

# Report of External Evaluation and Review

Peter Minturn Goldsmith School  
Limited

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 25 June 2014

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	4
3. Conduct of external evaluation and review.....	4
Summary of Results .....	5
Findings .....	7
Recommendations .....	16
Appendix .....	17

MoE Number: 7610  
NZQA Reference: C14688  
Date of EER visit: 23 April 2014

# Purpose of this Report

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

## Introduction

### 1. TEO in context

Name of TEO:	Peter Minturn Goldsmith School Limited
Type:	Private training establishment (PTE)
Location:	363 New North Road, Auckland
Delivery sites:	As above
First registered:	18 August 2003
Courses currently delivered:	<ul style="list-style-type: none"><li>• Certificate in Pre-Apprenticeship Goldsmithing and Jewellery (Level 4)</li><li>• Diploma in Goldsmithing and Jewellery (Level 5)</li><li>• Diploma in Goldsmithing and Jewellery (Advanced) (Level 6)</li></ul>
Code of Practice signatory:	No
Number of students:	Domestic: 19 full-time students, two of whom are Māori
Number of staff:	Three full-time, nine part-time
Scope of active accreditation:	None
Distinctive characteristics:	Peter Minturn Goldsmith School specialises in training students for the commercial jewellery manufacturing trade. It is the only provider of its kind in New Zealand. It receives Tertiary Education Commission (TEC) Student Achievement Component (SAC) funding.

Recent significant changes:	None
Previous quality assurance history:	2010 EER: Confident in educational performance, Confident in capability in self-assessment.
Other:	The PTE has engaged in the Targeted Review of Qualifications (TRoQ) process for the Creative Arts sector.

## 2. Scope of external evaluation and review

The scope of this external evaluation and review (EER) included the following mandatory focus area:

- Governance, management and strategy

The other focus area selected was:

- Diploma in Goldsmithing and Jewellery (Level 5)

This programme was selected because it is the PTE's second-largest programme, and satisfactory completion – including an overall 85 per cent pass mark – is required for entry to the level 6 diploma programme. Evaluating this focus area provided an opportunity to review assessment practices, information to students and the support needed for progression, as well as to review areas for improvement highlighted in the 2010 EER report.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

The EER was conducted over one day by two NZQA evaluators. Interviews were held with the managers, one of the owner-directors, tutors and students. The following day, eight stakeholders were interviewed by phone, including employers, representatives of industry associations and graduates.

# Summary of Results

## Statement of confidence on educational performance

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

Peter Minturn Goldsmith School provides specialised training in skills for the commercial jewellery manufacturing trade and is the only provider of its kind in New Zealand. The strong focus on craft excellence and employment outcomes has resulted in consistently high levels of graduate employment.

- Learner achievement and retention is high across all three qualifications, and results are consistently above the sub-sector median as measured by TEC educational performance indicator (EPI) data.
- On average, 90 per cent of graduates are employed in the trade. The PTE tracks graduates over several placements and years, showing that 80 per cent are likely to be retained in the trade.
- The PTE has very close relationships with industry stakeholders, who place a high value on the programmes and on the quality of graduates, which meets their needs for employees with high levels of competence.
- Teaching and assessment resources are well designed. Changes were made to assessment following the 2010 EER to clarify assessment practice and the criteria for success.
- The small size of the PTE – currently 19 students across all three programmes – and the low tutor-student ratio means that student learning is well supported.
- The PTE has a genuine commitment to achieving positive outcomes for students. It has good systems for tracking and monitoring achievement and all staff are involved in the regular review and analysis of data to monitor whether students are progressing.

## Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Peter Minturn Goldsmith School Limited**.

Peter Minturn Goldsmith School is a small PTE which relies on close informal relationships with industry for information about the value of its programmes and how they meet stakeholder needs.

- High achievement rates, employment outcomes for students, and industry endorsements are strong indicators of the value of the programmes. However, the PTE's reliance on these factors as the main indicators of success needs to be supported by other evidence from structured industry or other external input to ensure that the programmes continue to meet the needs of all stakeholders.
- Changes may result from the TRoQ process, and the development of new or revised programmes will need a clear educational direction and structured industry and student input, which is currently lacking.
- The focus on craft excellence is not matched by good educational practices. These are currently lacking, especially with regard to the appraisal of teaching skills and the professional development of tutors.
- Most of the PTE's processes for obtaining feedback from stakeholders, including learners, are informal. Better use could be made of this information as the PTE faces changes in the future.
- The design of the programmes relies on the expertise and standard-setting of the founder-director of the PTE. The PTE needs a succession plan to manage proposed future changes to management.

# Findings<sup>1</sup>

## 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 **Good**.

Peter Minturn Goldsmith School provides three progressive qualifications over a three-year period for students to become 'junior jewellers' in the commercial jewellery manufacturing trade. The three full-time, one-year study programmes were established as an alternative to on-job apprenticeships.

In order to maintain the high quality of technical expertise and craft excellence required by the industry and the school itself, only a small number of students are accepted annually. The PTE auditions prospective students before enrolment by assessing their potential for acquiring detailed metalwork and handcraft design skills. Entry to the second and third years is based on the student achieving an 85 per cent pass mark averaged from a variety of assessment activities.

There are 19 students currently enrolled: eight for the level 4 certificate (two of whom are Māori), seven for the level 5 diploma, and four for the level 6 diploma. The PTE has an EFTS (equivalent full-time student) allocation of 22.

Students learn in a very supportive environment. Management and tutors have a strong focus on positive outcomes for the students. The attention to individual achievement means that achievement and course retention rates are high. The TEC EPI data shows the PTE to be consistently above the sub-sector median. In 2012, the course completion rate across levels 4-6 was 96 per cent against a median of 85 per cent; and overall qualification completion was 93 per cent against a median of 80 per cent. Māori and Pasifika students comprised 17 per cent of enrolments over 2011-2013, and their achievement is consistent with the overall high rate. Eight Māori and Pasifika students graduated at all levels over 2011-2013.

The focus on high-quality craft skills and achievement of an overall 85 per cent pass mark means that not all students will progress to the higher-level programmes – only 40-50 per cent of the original cohort achieve graduation at level 6, as shown in Table 1. In 2013, 12 students completed the level 4 certificate, five the level 5 diploma, and four the level 6 diploma. Retention of students progressing to higher stages averaged 79-81 per cent over 2011-2013. Table 1 shows completions and retentions by qualification.

---

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Qualification	Level	2011	2012	2013	2014
Certificate year 1	4	10	9	12	8
Diploma year 2	5	9	7	5	7
Diploma year 3	6	0	6	4	4
Total enrolments		19	22	21	19

The drop-off rate between years includes students who leave for employment, through illness or personal choice. The PTE keeps detailed records of student destinations in the trade and knows why others leave for other reasons.

The PTE has a very strong focus on employment outcomes; 85-90 per cent of the graduates are working in the trade. This includes 62 of the 83 level 6 diploma graduates for the period 2000-2013. The PTE's spreadsheet of graduates for 2002-2013 tracks employment destinations and contributes to its understanding of outcomes.

The PTE has very good systems for tracking, monitoring and analysing student achievement. Key performance indicators for retention, completion of course content and assessment have been mostly met. For example, the PTE reports that in 2013, the key performance indicator for measuring assessments to be marked within seven days was 100 per cent achieved.

The courses are based on skill progression. The occasional need for remedial work and re-assessment means that some students become concerned about 'falling behind'. The evaluators considered that greater attention to educational practice is needed in addition to the clear emphasis on craft excellence, so that the PTE has a better understanding of the impact of course structures and workloads on learner achievement and on the drop-off rate in learner progression to the higher level qualifications.

## 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 **Good**.

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

There is substantial anecdotal evidence from a variety of industry stakeholders and learners that the programmes are highly valued. Although there are no formal surveys of graduates and employers regarding skills and commercial work-readiness, the PTE knows from its close relationships with industry how well graduates are performing and their value to employers.



There is no overall industry standard-setting body, and the PTE was established to fill a gap in the market for junior jewellers with high levels of technical jewellery manufacturing skills who could be immediately applied in a wide range of jobs. The programmes were designed by the founding owner-director based on his craft expertise, experience in training apprentices, and active association with a range of industry groups. The result is a series of qualifications that are regarded by industry as essential for the preservation of high-quality craft skills.

The school is the only provider of commercial jewellery manufacturing skills in New Zealand.

As noted in Findings 1.1, the PTE is strongly focused on employment outcomes, and monitors placements over the years. Eighty-five to 90 per cent of graduates from all programmes are likely to be employed in the jewellery manufacturing industry at any one time.

The school's focus on the quality and high level of technical skills, especially metalwork, is largely responsible for the success of graduates in getting and maintaining employment. However, the lack of commercial work experience means that most are 'competent but slow' with regard to the realities of the workplace. The trade-off between craft competence achieved through full-time study and workplace requirements for timely work seems to be accepted by employers, who say they would prefer to hire a graduate from the school with known capabilities and standards. The skills can be applied immediately. Graduates therefore often continue in an apprenticeship, sometimes taking two to three years to 'come up to speed'. Although only three to four students graduate with the level 6 diploma annually, this seems to be sufficient for this market, according to industry.

The close links with industry are supported by employers who value their association with the school and provide sponsorships and host site visits for students, and occasionally participate in teaching. The high profile of the PTE is enhanced through membership of the Jewellery Industry Association of New Zealand, of which a director is a founding member. One of the PTE's managers is the current president.

The continued high rate of graduate employment and industry endorsement of the programmes are strong indicators of value. However, the PTE could collate and analyse the information it has from all its stakeholders for use in managing future changes to the programme to ensure their continuing relevance and value to industry.

### 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 **Good**.

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

Industry stakeholders clearly regard the programmes as meeting their needs for employees with high levels of technical craft skills. The PTE tracks placements over several years, which shows that the high number of graduates remaining in the trade meets industry and graduate needs on an ongoing basis.

With no pre-existing sector benchmarking, the PTE has set its own standards to meet the joint needs of students and industry for skills that have a wider application than the traditional apprenticeship, where the skills taught might be limited to the business direction of a single workplace.

The PTE auditions prospective students in order to maintain the high quality of graduates and to ensure that those who do enrol have a reasonable chance of success.

The programmes are modelled on apprenticeships, and the content is based on international research conducted by the founder-director of other jewellery manufacturing schools. They are very practically based (85 per cent of the course work), with a small academic component. As such, learners acquire skills that have an immediate application in the workplace if they decide to seek employment at any stage. The level 4 pre-apprenticeship certificate, for example, prepares graduates for work in the industry as bench hands and provides the basis for continuing in an apprenticeship.

Students acquire the technical skills for jewellery manufacture and also learn about the latest fashions and styles. Tutors maintain their craft expertise and assess the 'saleability' of student work, and the inclusion of computer aided design (CAD) and an art and design component improve students' technical and design skills.

In addition, students are encouraged to participate in external exhibitions and competitions to increase their profiles and that of the school. This introduces students to the wider industry and enables them to benchmark their work against external critiques and styles. Currently, seven students are participating in the 2014 Jewellers Association of Australia design competition. The PTE also holds exhibitions of student work.

At the end of the programme, students have a three-dimensional portfolio of work and keep items they have made to show prospective employers.

The PTE also has a strong community involvement, providing a series of recreational classes that can be used by current jewellers wanting to update or learn new skills, as well as people wanting to learn jewellery craft.

The courses are intensively structured around continuity and the integration of skills needed to advance to another stage in the course. This does not always meet the learning needs of all students, some of whom reported difficulties in keeping up with the practical exercises. As noted, the overall structure and design of the courses is based on the expertise of the founder-director of the PTE, who as the standard-setter may make the final decision on an assessment. While course planning is undertaken annually and some changes have been made based on feedback from tutors and students and to keep pace with technology (e.g. CAD), the overall design and structure of the programmes has not changed in recent years.

The PTE is aware of the need to lessen its reliance on one designer and standard-setter, but has no firm plans in place to change this at present.

The PTE could better use the feedback it gains from informal sources, and develop strategies for obtaining external expertise to ensure the programmes continue to meet stakeholder needs, even though formal advisory groups have not worked in the past.

Changes may result from the TRoQ process to which the PTE has contributed. Development of new or revised programmes will need a clear educational direction and structured industry and student input that is currently lacking.

#### 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 **Good**.

The three full-time tutors are very effective teachers of craft skills and use a range of methods, including group discussion, bench demonstration, examples, master samples, one-to-one tuition and formative feedback to support student learning. They are clearly committed to student achievement and ensure that students are clear about what is expected of them. The workshop is well resourced. A term exercise plan is provided to students so that they know what will be taught and can plan their own work. Students receive regular written and verbal feedback on their performance, as well as six-monthly and annual progress reports.

Term and weekly exercise plans are structured around detailed specifications that outlines examples, the processes, outcomes, expected standards and timeframe for completing a piece of jewellery. Competence in the stages of each exercise is checked by the tutors. This provides students with useful formative feedback. Independent learning and planning is encouraged.

Since the 2010 EER, changes have been made to assessment resources to clarify the criteria for success and the processes for re-assessment. Regular, timely assessment of design and practice samples, essays and exams contributes to the

overall 'pass' mark at the end of the year, and provides valuable feedback to students on their progress.

Moderation is built into assessment; tutors meet regularly to discuss assessments and management monitors student progress weekly. This can result in improvements to the assessment task and tutor practice, and changes in examples. Advice and remedial practice, and opportunities for re-assessment, are available to students. However, some students still feel a need for greater consistency in assessment.

As noted, the courses are intensively structured, based on skill progression, and some students fall behind on the sign-off of skills, due to the need for re-assessment, or the late submission of work. In addition, some students reported not always being able to cope with the workload. Tutors provide remedial tuition, and learning issues are dealt with on an individual basis identified through one-to-one tutor supervision.

There are informal opportunities for students to give feedback on how their course is progressing. However, given the small size of the school and close working environment, other methods of collecting feedback are needed. There was no overall analysis of student feedback or of any problems with learning associated with the course structure that could lead to improvements in course delivery and which would improve teaching effectiveness.

Selection of tutors is based on craft expertise. None have formal educational qualifications, other than achievement of unit standard 4098 *Use standards to assess candidate performance*. Indicators relating to tutor performance are student-based, for example completion and retention, timely delivery of course content, and assessment. These indicators are monitored and are mostly met, thereby supporting student learning and progress. Tutors actively participate in annual course reviews and revision of elements of the programmes. They hold regular meetings to discuss student progress, have good information about learning issues, and work to resolve individual problems.

The size of the PTE and the small number of tutors means that informal appraisal can be effective. However they do not have any opportunities to upskill in educational practice or learn alternative teaching methods that could improve their effectiveness.

## 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 **Good**.

Students are well supported by management and tutors in their study programmes. They have good information about the course content, standards and assessment.

A student manual is available and sets out the PTE's rules (including for health and safety), conditions for entry, the study programmes, induction and assessment.

The audition process is useful for both prospective student and the PTE, and ensures that those students accepted have a reasonable chance of success. The audition includes an art or craft portfolio and the making of three jewellery items under instruction. The audition also includes making sure the student has the appropriate literacy levels, although some students may have access to a reader-writer for parts of the programme. One student with dyslexia has been helped in this way.

A VAK learning styles self-assessment questionnaire in the manual provides information for tutors and management on preferred learning styles, and is used by both students and tutors in programme delivery.

Students regard the 'family' atmosphere as being very supportive and know that the managers' 'doors are always open'. There are no records of complaints.

As with other areas, there is a lack of systematic data-gathering on students other than their achievements, and organisational self-assessment relies on the informal feedback given to tutors and management. This is not collated so there is no information and analysis other than that supplied by students on guidance and support issues that might require improvements.

## 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 **Adequate**.

The governance and management of the PTE is conducted by the two owner-directors and a management team of two. Because of its small size, this family-run PTE has no need of formal reporting structures, although the various management roles are clear. One of the owner-directors is involved in the operation of the PTE as a part-time tutor and oversees the standard of assessment with regard to industry standards when needed.

Again because of size, there is very limited separation of governance and management, and the board – consisting of the owner-directors and an external accountant (also a director) – only meets as needed.

The PTE meets all external requirements, such as those for the TEC, and submits a detailed investment plan.

Management practices are good and ensure that the focus on positive outcomes for students is maintained and that good information about individual student progress is available and used to improve student achievement when needed. Management and tutorial staff work closely together for the benefit of students. The programmes are well run and resourced.

Management also closely monitors the key performance indicators for the PTE's operation, and reports on results show that these are mostly achieved.

As noted throughout this report, the programmes are highly valued by industry, and the high level of graduate employment points to the PTE's success and a continuing need for the training. However, reliance on these factors as the main indicators of value and of meeting stakeholder needs should be underpinned by systematic needs analyses and structured industry input that enables the PTE to be responsive to change.

There is also a lack of systematic self-assessment in areas other than learner achievement. The lack of focus on sound educational practices in relation to teaching appraisal and educationally based professional development means that tutors do not have the opportunity to improve their teaching and assessment practice.

The evaluators appreciated the fact that the PTE is genuinely committed to student achievement and understands and meets the needs of the market. However, the lack of educational focus, succession planning, and preparation for changes brought about by TRoQ have contributed to the finding that the evaluators are not yet confident in the PTE's capability in self-assessment.

## 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 **Adequate**.

### 2.2 Focus area: Diploma in Goldsmithing and Jewellery (Level 5)

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

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

# Recommendations

NZQA recommends that Peter Minturn Goldsmith School:

- Review its management structure with regard to succession planning
- Put in place processes for the review and design of its programmes
- Put in place processes for structured industry and other stakeholder input to programme design and learner outcomes
- Ensure that good educational practice applies to all operations including teaching appraisal and professional development.



# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

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

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)