

Report of External Evaluation and Review

Peter Minturn Goldsmith School
Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 21 July 2015

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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.

Introduction

1. TEO in context

Name of TEO:	Peter Minturn Goldsmith School Limited
Type:	Private training establishment (PTE)
First registered:	18 August 2003
Location and delivery site:	353 New North Road, Eden Terrace, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Pre-Apprenticeship Goldsmithing and Jewellery (Level 4)• Diploma in Goldsmithing and Jewellery (Level 5)• Diploma in Goldsmithing and Jewellery (Advanced) (Level 6)
Code of Practice signatory:	No
Number of students:	Around 20 per annum
Number of staff:	Four (plus one vacancy)
Scope of active accreditation:	As per courses currently delivered
Distinctive characteristics:	<p>Peter Minturn Goldsmith School specialises in training learners for the commercial jewellery manufacturing trade, through three staircased programmes (each lasting a full academic year). Learners attend school 40 hours per week for 40 weeks.</p> <ul style="list-style-type: none">• 25 per cent of learners are Asian, 10 per cent are Māori, and 5 per cent are Pasifika

- 75 per cent of the learners are female; 25 per cent are male

Recent significant changes: Nil

Previous quality assurance history: The previous external evaluation and review (EER) report on the school was published in June 2014. NZQA was Confident in the school's educational performance but Not Yet Confident in the school's capability in self-assessment.

Prior to that, the outcome of the school's first EER was published in 2010. At that time, NZQA was Confident in both the educational performance and capability in self-assessment of the school.

Other: The college receives SAC (Student Achievement Component) funding from the Tertiary Education Commission (TEC).

2. Scope of external evaluation and review

Governance, management and strategy is a mandatory focus area. In addition, the following focus area was also selected:

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

Peter Minturn Goldsmith School has a very small roll – with a capacity of no more than 22 learners per annum, spread across the three programmes. The evaluation team considered that evaluating one programme would be sufficiently representative of the school's operations.

Given that the level 4 and level 5 programmes were selected as focus areas in the previous EERs, and the ratings on both programmes were 'Good' on educational performance and capability in self-assessment at the time, the evaluation team selected the level 6 programme as the focus area for this EER. The school agreed to the logic of the selection.

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.

Self-assessment materials were delivered to NZQA in a timely fashion to inform the scoping of this EER. Prior to the on-site visit, the lead evaluator met with representatives of the school to agree on the focus areas and logistical matters.

The evaluation team comprised two evaluators. The on-site visit at New North Road, Auckland was set down for one and a half days, but the evaluation team saw no need to return at the end of the first day and decided to shorten the visit. The school agreed with the decision.

During the on-site visit, the evaluation team interviewed one of the three directors, the two general managers and one tutor. The evaluators observed teaching and workshop operations, and held one-to-one, informal chats with a number of learners during observation. A range of documents was sampled.

The school provided a number of industry practitioners as subject matter experts for the evaluation team to consult on if required. The evaluation team kept that option open but in the end did not consider such consultation necessary as they were able to gain a full and authentic picture of operations and stakeholder engagement through discussions with school management and associated documentation such as emails and letters.

Summary of Results

Statement of confidence on educational performance

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

- Achievement rates are excellent, averaging 92 per cent over 12 years of operations (Findings 1.1).
- Learners acquire relevant technical skills and improve their employment attributes. Employment outcomes for the level 6 advanced diploma are impressive – with 100 per cent of graduates from the last three years in relevant employment (Findings 1.1 and 1.2).
- A thorough, comprehensive, free, three-day ‘audition’ process is in place to screen prospective learners and ensure mutual suitability before commitment is made by both parties, a factor directly contributing to the excellent completion rates (Findings 1.3).
- The school has a clear purpose and direction. Governance and management is effective and fit-for-purpose. The school engages well with the industry it serves and the industry has high regard for the school’s graduates (Findings 1.2, 1.3 and 1.6).

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, records and analyses its data purposefully and effectively, especially inputs from the industry. Findings are used to inform ongoing review and continuous improvements (Findings 1.1, 1.2, 1.5 and 1.6).
- The school responded positively to the findings and recommendations from the previous NZQA evaluation. The advisory structure is now formalised and academic staff are supported through adult education qualifications – although it is too soon to evaluate the impact of both initiatives. There is now a credible succession plan in place (Findings 1.3, 1.4 and 1.6).
- There exist further improvement opportunities in responding to learner feedback collected in surveys and in managing learner expectations (Findings 1.5).

Overall, NZQA commends the school’s positive responses to the previous NZQA evaluation. All concerns have been addressed appropriately. The statements of confidence expressed above reflects the excellent outcomes the school generates.

Findings¹

1.1 How well do learners achieve?

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

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

Learners acquire technical skills that are relevant to the commercial goldsmith jewellery industry through hands-on learning and repeated practice. Learners also demonstrate an improvement in confidence, communication and presentation skills which assists them in securing employment (for level 4 and 5 graduates) or self-employment (for level 6 graduates).

The school keeps a complete record of all its learner achievements since its establishment. Since registration as a private training establishment in 2003, an annual average of 92 per cent of learners have completed their programmes and gained a qualification. Statistics for recent years, validated by the TEC, are shown in Table 1.

	2011 (n=19)	2012 (n=22)	2013 (n=21)	2014 (n=19)
Course completion	100%	96%	85%	99%
Qualification completion	100%	93%	80%	95%
Retention	95%	100%	77%	95%

Source: Tertiary Education Commission

The school was able to provide insights into and evidence of analysis of its achievement statistics. For example, a comprehensive account of events was advised to the evaluation team surrounding the only drop-out learner in 2014, who decided to withdraw from the level 4 course two months prior to completion. The evaluation team found that, given the small roll, the school possesses comprehensive knowledge of learner achievement on an individual basis. Given the small number of learners and even smaller representation from priority groups (Māori and Pasifika learners – usually around two or three learners each year), the individual attention given to every learner and consistently high achievement rates justify the decision that separate analysis of specific ethnic groups is not required at the school.

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

Achievement is validated by highly robust assessment and moderation practices, including the involvement of a panel of external markers who are current practitioners in the goldsmith jewellery industry to judge on the final capstone project.

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

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

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

The school tracks graduate destination outcomes extensively. Given the close connections between the school and the goldsmith jewellery industry, this is an achievable aspiration. All 13 graduates from the level 6 diploma in the last three years are current goldsmith jewellery practitioners in Australasia, either as employees or self-employed. The employment outcomes are highly valued by the learners who all expressed that the reason that they undertook the programme(s) was to prepare them for a career in the industry

Over the past 12 years, the school has produced 115 skilled craftspeople for the goldsmith jewellery industry (not including those who attended the recreational community night classes). The sector is understood to have a high regard for the school's graduates.

Ethnic and cultural diversity is valued and celebrated in the programmes. Specific projects within each level encourage learners to express their cultural identity, as well as to incorporate personal and family stories into the designs of their products.

The school can consider further building on its success in graduate tracking. Given the family nature of a small establishment, it is possible to solicit feedback at a more detailed level, such as confirming the relevance of the skills being taught in the programmes and how they are being applied in employment. This has the potential to further inform programme design and review as well as providing further evidence of the value of outcomes.

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**.

Overall programme design within the school is based on a staircasing concept, passing on the necessary design and technical skills with increasing difficulty and complexity, while providing an exit point at the end of each year. Learners electing not to complete the full three years may exit but still gain a recognised qualification at level 4 or level 5. Graduates at these levels are also still capable of securing

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relevant employment in the goldsmith jewellery industry. The evaluation team found the programme design thoughtful, highly compatible with the needs of learners and realistic to the modern era. Over the past 12 years, around 63 per cent of level 4 graduates progressed to level 5, and around 58 per cent of level 5 graduates progressed to level 6.

Delivery is structured deliberately to imitate a work environment. Learners are expected to be on campus for eight hours a day, five days a week. Learners accommodate to the working conditions and refine their employment attributes and professionalism, further preparing for employment within the sector upon graduation.

The school conducts an initial paper-based screening for prospective learners, with a selection of applicants invited to a free, three-day, on-campus 'audition', whereby learners are given hands-on, practical tasks to complete under guidance. Staff take the opportunity to closely observe the learners' potential while learners get a taste of the reality of commercial goldsmith jewellery manufacturing. Both parties use the occasion to ascertain mutual suitability before proceeding to formalising enrolment. The school has a credible record of declining entry to applicants not demonstrating the required attributes at audition. The evaluation team found the school's very thorough audition process to be exceptional, and a significant contributing factor to its excellent rating for this key evaluation question.

The school also demonstrated that it is moving on with the times and introducing components of computer aided design (CAD) specifically for 3D printing into its programmes.

The school acted on the recommendation from the previous NZQA evaluation and formalised its processes around the advisory structure. Focus groups are now conducted to invite industry input into programme design and review. The effectiveness of this initiative will be demonstrated in time.

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**.

Teaching is effective. All teaching staff are current practitioners, highly qualified technically and well respected in the goldsmith jewellery industry. The campus is effectively a purpose-built workshop, with sufficient tools and space for 22 learners. Learners across all levels are taught together in the open-plan workshop, with two academic staff co-teaching at all times. Learning is generally via hands-on practice, with a good integration of set tasks and student-driven projects throughout each learning week. There is a good combination of theory and practical components. Current industry practitioners are invited as guest speakers occasionally. The evaluation team observed positive interactions between teaching staff and learners during the on-site visit.

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The programme and teaching methodology and resources are well documented. The evaluation team found the programme documents, such as lesson plans, to be very thorough and comprehensive. A significant initial and ongoing investment is observed in building up such intellectual property over time.

Assessment and moderation practice is highly robust. Appropriate internal moderation is in place (by co-marking, cross-marking and sometimes blind-marking), and, as described in Findings 1.1, there is a process for external marking as well. The evaluation team found assessment design at the school to be thoughtful, confirming learning outcomes and providing learners with useful feedback.

Academic staff are encouraged to maintain private practice. Responding to the findings from the previous NZQA evaluation, the school supported one academic staff member through an adult education qualification.² The staff member reported the experience positively and advised the evaluation team of an increased level of reflection on his own teaching practice. Further strengthening of policy and practice in the area of professional development, for instance supporting academic staff to undertake various courses on adult teaching,³ has the potential to further enhance teaching practice through applying the knowledge and principles of adult education.

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**.

The school has a small roll and, as such, fosters a family environment. Learners have after-hours access to staff and facilities. Additional time is set aside during week 9 of each term for learners to catch up on assessments and/or projects.

Learners requiring special support are recognised and supported appropriately. For example, learners with dyslexia are allowed a reader-writer for written components of assessments; Asian learners with some language difficulties are given additional, one-to-one guidance to ensure their understanding.

The school conducts a learner survey regularly. The survey is well designed, capturing quantitative ratings and qualitative comments. Results are analysed and shared with all staff. Learners, however, reported that sometimes their comments in the survey have not been responded to. For example, the technical drawing/design sessions appear to be unpopular due to constant repetition of tasks.

² There was one vacancy at the time of the on-site visit. The founding director is filling in to ensure a co-teaching environment until the vacancy is filled.

³ Such as courses and workshops offered in Auckland by Ako Aotearoa.

The school may have a rationale to discard learner concerns (such as technical drawing as a critical skill for practitioners of the goldsmith jewellery industry), but it is important to explain its reasons to learners and ensure their expectations are being managed.

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**.

Peter Minturn Goldsmith School is a small, family-owned and operated private training establishment. As such, governance and management within the school is effective and fit-for-purpose. A clear purpose exists (supplying the goldsmith jewellery industry with well-trained graduates), and all staff demonstrate passion and enthusiasm towards that commitment. Although the school is a small organisation, there is an effective division of responsibilities in the school's structure, with appropriate levels of knowledge of the tertiary education system and very strong expertise in technical, industry knowledge. Further liaison with other tertiary education providers and/or advisors will further strengthen the school's understanding of the tertiary education system and potentially lead to further business opportunities (such as in the international education market).

The school has a realistic strategic plan in place, with reasonable goals for its future. It has representation on the Targeted Review of Qualifications process and demonstrates thoughtfulness about and preparedness for the outcomes of the review.

The school is well connected with the industry it serves. Various staff members are either executive or life members of the Jewellery Industry Association of New Zealand. Industry surveys are conducted periodically, and practitioners are invited to attend focus group discussions (also see Findings 1.3). Despite having a small roll, the school has made considerable efforts to analyse its data and use the findings to inform ongoing reviews and continuous improvements.

The school continues to benefit significantly from the involvement of the founding director, a well-respected figure within the goldsmith jewellery industry. Nevertheless, the school responded positively to the recommendations from the previous NZQA evaluation, and a credible succession plan has been put in place. The evaluation team also found very detailed documentation on programme design and delivery, enabling the school to continue operations when the time comes for the founding director to retire. While it may be challenging for the school to replicate the skills and reputation of the founding director, the evaluation team is satisfied that with the formal documentation of operational processes and the embedding of intellectual property in the school's structure, Peter Minturn Goldsmith School will continue its success after the Peter Minturn era.

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

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

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

Recommendations

There are no explicit recommendations arising from this external evaluation and review.

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).

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/>.

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