally and professionally so I don't see any drawbacks in the study patterns or modules thanks
- Examples of assignments so we know what it truly expected of us. These examples to be the same across both campuses
- Extended tutorial time. They left at 1pm
- Extended it more. Feels like we rush through it quite a lot
- Extra classes
- face to face, not online
- Find tutors that are able to engage with all students and explain the requirements of the program in a logical, succinct way.
- Fine how it is
- First aid and child protection courses added into the programme would be beneficial.
- First of all, I was satisfied with the programme and all the effort the school put in to provide classes through online lectures. That also made me think that one or two audio recordings available on each topic of the course will give you a better understanding of the content. In most cases, PowerPoint has abridged the main discussion to a few bullet points which makes it harder for online learners to take in.
- Focus more on Gail's core classes rather than communication classes.
- Focus more on international topics during subjects
- Focus more on the grammar
- Focus on getting the curriculum completed over length of course
- For certain tutors to be more respectful
- For myself technology was a barrier but achieved it by going the extra hard yards and showing I can still accomplish with minimal means of technology.
- for our results to be easily accessible for us

- For some teachers, their time management could be better.
- For the programs to be more organised and more help with one on one teaching
- For the recreation and sports degree there should be more practical experiences that connect to the theory based learning to show how its applied
- FOR THE RIGHT PERSON, THE COURSE WAS PROBABLY IDEAL. I WAS NOT THAT PERSON. IT IS THEREFORE NOT MY PLACE TO OFFER SUGGESTIONS ON IMPROVEMENT.
- For what the program offered it was really a good introduction at entry level
- Free parking No there's nothing I would change to improve
- From my side it just perfect.
- Gain more experience with writing school reports and using ETAP. Enhance the digital technology learning and using more sufficient applications. Making Te Reo compulsory on the course.
- Get better instructors.
- Get feedback from students after the first 3 weeks of semester
- Get rid of the 4 hour lectures. Make more use of the 9th week in the term. Space classes out enough so students can complete the required study before the next class. E.g., not having an afternoon class then having a morning class (very hard to get the study done especially if you have a part time job)
- Get the standards up to par with what happens in the real world. So, for example doing gas welding is never used out in the real world, so maybe get rid of that standard or not invest as much time into it as I spent a few months on it and have not used it. And most likely won't use it.
- Give more details about assignment topics
- Give more hands-on training in the industry for the students, so that they won't be struggling to enter the job market. A kind of unpaid internship or voluntary experience can help them a lot.
- Give the results to students at the correct times.
- Give Xero from a business perspective. Some harder stuff that you would come up against in day to day running and maintaining of a business
- Giving wide options with the electives. I was forced to select an elective which I don't like. And I don't like the way Gina treats students
- Go back to Semester base? Term base is quite short and have to cram too much information in short time.
- Go back to using unit standards for the automotive course
- Go on a road trip to a big apiary or visit one of the main bee keeping shops
- Go over the previous week's work each week, rather than each week begin something new
- Greater focus on internationally and well as New Zealand relevant grapes and wine styles. More focus on marketing and the business of running a winery.
- Group assignments could be a bit different as we can't force anyone to do a good job.
- Hard one. Was a really well put together program. Great tutors. For me I enjoy not writing assignments
- Hard to say, was during lockdowns so majority of classes where online. Face to face is always best for engagement, this is outside of facilities control though. Guess feedback I heard was, more learning materials (paper copies). This however is due to a change in times, more online resource and moving away from paper due to cost, sustainability, etc.
- have a better tutor, someone who hasn't been a boss their whole life and all he knows is the work industry
- Have a more organised and effective tutor
- Have apprenticeship's ready for after eit courses. Build an eit campus like the one in Taradale Hawkes Bay in Wairoa so we do not have to build in the weather. Or give us high vis eit raincoats.
- Have better contact with industries relating to courses so that students have a higher chance of getting a job. Being honest about industry job availability and quality after graduation.
- Have better scaffolding i.e., tikanga at level 2 for beginners, and have a level 4 program as well
- Have different lecturers for different subjects rather than having the same lecturer for multiple subjects
- Have everyday available for part timers. I could not study level4 health and wellbeing on a Wednesday.
- Have more hands on instead of just having paperwork people find it easier when it's more hands on
- Have more Māori teaching the Māori models
- Have more mātauraagā Māori (indigenous knowledge) within the content and make the programme more welcoming for Māori students
- Have more tutors that practice teaching everyone at their levels.

- Have teachers with experience, don't hire a first year teacher to do tertiary education. Hire an Internet teacher that's actually good with computers, consistent grading, not having a teacher that likes to make his students feel dumb (you know who) Actually plan your papers, I remember one of them was getting done week by week and we didn't do half the course. Other than that, great
- Have tests that are worth 50% to 60% into two separate tests so that it is easier for students and not so much pressure for one test since it is worth half a grade.
- Have the kaiako be mentored in the areas of teaching strategies on a daily basis.
- Have tutors that are passionate and WANT to teach, willing to share what they know and are easy to approach, that are professional.
- Having better tools/products for us to do the best we can with
- Having full study days instead of half on campus half at home
- Having more games and activities that help those who are slow learners or have trouble learning online
- Having thing organized on time
- Having tutors who have a passion for teaching. Or who actually have experience in teaching their skill set. Having solid guidelines where the goal post doesn't keep moving from the start of the program to suit either the tutor or the students that don't make a proper effort to get things handed in on time. And getting results back in a timely manner
- Hawkes bay campus visit as I know the industry is much larger down there with more opportunities available.
- Helping graduates (if they are in a situation they are unable to continue onto their chosen field) to help them into employment that their qualifications would take them. For example, I really wanted to carry on into nursing but due to financial matters (cost involved for 3 years with no substantial income to help me as I am on my own), I would have LOVED to have gone into a Care Assistant role at the hospital but there has been no help or guidance, this would have been nice, just someone putting your name forward and recommending you for a position in a particular area of interest. That would have been an added bonus, but unfortunately this has not been on offer. I would still LOVE to get into this role but not sure how to as I know I could offer so much to others in need and care.
- Higher numbers of students.
- Hold lecturers accountable, as some are receptive of different points of view then others. I personally have lost marks in an assignment because a lecturer refused to acknowledge my perspective.
- I am not sure if the programme is still running. However, one thing I would like to see improvement on is the practical based learning. I feel like some members of our cohort were not given the opportunity to have enough hands on learning. This is no fault to the tutors, but maybe the staff that were about of the crew that manaia safe worked alongside
- I am satisfied with all programmes EIT provide to the Hawkes Bay region.
- I believe that baking should be assessed everyday single day but not limited to assessment days. Opening clean and tidy kitchen to closing kitchen clean and tidy plays an important role towards teamwork and hence everyone should be assessed everyday according to the allocated jobs respectively.
- I believe the course was well organised and run well, don't think I'd change anything.
- I could not improve the programme as the programmes are delivered by very knowledgeable kaiako
- I did te reo. More speaking te reo would greatly improve it
- I didn't see any room for improvement it was a great course.
- I discussed this with Dr Steve Hinge. I think it would be good if students handed in their smart phones before class starts. I often witnessed some students looking at their phones and not really paying attention in class. The other improvement would be if students choose to do on-campus learning, they should turn up or, if they can't, switch to online learning. It's not fair on the students who do turn up when people are absent. There were some students who only came to campus for the exams!
- I don't think I could unless more funding and more space from the beginning instead of creating the room ourselves but honestly that was quite fun
- I enjoy the Māori faculty. I would enjoy online links to solidify the learning
- I enjoyed it thoroughly, I don't think it needs improving
- I enjoyed the programme. the only fault would be my own time management
- I enrolled on the Te Reo Programme Level 4 - concentrate more on the pronunciation and less on the written as this is a Te Reo course - Māori students pronounce Māori Kupa more so than written work- non Māori students pass on written work and still lack correct pronunciation - hence why Māori students drop out- I did .
- I feel after doing the Bachelor of Nursing programme that it should be split into 2 categories. primary care and hospital care so when students graduate and actually start working in which ever area they have the skills knowledge to practice. E.g., primary care requires being a smear taker, immunisation authorized etc

- I feel as though that the tutors specifically for music could be assigned a level each to direct, but they all also teach the other levels. More creative outlets, appose from sitting in front of a computer all day. Getting our minds stimulated and practical
- I feel that Level 4 program is running well.
- I feel the changes that have been recently made to the program have by combining the two separate degrees and adding more practical aspects into the program are exactly what was needed; therefore, I would say the improvement has already been made.
- I felt this programme was very good and the facilities excellent. Also, the tutors in the Cooking and Baking programmes Mark Gooding and Karen Johnstone are of the highest calibre. On some of our kitchen days the amount of dishes we were expected to make did seem a bit of a stretch and we didn't have time to complete or attempt all of those dishes. Perhaps that might be an area of improvement.
- I found it worked well so don't need to change anything
- I found the amount of emails I was receiving was quite annoying so maybe reduce them
- I found the program very effective and empowering the way it was delivered. Only suggestion I have is that please do not make changes in middle of course. My batch faced changes in syllabus in the middle of program where we went through a bit of dilemma due to changes in papers (Pathophysiology). We felt that we were missing on many topics specially related to pathophysiology. Overall, I was happy with the course, it helped me to get trained to practice safely to provide best care in different settings of nursing fields.
- I found the programme to be awesome, Cherie was fantastic in the way she helped us to understand what we were all talking about.
- I had to undertake my practical out at Waimarama based at the Marae. the toilets were on occasions pretty poor. I would have preferred to be at the Taradale campus but accepted the Waimarama venue because it left my weekends free.
- I have enjoyed the programme I completed and not sure anything needs to be improved.
- I love it. For me it was too short
- I really enjoyed the programme. The teachers were great, and I felt that they all wanted the best for us, there is nothing I can think of to improve
- I studied art and over the 3 years we didn't have a single painting lesson, so I would say some art lessons .
- I take my hat off to lectures and staff during the start of the pandemic and lockdown, it was uncharted territory, but they rose to the occasion. I don't have any complaints, but I was a bit disappointed when Whaiora was removed from the curriculum, and I found first year Communications papers very beneficial, that should stay.
- I think it will be great to bring Nurses who are specialised in Pain management, PAR(patient at risk) nurses , acute care nurses etc as guest speakers more to speak to Nursing students especially in the 3rd year . This suggestion is because I will never forget the tips I learned from the respiratory speciality nurses who came as guest speakers to Taradale campus.
- I think it's pretty good as is
- I think it's up to high standard.
- I think keep going how it's going, I loved the SCPL4
- I think more practical small projects can make students more prepared for the jobs.
- I think Tairawhiti EIT staff should be in charge of their own programs, not answerable to Taradale. There was quite a bit of confusion between the 2 on occasion.
- I think that more rapid delivery of assignment results (with informative feedback) for a number of courses would be an improvement for the programme.
- I think the course work needs more practical examples and application of the skills being taught, as it is easy to lose the value of what is being taught when it is constricted in a solely theoretical vacuum
- I think the programme itself is pretty good. It was a little bit difficult as some tutors work differently to others and not all of them were very enthusiastic and helpful
- I think the programme itself was at its best. I learned and applied all the learnings I got from EIT to my work right now.
- I think the programme was amazing the way it is .
- I think the programmer Is very well set out and planned. So, I don't think it of anything that needs improvement.
- I think the programs are great its students that need to improve their commitment or keep them motivated
- I think the questions are repetitive in the workbooks and it is difficult to know whether or not individual answers are what is expected. The level 3 and 4 workbooks need an overhaul immediately
- I think you need to set out the papers asking exactly what you want. As a student with EIT it actually is hard to establish what is required in an essay. We all tended to discuss with each other what we think the tutors wanted.

- I thought the programme was really excellent and am disappointed that the programme is being offered privately. I understand Ryman Healthcare are running their own programme and as a result are recommending healthcare workers attend their programme. Studying with people from my community who work in the same industry is in my opinion much better for the community as a whole than studying privately. I have more to say on this if wanted.
- I was very happy with the tutor, she was very patient and explained things very well, no need for improvement
- I wish I have more time to study academic inquiries before starting my first assignment.
- I wish there was more teaching about mental health in the nursing degree, as that is the area I am now working in. There was limited access to resources and placements when it came to mental health. I still see EIT students coming through on their placements and they show me the resources they are given about mental health in regards to nursing and again, it still appears to be very limited. This is a shame as mental health is lacking staff and experience within the area (like other areas of nursing) but in comparison to the NETP programme, there is very little intake.
- I would have preferred more face to face lecture time - zoom meetings or direct contact with the lecturers as a lot of the course was directed to self-learning and if you were off in the wrong direction it impacted the quality of the research project overall
- I would have preferred to have known that in my third year I need to do an elective paper at level 5. Being able to have this already sorted and apart of the degree programme would be helpful and less stressful. Having more support services in regards to academic writing would also help a lot more.
- I would improve it by putting a small placement in the first year so that students get a taste for what social work is like in the field.
- I would like to complete the assessments progressively and have them dispersed over the course of the programme instead of having a lot to complete at the end.
- I would look at making it easier to use site from a device as sharing computer with covid requirements with others in the house was hard.
- I would love for the course to be longer as I enjoyed it so much. Or at least be more than 3 days a week
- I would make the Anatomy and Physiology a Double Semester. I would also stream the A&P to suit the Massage students and the Beauty students into specialised groups
- I would recommend that they teach all topics in nursing and in depth or ensure that nursing students are rotated around each area of nursing such as maternity, primary, mental health, paediatrics, surgical etc as I found that when taking the state exam, I wouldn't know the answer unless I had experience in that area. If other countries such as Fiji can ensure their nursing students get experience/placement in each area of nursing why can't we. As a now registered nurse I have not had placement in community health or maternity, and I feel that will make future student RN's more confident in themselves and gain more knowledge.
- I would say the information that was given to us needs to be improved. It was very repetitive, and I started to lose interest and motivation
- I would suggest making tutorials smaller, it gives everyone a chance to join in and not feeling too pressured. I had one class where there was only about 10 of us and I found it much easier to share and participate than in the bigger tutorial classes.
- I'd improve the programme by giving students more assessments in regard to the business side of the screen industry.
- I'd ensure there was a Māori art tutor or mentor available to students at all times..
- I'd show how to do the practicals.
- If I was to redo this programme, I would prefer the alternative provider who presents the lectures and labs via block courses and online courses which would have made it easier and less expensive for me.
- If I went on to further studies hopefully this would be similar not left to your own devices
- If possible, I would choose more courses based on one particular IT area during the one-year programme, like programming, data analysis, or cybersecurity. Thus, I could get a deeper understanding and better practical skills of the subject.
- If there will be more tasting for international wines and weightage of marks should be divided equally as international students Tends to give more exam then assignment.
- I'm no expert but if you are encouraged to korero in the previous classes it would most definitely help in the rest of the classes. Then maybe I could have finished the rest of the classes if that was possible. Encouragement to korero would be such an asset especially if you come from an era where te reo was not allowed and the yearning to be fluent while working to feed your whanau all your life. So, I am happy with what I have learnt and am going to pursue it until I can korero. I don't blame my tutors I know they have given me their best over the last two years because I have more than I ever had thanks to them two tutors.
- Improve administration
- Improve teaching techniques in certain subjects
- Improve the content of this course

- Improve the standard of instruction of the assessment
- Improve the way EIT delivers certificates and communication with the Student services is very poor. It took 3 months to get a response via email which I find very unprofessional for an establishment like EIT.
- Improvements could be made by providing resources suitable for each person rather than collective resources
- Improving the teaching team would be first priority
- Improve in every area
- In my case lockdown had a huge effect on the course
- In the first year, the sequence of assessments could be better explained and shown as to how they link to each other in a more coherent way. The order of assessment felt messy and didn't really make sense, what was also disheartening was how the tutors also didn't seem to be able to account for this.
- Include a short term on-the-job training for students.
- Include more in depth anaesthesia and analgesia, and include more technical skills
- Include more practical cases
- Include Specialisations
- including extracurricular activities
- Including some face to face sessions,
- Incorporate more hands on learning
- Increase the duration of course
- Inputting internship and software experience
- Instead of making 1 wine for the course evaluation at least 5 or 6 wines should be there
- Integrate more Māori papers into the BN degree. Māori are some of the highest health consumers and students need to know more in terms of what care looks like for Māori, what traditions and values they have and how much whanau is important in their healing process.
- Integration to work force.
- Interacting with other students, clarify from lectures
- Internships, better support over covid
- Introduce onsite assignments and internships
- Introducing new apps towards submitting slide shows. Letting student run with an app that they are ready familiar with submitting tasks.
- Involving more practical labs rather than following standard practical's methods To boost the chances of employment in a chosen field Introducing more of work-related subjects
- It needs no improvement the information is self-explanatory
- It took too long to receive my certificate but then Covid was partly responsible.
- It was inconsistent with papers always changing and lecturers having different opinions
- It will be much more interesting if there is any visits to hospitals or any healthcare facilities rather than sticking on to the theory only.
- It would be good the introduction of more case analysis, simulating practical examples of working environment. Also, before the completion of the program, it would be of great value EIT bringing companies to get to know the students, present internship program opportunities which would allow students and organisations to focus on talent acquisition.
- It would be useful to Skype or Zoom with the tutors, talking to them face to face
- It would have been good if the wananga had gone ahead
- It's all over good, however there should be some internship programs included in courses as universities offers.
- It's been replaced now, so doesn't really matter
- It's up to each student
- Just the organization of where and when things are going to happen with more notice, etc field days and bookings
- Just to increase the duration of each subject instead of finishing each subject in 4 weeks' time period.
- Keep doing what you guys are doing! Mighty fine!!!

- Keep on studying day and night.
- Keeping the tutors up to trade standards
- Learn more about nutrition.
- Lectures who work on developing relationships with their students, which is what they preach to us in the teaching degree.
- Lengthen the programme so there is more time to develop skills and study more in depth.
- lengthen the programme to 3 years
- Less book works. Individual work
- Less emphasis on power points during lectures
- Less forums and more group work
- Less group assignments. I believe individual assignments better reflect that person's grasp of the subject.
- Less online classes (obviously irrelevant for those working full-time and having to study online). It was impossible to avoid timetable clashes, so some classes had to be taken online despite studying on campus. The quality of learning for online classes was substantially lower than if classes were attended. I wish I'd been told to start in semester 1 for my first year rather than enrolling to start studying in semester 2. This completely stuffed up my timetable for subsequent years of study. I wasn't made aware of the difficulties this would impose.
- Less online learning more physical, in class teaching
- Less online, more face to face
- Less travel time. More structure about sharing information and better access to resources.
- Less written assignments, more practical lessons
- Less written, more practical
- Let everyone have the funding they need to support themselves while studying
- Level 2 was great, however level 3 which I was unable to complete was very frustrating. In the end after a lot of wasted effort I gave up.
- Light Earth Building needs a small digger, it's hard on the body digging hard clay, and EIT own mixer equipment
- Liked it the way it was/is
- Location
- Longer course
- Longer duration
- Longer field trips
- Look at the shortening withdrawal time and absentee that was a huge negative impact from student who had long absenteeism upon students who were fully committed Learning and teachers Resources for kaiako Guess speakers to help explore assessment topics from a cultural Expert
- make course longer
- Make it a full year
- make it longer
- Make it more flexible for students that don't have any experience doing the trade
- Make it more practical (2)
- Make it more practical, outdoors....
- Make it more user friendly online
- Make some aspects to be done online
- Make sure all TVs in the classrooms are working
- Make sure that the written material shared provides current links (not obsolete ones). Proofread the content before sharing it - errors damage your credibility.
- Make the course longer
- Make the course more interactive and verbal with each other and other students. Getting spoken to in a lecture is a hard way to learn
- Make the schedule a little more clear

- Making it harder to pass, putting in more contact hours per week.
- Management needs to be improved
- Management to be a more organized
- Many classes were cancelled, this was frustrating
- May need upgrading of some equipment other than that nothing else really
- Maybe the Tutor can be a bit more organized
- Maybe have a face time group chat with the lecturer and students for a unit in the certificate.
- Maybe have more resources mailed out to students that are online, I prefer working from paper so this would have helped me
- Maybe include some professional certifications.
- Maybe more communication to students to teacher
- Maybe not have practical near the end of the course. Instead have it evenly spread out thru the course..
- maybe put more learning material in, teaching things like Blood taking ECGs iv training would be great
- Mon-Wed wasn't long enough. An extra day would have been awesome
- More 1 on 1 time with the tutors
- More activities.
- More application level experiments rather than theory.
- More clarification on what the desired outcome of a project is.
- more classroom time
- More clinic time so essentially more time doing treatments
- More clinical practice
- More communication for the students and support in order for them to finish the program
- More communication with different companies to ensure that they understand how the course is supposed to be handled.
- More communication.
- More consistency between courses I.e., some would give markings schedules and exemplars some wouldn't. Some changed assignment criteria after we had started etc
- More consistency in marking- different lecturers wanting different things
- more consistent teaching staff
- More contact days for diagnostic reasoning, to enable more learning.
- More conversational opportunities for the reo.
- More discussions
- More face to face
- More face to face visits from lecturers
- More facilities
- More feedback on previous assessments and tests to help us improve on our marks as sometimes it was hard to see where you went wrong
- More flexibility with all cultures
- More focus on actually learning Te Reo Māori. Improve communication with students in a timelier manner.
- More focus on interpersonal skills. Some students still don't understand the importance of this in industry and aren't pushed enough to develop them. This is touched on in the course, but I believed it needs more emphasis.
- More focus on the topics
- More group activities somehow. I believe that our class had become slightly divided because we were not encouraged to do much group work other than PowerPoint presentations
- More group work for learning
- More hands on activities

- More hands on and book work
- More hands on learning e.g., respiratory assessment cardiac assessments when we did the 2 day course.
- More hands on learning.
- More hands on tasks
- More hands on work
- more in-depth
- More interaction with teachers and study materials for people with different qualifications as it was mainly focused on nursing.
- More interactive classes
- More interrelated subjects, cojoined field trips, talks from professionals. Learning how to make and read excel data, graphs..
- More learning about reptiles and birds.
- More learning in the orchard with a teacher and less in the classroom
- More learning to get into the services
- More manageable workload
- More moving. Long periods of time sitting and listening made the days quite long.
- More of industry and role based rather than research and theory
- more one on one time with tutors
- More one on one with the tutor
- More open communication from high-ups. Our lecturers were open, especially over the period of lockdown, however there was sometimes a lack of communication from other staff members.
- More opportunities to extend my knowledge
- More organized
- More Pacific support
- More paper based notes and assessments opposed to computer based
- More parking
- More placement
- More placement time
- More placements
- More practical and industrial experience
- More practical approach
- more practical classes
- More practical courses
- More practical education
- More practical in the winery
- More practical learning
- More practical opportunity to better prepare graduates for work in the field.
- More practical or clinical exposure for students.
- More practical placements
- More practical then theory
- More practical work (2)
- More practicals but with better organisation. Spreading assignments out so 3 or so aren't all due in the same week. Better knowledge provided on how to do proper APA referencing (always told it was wrong but never shown how to correct it).
- more real life situation e.g., veterinary supplies

- More Resources
- More resources to work through in your own time to support your learning. Have tutors respond quicker to emails.
- More simulations
- More space to work in. Tutors also need more help with students who don't actually want to be there or have attention/behavioural problems
- More standardised departmental resources for use by kaiako, each one seems to have their own versions of things or none at all, some have mistakes in them.
- More structure
- More structured first on-campus day - specifically allocating time for introductions/getting to know each other
- More student teacher interaction. Taking into consideration Covid19 hit NZ while I was in the middle of my course, but I did feel there could have been easier and quicker way to interact with the teachers.
- More students for more ideas/feedback or opening the course up into daily completion segments to generate more interest if people were only interested in aspects of the course & not the course as a whole
- More students to work with and bounce ideas off
- More studies
- More Tikanga and support to Māori students at ideaschool.
- More time doing practical work
- More time for assignments
- More time on campus
- More time. We lost 5 weeks because of covid.
- More tutor/student contact.
- More tutors
- More tutors in specialised fields.
- More video calling with my tutor during class time
- More waiata with the online classes
- More work experience in community, develop a CV to give me confidence to find a job
- More work in winery not just sitting in classroom.
- More workshop time while doing theory
- Motivation. People need motivation and a reason to attend
- Move practical time
- My program was actually pretty good. I wouldn't change much about it.
- My study program is related to creative ideas and design. The students may need open mind support from the tutors, to produce our out of the box creative idea design to be the reality.
- My tutor and I didn't like each other very much.
- Need to focus of recruiting quality lectures
- Needs better time efficiency. We were given a project brief and didn't have very long to create things. (I did study when we have the covid 19 lock down so I can understand things we're rushed that year to fit everything in)
- Needs to have more cultural aspects to it to help other Māori people get into business
- Not have a pandemic halfway through.
- Not have covid exist
- Not have idiot students attend who think it's just fun and game like at primary school
- Not having a racist teacher for communication class . She made many people uncomfortable . It effected international students attendance and their confidence to participate in class discussions

- Not sure. The online student forums weren't very well utilised for question/discussions, but this may be the cohort I was in rather than an EIT problem. I think there was an assumption by the tutors that the students had a bit more prior knowledge than some of us did, and I would have found it helpful to have a very basic overview and directional session on research at the beginning.
- Nothing, COVID was no one's fault. But it interfered a lot
- Nothing. Our second year was difficult due to COVID nothing that EIT could control
- notification to when courses are, week in advance at least.
- Number of issues that could have been improved at the beginning of the course. Unfortunately, COVID also caused a fair bit of learning time lost as well as learning extra/new computer skills i.e., Zoom, dropbox etc.
- Offer an evening class option as well
- Offer Graduate Diploma in Environmental Studies and Diploma in Horticulture. Expand the breadth of your courses so all job opportunities are covered.
- Offer more support when studying extramurally
- Offer more up to date treatments
- offer programme to local Marae
- one thing was different computer systems, how better to adapt for people who use Apple products.
- Only undertaking group work that is relevant to work as a group, i.e., projects or collaborative reports. It makes no sense to assign a short answer assignment as group work. Also, as a domestic student I found it very difficult working with international students, often having to rewrite their work to bring it to an acceptable standard. This was to ensure the marks achieved were reflective of my abilities, not the less abilities of team members.
- Opportunities to catch up with recorded online Zoom lessons
- Organisation- At times the timetable and syllabus were not coherent to each other causing confusion and incorrect lecture times and rooms. Parking- EIT parking is not equipped for the growing amount of students and at times I would be driving around the campus for up to 15-20 minutes and having to park closer to town and walk.
- Organize Internship Programs
- Our course should be separate from Taradale. As we were relying on them and waiting for things to be open.
- Our programme was run through COVID 19 lockdowns, I believe our tutor did the best she could because we still stayed in touch with each other through other means. I would have a lot more to say but our tutor informed us all through the whole year.
- Plan the timetable a little more. Have strongly defined sections of time for each area of learning so each unit of the course doesn't bleed into one another.
- Plan timetable better so classes don't clash, and exercise is at the end of the day
- Please do guide students regarding assignment patterns because international students are from different cultures.
- PLEASE ENABLE LECTURERS' TAKE STUDENT'S ESSAYS SERIOUSLY
- Practical work in an accounting firm and an assessment based off this. It's hard to get into work after the course because they need experience.
- Practice should happen in institute
- Probably having more online resources.
- Probably the ability to take papers or qualifications from a different but school within EIT that would complement my degree. For example, taking the diploma of business alongside a fashion degree
- Programme is good how it is
- Programme isn't really suited for online, unless made more user friendly
- Providing more and more face to face sessions. Rather than to give a brief overview, if tutor will explain the whole assignment topic to students it will be easy for them. Provide individual meetings with tutor, it will be easy for international students to communicate personally with tutor without any hesitation. After course completion give placement options to students, so that they will get job easily and they know which job is suitable according to their study
- Put practical exercises.
- quality in time management
- Quite happy with the short term refresher free course.

- Reading and understanding social environment
- Realistic expectations of the tutors. The course was a requirement of my role so was working full time and I think some tutors thought we were studying full time.
- recognise that the society is now multi-cultural not bi cultural. most aspects of the course only focused on the European and Māori/Polynesian point of view
- Reduce amount of assignment load
- Remove 4 hour classes- these are not conducive to effective learning; Structure the timetable better to remove clashes between classes enabling increased choices; Remove timetabling issues that result in classes of 2 hours followed by another paper that has 2 hours- effectively creating a continuous 4 hour period of learning. Very difficult to keep learning in the 4th hour, especially with level 7 papers.
- Repairs in the conference room
- Satisfied how it was delivered
- Semester based not term
- Shared learnings with other department peers or visit to other universities
- Should be more practical oriented rather than research bases, because employers are looking into more practical skills not research skills.
- Should be more survey class activities etc
- Should teach us like they do in kohangā
- Slow the leaning down so we can remember. I fault as it was a bit rushed
- Some course content was very simple and not useful, but it could be useful to others, so I don't think change is required
- Some lecturers are not well qualified, or despite having the knowledge, they have no didactics to teach a class. It was hard to find a clear answer from EIT when I had a question. Some people from the support team is not well prepared to deal with students.
- some links did not work.
- Some more 'group' work /interaction with other students, I found courses where you don't know anyone and minimal students with similar nursing interests made some papers very difficult to follow forums.
- Some of the tutors are a little bit 'overbearing' - the purpose of studying online is the flexibility-so to be monitored in regards to signing on daily was a bit much. I often printed articles etc and worked offsite - libraries, beach, holidays - so wasn't always online. Some tutors were good with this while others were over the top
- Some on the links did not work for me, but that could be my computer.
- Some papers felt like a waste of money, mainly the earlier papers that were just filling out questions by googling the answer.
- some repetition in the content of the course and could have been more challenging at times
- Some teachers are too strict with points which sometimes will get students into trouble. The teacher shouldn't give student zero point anymore which is really annoying and defensive.
- Sometimes 1 tutor wasn't enough. We were all working full time jobs and having 1 4 hour session with 1 tutor and 6-8 people all trying to understand what they needed to be doing wasn't enough
- Sometimes the assessment questions did not align with the material provided. I was constantly asking my advisor if I was on the right track.
- Space
- staff of institutions should be so supportive so it's easy for students to grab knowledge and solve their problem
- Start and finish later.
- Stay focus
- Sticking to the study guide outline
- Strongly suggest adding some internship programme into it so that student can learn practical aspect of it.
- Syllabus needs to be updated. For IT course software teaching should be there
- Syllabus updating and offer all the courses to the students which are showing on website
- Teach proper techniques for accurate and precise processes, as well as some more minor assistance with finding work experience placements
- The classroom we had wasn't very inspiring
- The faculty needs to be more open and understanding towards the student's viewpoint.

- The last part of the master is confusing. Should be better prepared, clearer to the students before starts the period. Also, documents to apply for post study work visa cannot take 2 months to be issued. Definitely there are some processes to be improved, mainly in the masters programme.
- The need to sort out what we need to know, rather than all the add on rubbish which provide nothing of any use
- The online and distance study offering was not up to par. PowerPoint presentations were uploaded to the website for distance students to access. These were the same PowerPoints that were presented in class to on-campus students, so the context and learnings from a standalone PowerPoint with no commentary, notes, or recording was minimised a great deal. The distance students are incredibly disadvantaged by this sort of teaching. It is not a great delivery of tertiary training, if distance learning is offered.
- The online courses are terrible.
- The only suggestion I can give is to voluntarily ask all the people to get engaged during the classes and ask for as many questions as they can. This is to make sure that there isn't any barriers to communication.
- The PowerPoint presentations in the classroom were somewhat poor at times, where the lecturers found it difficult to deliver the information needed. Allow the lecturers delivering the class to produce their own PowerPoints or collaborate together on how information should be delivered prior to teaching. Students not only miss out on valuable learning but quality of teaching for the amount of money they pay.
- The program is good for me.
- The program was overall good. However personally I didn't like hope in the end most of it just turned out to be making kitchen cabinets out of mdf and whiteboard. I had originally thought it would be more woodworking but as I found out that was more a thing of the past. Personally, I would bring in wood lath skills.
- The program was satisfactory.
- The programme has the required qualities and of a high standard, so I see no improvement necessary.
- The programme had pros and cons. Like the inconsistency of what work needs to be done and how. They should have all been free to learn in your own time prior to completing at your own fast extent. And each tool/compartments etc... should be labelled or have an identification chart to remember what each product is what prior to the job. More charts around the world shop should be listed for what each machine is.
- The programme was good, but some updates could have been made as links weren't always working. I suggested to my lovely EIT staff member who I emailed my final info too any changes that were needed and she was great at listening and feeding back.
- The programme was undergoing changes at the time I completed study it required and overhaul at that time
- The recourses were very limited and dated compared to my previous polytechnic.
- The team assignments are not a true reflection of your own abilities, if your team members are not up to the same level of effort your outcome suffers as a result. This is not appropriate, and one should not suffer due to lack of effort from others
- The way the program was set out for me was perfect not too hard on the brain but also practical in there as well
- There are few lectures who don't have proper knowledge of subjects they are teaching they just stick on book and don't see actual picture
- There could have been any campus recruitment or provide real-world projects to showcase on our CV.
- There should be addition of more daily basis assignments to get students involvement with ongoing topic.
- There should be more clarity of concepts while teaching in class
- There should be more clear instructions from some tutors, as I felt sometimes the instructions related to assignments were very confusing.
- There should be more discussions and exchanges of thoughts and ideas then focusing only on assignments
- There was nothing to fault with it. However, I did struggle with the huge step up from level 2 to level 3 and pulled out of level 3 as a result. There seems to be a huge gap and difference in knowledge at the two levels which meant I felt at a loss early on at level 3.
- Think we missed a bit of learning due to COVID but otherwise no
- this was a new programme and found some of the content did not align with clinical expectation, but overall, it was great
- Three out of four terms were online which didn't allow us to build relationships with other students and lecturers which we would have loved to do.
- to be honest, I think that perhaps some form of counselling as I found that for. lot of the students it bout up some personal issues that hadn't been dealt with
- To be more organised
- To develop a better intro into the program

- To have a tutor that was qualified to talk to in person.
- Too much to write here. And not the right place. Most has been feedback. Health and safety and well-being of students was a joke. Set reply was “not my job”. Nobody prepared to take ownership of issues raised and manage them. And had nothing to do with Covid. It was a product of “people being there so long they had thought they had explained everything well like they did the first time but ended up “talking to the mirror thinking they had talked to everyone “.
- Touch more on the traditional Māori aspect of the course. Tools, how they are made, maybe make some.
- Towards the end of the degree, our practicum assessment were changed to electronic folders. It would have been great if this was implemented in the second year of the degree, seeing as every teacher store everything and all their folders electronically.
- Try and be more organised with classes and make sure all of the teachers communicate effectively to each other
- Try and get the tutors to help more with the students with projects and go through the exam questions more with them
- Try incorporating on campus recruitment drive. Instead of wasting time and effort in providing multicultural seminars. My personal opinion people who left their country to come new one should not expect same environment everywhere in the world. We have to adapt to current situation. Otherwise, they can stay where they are from.
- Tutors delivery be timelier (not rushed), content of learning is clear.
- Unfortunately, covid lockdown affected our programme completely; so, had to then do zoom meetings instead of meeting at EIT which was a big shame.
- Up to date best practice, lecture notes that are current and not old references used. Easier to follow content on Moodle. Being notified that the content we were supposed to use from Moodle is not being used before spending money on printing. More integration of te ao Māori matauraagā from lecturers who know, not tokenistic. Better mental health nursing module. Semester break in line with school holidays.
- Upgrade the material of the makeup course and a couple of tutors were very unenthusiastic so suggest finding a better suit to deliver the course material
- Use all the time advised in the timetable and not be sent home a day early on the 2nd wanangā. Students all had to travel to Porangāhau and expect their time to be well utilised. Learning Māori Toi which we signed up for and not hand sewing material to make a cloak. Having the rongoa split with the hand sewing to give your head time to consolidate the information we received in the 2nd wanangā Ensure participants who attended all 3 wanangā were recognised in some way. More info to participants prior to beginning.
- Use teachers who are actually qualified or just generally enjoy what they ate employed to teach. Not just show up.
- VC delivery to be converted into a face to face classes or at least improve the position of the camera to look at the lecturers instead of (the back of their heads) also microphones inside the classroom so that the students form Gisborne can hear other students discussions and feedback during classes instead of listening to the teachers only
- Was very slow-moving. I felt like I was back in middle school.
- We can add some more guest speakers to each course, it will help to understand the different aspects of the industrial experts
- We did discuss this at the end of last year. Regarding a more bi-cultural programme and perhaps more specific assessment/planning opportunities (learning stories etc) as part of the assignments etc throughout the programme.
- We faced so many racisms at eit as an international student . Pls make a correct it
- We had a difficult year with a swap of teachers and covid! If we are to use textbooks - then use them and work from them. I would have loved more language practice, however, the background learning we did of Māori culture was wonderful.
- We had very short days and every Friday was supposed to be self-studies however there was plenty of time to complete all assignments during class time. I think the time management and efficiency could be improved.
- We moved to online due to COVID. We still only had 1 class per week. In reflection there were too many in the zoom classes to really be effective.
- We need more online or learn from home options for parent/s, part time workers, caregivers, special needs etc
- We should introduce a session by each lecturer about his or her requirements in regards to assignments as not everyone is aware of the procedures and each lecturer is different how they want the assignment completed.
- We were not given the subjects which were part of our curriculum when we applied for the course. So, if EIT can do that, it would be great for the students.
- What the programme might improve on could be by offering a tutorial on a day the class has off where you can go over assignments with tutors
- Whilst most of the tutors feed off the collective skills of their colleagues to provide backup cover allow individual tutors to focus more on their specific skill strengths. Start and finish course earlier as too big a logjam for tutors close to end of year.
- With good quality education

- With it being during the Covid-Lockdown it did make things more difficult, but this isn't the fault of anyone
- Work on the inconsistent and unclear marking rubrics
- Work placement at the beginning of the semester that way students can choose to leave study if they find that the industry is not for them. Other than that, cannot fault it.
- Would be helpful if they restructure the weekly activities. I found some of the content redundant
- Would like to see more nursing and health databases available for full text items through the library, and I think Stream needs an update - possibly to blackboard or something more user friendly.
- Wouldn't improve the previous one. But would ask to improve level 6 to face to face classes please
- Yes there is always room for improvement, but I think it depends on ones students capabilities.
- You have ceased delivery of the programme so unable to comment.