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# External Evaluation and Review Report

## Dairy Training Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 20 August 2018

# Dairy Training Limited at a Glance

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*Dairy Training provides a range of training for farmers, contractors and farm employees in the Waikato, Northland, Bay of Plenty and Taranaki regions. Training includes short non-formal and informal courses, as well as formal training towards qualifications.*

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<b>Type of organisation:</b>	Private training establishment (PTE)
<b>Location:</b>	605 Ruakura Road, Hamilton
<b>Code of Practice signatory:</b>	No
<b>Number of students:</b>	990
<b>Number of staff:</b>	2.5 full-time equivalents plus approximately 40 contract tutors
<b>Previous quality assurance history:</b>	Dairy Training's previous external evaluation and review (EER) outcome was Confident in educational performance and Confident in capability in self-assessment.
<b>Scope of evaluation:</b>	<ul style="list-style-type: none"><li>• Production Management (Level 5) (52 enrolled)</li><li>• New Zealand Certificate in Agriculture (Level 4) Pilot Programme (34 enrolled)</li></ul> <p>For other courses offered, see Appendix 1.</p>
<b>MoE number:</b>	7699
<b>NZQA reference:</b>	C29344
<b>Dates of EER visit:</b>	20 and 21 June 2018

# Summary of Results

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*Dairy Training is an innovative organisation which uses industry research and tools to develop and deliver programmes that cater well to the needs of industry to equip farm personnel with the relevant knowledge and skills to contribute to productive farms.*

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| <b>Highly Confident in educational performance</b>       | <ul style="list-style-type: none"><li>• The programmes provide value for the students, employers and wider industry through clear training pathways and qualifications that match the need for a skilled workforce.</li><li>• Student achievement has improved significantly for the level 4 pilot and 5 programmes, which were introduced to make the training more relevant and accessible, particularly for Māori. Both programmes were under-performing before the introduction of the pilot programmes</li></ul>                                                                                                 |
| <b>Highly Confident in capability in self-assessment</b> | <ul style="list-style-type: none"><li>• Needs assessment is evident in the development of the programmes. There is ongoing feedback to ensure the programmes and the activities meet the needs of learners and employers.</li><li>• Student support systems on the farm and in the classroom enable students to achieve. The improved course completion and qualification outcomes show that support is effective.</li><li>• There is strong support from the parent company, including guidance and expertise, to enable Dairy Training to contribute to New Zealand's overall industry training strategy.</li></ul> |

# Key evaluation question findings

## 1.1 How well do students achieve?

Performance: **Good**

Self-assessment: **Good**

<p>Reasons for ratings:</p>	<p>Student achievement has improved since the changes to programmes. These changes were part of a strategy to raise student outcomes, including Māori achievement, to benefit the dairy industry.</p> <p>Previously, the level 4 course completion rate was 35 per cent in 2013 and 51 per cent in 2015. Following the introduction of the piloted level 4 programme in 2016, the module completion rate is around 91 per cent, with one module of the four left for students to complete. The final assessment includes on-farm experience and learning from the previous modules. Māori achievement is lower at 86 per cent for the 2016 cohort, and this is acknowledged as an area for improvement.</p> <p>The 2018 completion rates for the level 5 Production Management programme showed a large improvement. Completions increased from 40 per cent for the 2015 cohort (completing in 2017) to 80 per cent for the 2016 cohort (completing in 2018).</p>
<p>Supporting evidence:</p>	<p>Dairy Training has established achievement targets based on the Tertiary Education Commission’s educational performance data, and is performing above these targets for course and qualification completions. It also compares outcomes with similar providers and is benchmarking higher than these providers. Dairy Training has measured progress against the targets to show that the changes to the programmes have led to improved completions.</p> <p>The organisation understands the reasons for low completion, which relate to the programme taking two years to complete. In that time students may move farm or personal circumstances may change.</p> <p>Dairy Training is currently seeking more information about withdrawals to better understand the reasons why and where improvements could be made. However, it may be difficult to gain full understanding because enrolment and withdrawal is managed by the Primary ITO who hold the training agreement with the learner, or Wintec where the learners are enrolled with that provider.</p>
<p>Conclusion:</p>	<p>There has been increased achievement but still areas for improvement, particularly for Māori who make up a large proportion of the workforce but only 10 per cent of whom participate in training. Additional analysis of completion and withdrawal data would also benefit learner achievement.</p>

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Reasons for ratings:</p>	<p>On completion, graduates have the skills and knowledge to work competently on farm. Research by the parent company, Dairy NZ, shows that improved business knowledge contributes to better managed and more productive farms. Dairy Training's level 5 Production Management programme teaches the budgeting and strategising skills required to manage farms well. This is evident in the feedback from the 80 per cent of graduates who reported changes to their farm practice following the training, supported by employer feedback.</p> <p>The level 4 New Zealand Certificate in Agriculture provides graduates with useful, practical skills and knowledge. The survey results show that around 70 per cent report changing their farm practice by the time they finish the course. Feedback also shows that students develop better communication and confidence to apply the learning on the farm.</p> <p>Dairy Training's qualifications are not just focussed on dairy production but have expanded to include sheep and beef, making it more relevant to a broader range of farmers.</p> <p>Dairy Training receives a significant number of students working for Pāmu, formerly Landcorp, the largest farm employer in New Zealand. This indicates that the qualifications are meaningful and are supported by industry. However, Dairy Training is still working to increase training engagement across the industry, as not all employers are aware of the training or how it works.</p>
<p>Supporting evidence:</p>	<p>Dairy Training uses survey results from graduates, employers and other stakeholders using an external interviewer for impartiality to understand what they value about the training and noting changes to practices on farm. Additional feedback used to confirm the value of outcomes is gathered from media, industry awards, farm retention, and anecdotally from Primary ITO training advisors.</p> <p>The employer and graduate conversations could be better aligned to the graduate profiles for the qualifications to confirm the acquisition of desired skills and knowledge.</p>
<p>Conclusion:</p>	<p>Graduates develop confidence and skills in farm practice, contributing to the development of a skilled industry.</p>

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Reasons for ratings:</p>	<p>Dairy Training uses its industry networks and has long-standing relationships with farmers, farm workers and tertiary training organisations to ensure that the qualifications are relevant and meet industry needs. Dairy Training benefits from being owned and governed by the industry through Dairy NZ which supports its training activities with relevant research and expertise.</p> <p>Dairy Training has developed qualifications at different levels to meet the needs of industry for a skilled workforce. Dairy Training's map of Dairy Industry Standard roles, created in consultation with industry and Primary ITO, helps to inform where skills align with the level of training to provide a professional career pathway for the industry.</p> <p>A level 4 certificate pilot programme was delivered in 2016 based on a review of the previous programme outcomes. The reasons for the review stemmed from low completions and inconsistency in the training outcomes. The pilot introduced a modular delivery structure aligned to the farming calendar and seasonal activities, with better on-farm support, using fewer written assessments. In addition, students now access online learning resources and assessments developed jointly by Dairy Training, Wintec and the Primary ITO, which helps to maintain consistency in the learning activities. Students have yet to complete the final module which is a capstone assessment using a culmination of the previous modules to demonstrate the application of learning using real farm plans.</p> <p>A recent programme review for the level 5 Production Management programme was conducted to make it more applicable to students' needs. This programme also uses a modular structure with fewer written assessments, along with a PowerPoint presentation that clarifies the learning activities and provides consistency among tutors. The increased course completion rates show that the PTE is meeting the needs of students.</p> <p>Tutors are industry practitioners, which helps to provide meaningful, relevant lessons based on real-world examples. Dairy Training organises classes at times and locations that suit the needs of students. The small classes encourage peer-to-peer learning and enable effective tutor support.</p> <p>Classroom delivery and assessment are the core functions of Dairy Training because the students are enrolled with Primary ITO, which</p>
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	<p>provides on-farm support for all the students and the learning resources, or via Wintec. The three organisations work collaboratively to provide training to the industry.</p>
Supporting evidence:	<p>The industry networks and tertiary training organisations provide multiple layers to understand learner progress and determine needs.</p> <p>The contracts with Wintec and Primary ITO include oversight of the quality of teaching and learner engagement. Wintec audits programme hours and students' satisfaction to ensure Dairy Training sub-contracted delivery meets stakeholder needs and is aligned to programme approval documents. However, Wintec's current sub-contracting agreement with DTL has not been submitted to NZQA for approval.</p> <p>The relationship with Primary ITO enables Dairy Training to gather feedback from training advisors about the farm work and competency of students to inform training activities. Training advisors attend each class to observe teaching and provide students with continuous support. All assessments are externally moderated and Dairy Training has met Primary ITO's requirements.</p> <p>Tutors are well supported and monitored using an in-house training management system that records achievement, tutor feedback and training events live. Tutors meet formally twice a year to review course delivery and to upskill. Tutors from the same level also regularly meet with their lead tutor and communicate with other tutors teaching the same level.</p>
Conclusion:	<p>Dairy Training has a clear understanding of stakeholder needs to provide well-matched programmes to develop a capable workforce for the industry.</p> <p>Resources are engaging the students, along with provision of effective teaching activities and support.</p>

## 1.4 How effectively are students supported and involved in their learning?

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Reasons for ratings:</p>	<p>Primary ITO recruits and enrolls students, and the ITO's training advisors are responsible for student support on the farm and in the class. The advisors develop relationships with farm employers to assist students with the learning and employment issues.</p> <p>ITO training advisors attend all classes, monitor attendance, and meet regularly with Dairy Training tutors to ensure students are receiving the support they need.</p> <p>Students enrolled in lower-level courses complete an online literacy and numeracy test using a login provided by the ITO. However, due to internet accessibility, not all students complete a test and improvements have been difficult to measure. Dairy Training has introduced testing when students first attend a class to identify whether assessment support is required. Staff commented that they also get a more immediate understanding of their learners' literacy and numeracy ability by way of classroom interaction.</p> <p>Dairy Training provides support to tutors so they can understand their role and have the training and resources to recognise mental health issues and provide first line support and referral to professional agencies. This is important because mental health is an issue in the industry. Students' communication skills develop over the course with tutor and peer contact, which contributes to their wellbeing.</p> <p>Dairy Training is developing tutors' awareness of different cultures to improve the learning environment for Māori. This is done through tutors using mihi and more collaborative approaches to learning, which is benefiting all students. The mid-year tutor meeting has a session on improving cultural sensitivity.</p>
<p>Supporting evidence:</p>	<p>Training advisor feedback, tutor reporting, student surveys and end-of-course evaluations provide evidence that support is meeting the students' needs, along with attendance monitoring.</p> <p>Recent results show an improvement in Māori students' achievement.</p>
<p>Conclusion:</p>	<p>Support is tailored to students' needs. Embedding learning activities to develop literacy and numeracy skills into the teaching would help to improve these necessary skills.</p>



## 1.5 How effective are governance and management in supporting educational achievement?

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Reasons for ratings:</p>	<p>Dairy Training’s purpose and goals are clear and aligned to Dairy NZ’s overall strategy. Dairy Training’s purpose is to train farm workers to help develop productive workplaces. Dairy NZ supports the training activities with IT resources, research, tools and expertise.</p> <p>Dairy Training is a small PTE, but with the support of the larger parent company, Dairy NZ, it can respond to industry changes and develop new initiatives such as micro-credentials and short courses to suit the needs of industry for just-in-time learning. Another example is the development of a partnership with a local organisation to discover ways to improve training for Māori in the industry.</p> <p>Staff are valued, and tutor performance is monitored to ensure they have the right training and resources to provide effective training.</p> <p>Board members are involved at industry level with participation on advisory groups where they network with farmers and other companies to understand training needs.</p>
<p>Supporting evidence:</p>	<p>Dairy Training regularly reviews how well it is meeting Dairy NZ’s industry strategy.</p> <p>Dairy Training reports to the board on course and qualification completions. The management and board understand the challenges of different students’ needs.</p> <p>The development of a Māori learning strategy to improve participation and performance at levels 4 and above is still in progress. This will be enhanced with the breakdown and use of data to understand Māori achievement patterns and to identify improvements.</p> <p>The board monitors student numbers and financial performance to plan for future training needs.</p>
<p>Conclusion:</p>	<p>Dairy Training is well resourced, innovative and responsive to change. The small governance team provides guidance to management and supports educational achievement.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance: **Excellent**

Self-assessment: **Excellent**

Reasons for ratings:	<p>Dairy Training is managing and meeting all of its most important compliance requirements.</p> <p>Management identified a need to ensure that tutors teaching under 18-year-olds (currently 12 enrolled) are police-vetted beforehand. This shows proactive checking of responsibilities, as this was not triggered by any incidents.</p> <p>Health and safety compliance is managed by the parent company, Dairy NZ, along with financial audits.</p>
Supporting evidence:	<p>The manager reviews programme documents to ensure delivery complies with approved programmes.</p> <p>Contracts reviewed by the evaluators on site and the external review by Wintec show that delivery is meeting requirements.</p> <p>Board meeting minutes show that compliance is monitored across all programmes, including financial accounts.</p>
Conclusion:	<p>Dairy Training has an effective process for managing ongoing compliance responsibilities. Comprehensive and regular checks ensure compliance with NZQA rules and financial requirements.</p>

# Focus Areas

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

## 2.1 Focus area: Production Management (Level 5) programme

Performance: **Excellent**

Self-assessment: **Excellent**

## 2.2 Focus area: New Zealand Certificate in Agriculture (Level 4) Pilot Programme

Performance: **Excellent**

Self-assessment: **Excellent**

# Recommendations

*Recommendations are not compulsory but their implementation will improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent EERs to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Dairy Training Limited:

- Embed learning activities to help develop literacy and numeracy skills.
- Develop better understanding of Māori reasons for engaging in training and understand what contributes to successful training outcomes.
- Review stakeholder survey questions to capture achievement of graduate profile outcomes.
- Ensure that current sub-contracting arrangements are in place for all programmes delivered on behalf of the ITO and Wintec.

# Requirements

*Requirements are compulsory and relate to the TEO's statutory obligations under legislation that governs their operation. This includes NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix 1

## About Dairy Training Limited

<b>Courses:</b>	<p>Programmes delivered under Wintec contract:</p> <ul style="list-style-type: none"><li>• New Zealand Diploma in Agribusiness Management (Level 5)</li><li>• Production Management (Level 5)</li></ul> <p>Programmes delivered under Primary ITO contract:</p> <ul style="list-style-type: none"><li>• New Zealand Certificate in Agriculture (Level 4)</li><li>• New Zealand Certificate in Agriculture – Livestock Feeding (Level 3)</li><li>• New Zealand Certificate in Agriculture – Livestock Husbandry (Level 3)</li><li>• New Zealand Certificate in Agriculture – Vehicles, Machinery and Infrastructure (Level 3)</li><li>• New Zealand Certificate in Business – Introduction to Team Leadership (Level 3)</li><li>• New Zealand Certificate in Agriculture (Level 2)</li></ul>
<b>Distinctive characteristics:</b>	<p>All training is delivered on contract to Primary ITO or Wintec, except for short, just-in-time courses.</p>
<b>Other:</b>	<p>Dairy Training uses informal and non-formal training as an opportunity to upskill and encourage farm workers to undertake formal qualifications.</p>

## 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-eeer/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.*

### *Disclaimer*

*Final*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>1</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>1</sup> NZQA and the Tertiary Education Commission comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

# Appendix 2

## 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/>.*

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