



Report of External Evaluation and Review

Peter Minturn Goldsmith School
Limited

Date of report: 29 June 2010

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Purpose of this Report

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

Brief description of TEO

Location:	Kingsland, Auckland
Type:	Private training establishment
Size:	20 equivalent full-time students (EFTS)
Sites:	As above

Peter Minturn Goldsmith School was established in 2001 and gained NZQA registration in 2002. The school was established by Peter Minturn to address a gap in training for jewellery manufacturers which had emerged with the shift away from apprenticeships. The school is a small, family-run business which operates from one site in Kingsland, Auckland. The school is accredited to offer:

Certificate in Pre-Apprenticeship Goldsmithing and Jewellery (Level 4)

Diploma in Goldsmithing and Jewellery (Level 5)

Diploma in Goldsmithing and Jewellery (Advanced) (Level 6).

The level 4 and 5 programmes comprise a staircase to the level 6 programme, and students have to be invited to progress to the next level. For students wanting to move into employment as a qualified jeweller, completion of the level 6 diploma is required.

Peter Minturn Goldsmith School was previously quality assured by NZQA under the audit system. At its most recent audit the school met all but one requirement of Quality Assurance Standard One, the standard then in force.

Executive Summary

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of Peter Minturn Goldsmith School Limited.

The school has a strong focus on outcomes. For students who enter the level 6 diploma there is a 100 per cent completion rate and an 84 per cent placement into trade-related employment. Furthermore, there have been consistently high levels of achievement over all three qualifications and good retention from one level to the next. The school has excellent links with industry and ensures that its graduates are well equipped with the necessary skills for successful employment.

There is a well-equipped workshop which provides students with a workstation and tools to complete the largely practice-based courses. A low staff/student ratio ensures that students are given effective one-to-one support and coaching. However, occasionally students are unclear about the criteria for success in their assessments, and the size of the organisation sometimes makes it difficult for students to give honest feedback.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of Peter Minturn Goldsmith School Limited.

The school collects useful information about learner achievement and outcomes. This information is analysed and informs improvements. A quantitative system is used to measure the school's performance on an annual basis and these measurements are set against stretch targets. Therefore, performance year to year is compared and gaps and issues are identified. Mechanisms exist for students to provide feedback, although for some these are not always effective.

Basis for External Evaluation and Review

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

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and the New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board.

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

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

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

Findings

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

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>

Outline of scope

For this review two focus areas were chosen. The mandatory focus area is:

- Governance, management, and strategy.

The second focus area is:

- Certificate in Pre-Apprenticeship Goldsmithing and Jewellery (Level 4).

This focus area was chosen because the course is the entry-level programme and currently has the largest numbers of students.

Part 1: Answers to Key Evaluation Questions across the organisation

This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.

1.1 How well do learners achieve?

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

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

Explanation

Achievement rates are high and consistent across time. The school achieved a graduate average of 90.4 per cent over the 2003-2009 period for all three programmes. For the level 6 diploma, all students who have enrolled have completed successfully, and over the 2003-2009 period 84 per cent of graduates were placed into employment in the jewellery industry.

The retention of students over the three years is high. The percentage of students who move from level 4 to level 5 is 74 per cent, and from level 5 to level 6 the retention rate is

93 per cent. Retention and achievement is closely monitored, with records being kept for every student and every assessment attempt.

Learners are acquiring useful skills which are relevant to industry. Great emphasis is placed on students achieving a standard in their work that would make a piece of jewellery saleable. Over the three years this standard is increasingly attainable.

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

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

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

Explanation

This school has a strong focus on employment outcomes. As noted above, 84 per cent of graduates from the level 6 programme move into employment in the industry. Students graduate from the school with a 3D portfolio which showcases their work and the different skills they have acquired. These portfolios are essential for obtaining employment.

Industry values the graduates the school produces. Jewellery manufacturers contact the school when they need employees. Many of the students spoken to by the evaluation team were recommended to the school by local jewellers. Students had travelled to study at the school from all over the country. Management maintains strong links with the industry, including holding positions with the Jewellery Manufacturers Federation.

The organisation showcases its students' jewellery pieces at exhibitions, on its website, and in competitions. Students have consistently won prizes for their achievements.

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

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

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

Explanation

The school meets the needs of the jewellery trade by graduating work-ready jewellers. The courses designed by the school are modelled on an apprenticeship style of training, giving students extensive practical experience before graduating. Students are given exercises that build on skills taught and introduce new methods or tasks. Students build up a wide range of skills over the first year, which are then built upon in the second and third years.

The school ensures that it can meet the needs of students by carefully selecting who can enter the programmes. Every student has an audition as part of their application to join the school, and not all people have an aptitude for jewellery-making. Furthermore, every student has to be invited to return for the second or third year, which ensures only those with the competency to succeed are selected.

The workshop is well equipped with a range of equipment which can be accessed by the students. Students are given practice using traditional tools. In addition to the traditional tools, the school recently introduced computer aided design (CAD) and has access to a 3D modelling machine to enable students to test their computer-designed models.

1.4 How effective is the teaching?

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

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

Explanation

The teaching is effective, with a low student/tutor ratio ensuring students receive one-to-one support and coaching every day. A small percentage of the time is spent on theory; however, most of the time students are working on exercises constructing jewellery. Most tutors have a good understanding of the industry and continue to participate in professional development.

Teacher-only days give tutors an opportunity to reflect on the course and make improvements. A systematic analysis of each learner's response to every exercise has enabled useful analysis of the different tasks assigned. A new CAD course was trialled with a new tutor before it was delivered to the students, to check that the learning outcomes and explanations were clear.

There are opportunities provided for students to give feedback on how their course is progressing. Given the small size of the school and the close working environment, other methods of collecting feedback need to be found. Students are at times unable to be open with their feedback, concerned that such openness may jeopardise their success.

On some occasions confusion exists around the number of exercises and criteria for achievement. While the criteria are clearly outlined on the assessment information handed to students, there is a perception that other criteria are used to judge their progress. Conflicting design advice makes students anxious and uncertain at times.

1.5 How well are learners guided and supported?

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

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

Explanation

This is a small school and students are given ample one-to-one support and coaching. There is good evidence that, when necessary, the school looks after the pastoral care needs of its students. Parents are encouraged to have a relationship with the school, to visit and to attend exhibitions.

There is an issue with some students feeling concerned their feedback could impact on their relationship with their tutors and therefore their grades. However, there is no evidence that staff are anything other than professional in their responses.

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

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

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

Explanation

The school is a small, family-run business. While this is its strength it can also cause confusion when governance, management, and teaching roles are blurred. However, this crossover of roles is managed most of the time.

There is good evidence that the school reflects on its performance and makes improvements when required. There is a good blend of tradition and innovation. For example, traditional jewellery-making methods are taught alongside computer aided design.

Management has a strong focus on good employment outcomes and actively maintains links with industry and supports graduates into employment. The resources available for the students are excellent, although the size of the building restricts future developments.

Part 2: Performance in focus areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Certificate in Pre-Apprenticeship Goldsmithing and Jewellery (Level 4)

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

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

Actions Required and Recommendations

Further actions

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

Recommendations

There are no recommendations arising from the external evaluation and review.

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