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External Evaluation and Review Report

Renard Group Limited trading as
Artisan Consulting

Date of report: 5 September 2019

About Renard Group Limited trading as Artisan Consulting

Artisan Consulting is a small private training establishment with contracting arrangements with ServiceIQ to deliver a hospitality programme, and with MITO¹ to deliver a business programme in first line management. It also delivers short courses.

Type of organisation:	Private training establishment (PTE)
Location:	175 Khyber Pass Road, Grafton, Auckland
Code of Practice signatory:	No
Number of students:	2016 – 233 part-time; 2017 – 221 part-time; 2018 – 104 part-time
Number of staff:	Four full-time and one part-time
TEO profile:	See Renard Group Limited
Last EER outcome:	Confident in educational performance Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Diploma in Hospitality (Operational Management) (Level 5); includes the Leadership and Communication Programme (NZQA-approved Training Scheme)• New Zealand Certificate in Business (First Line Management) (Level 4)
MoE number:	7133
NZQA reference:	C35023
Dates of EER visit:	25 and 26 June 2019

¹ Motor Industry Training Organisation

Summary of Results

Artisan Consulting provides good value programmes to learners, has been a long-standing delivery partner to ServiceIQ and MITO, and continuously meets their requirements. However, the organisation's self-assessment practices need to be improved to inform decision-making.

Confident in educational performance

- Overall achievement is good, with Artisan having a good understanding of withdrawals and non-completions. However, data monitoring for Māori and Pasifika candidates is weak.
- Achievement is underpinned by a robust and consistent internal moderation system. External moderation results are satisfactory; however, the process was not regularly conducted by the relevant industry training organisation (ITO).

Not Yet Confident in capability in self-assessment

- Raw data for enrolment and achievement is gathered but not systematically used to inform decision-making and improvements. Graduate destination data is not collected or monitored.
- Candidates are satisfied with the programmes and the support provided by the organisation in their learning. Besides the opportunity to progress in their career following programme completion, candidates also obtain relevant skills such as delegation skills, performance management, time management and organisational skills.
- Artisan keeps candidates engaged in their learning by providing contextually based programmes relevant to their work situations.
- The organisation, especially the director, is closely connected to industry. This keeps them abreast of what is happening in the sector and is reflected in the programme delivery and the learning resources used.
- Artisan needs to develop a system to strengthen the management of compliance responsibilities.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Overall qualification completion is good. For the MITO business programme, completions are trending up, with the 2018 results above the internal target of 80 per cent, while the withdrawal rate is decreasing.³ Artisan records enrolment numbers for Māori and Pasifika students, but does not monitor achievement data for these priority learners.</p> <p>For the ServiselQ hospitality programme, qualification completion is below 50 per cent, with a big percentage of enrolees still active in the programme.⁴ Artisan uses the hospitality industry attrition rate to understand achievement and withdrawal. Hospitality is an industry characterised by high staff turnover⁵, and this impacts on the programme completion rate.</p> <p>The NZQA-approved training scheme, Leadership and Communication Programme, is an optional addition to the hospitality programme. The achievement rate for the candidates who have chosen this additional learning has been 100 per cent for the past three years.⁶</p> <p>Soft skills are embedded in the programmes, i.e. delegation skills, performance management and leadership skills. The programmes also provide theoretical foundations and structure to the tasks performed in the workplace. Having the qualifications opens an opportunity for the candidates to progress further in their respective careers.</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ See Appendix 1, Table 1

⁴ See Appendix 1, Table 2

⁵ The staff turnover rate for the hospitality industry was 46 per cent in 2018. (*Source: Lawson Williams. New Zealand Staff Turnover Survey Report 2018*)

⁶ See Appendix 1, Table 2

	Although raw data is available, Artisan does not regularly monitor and analyse achievement. Data was gathered and provided during the last day of the EER on-site visit. Anecdotal evidence of achievement and withdrawal cases is more frequently used.
Conclusion:	Overall achievement is good. However, monitoring and analysis of data needs to be improved to better understand achievement.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The group of stakeholders interviewed – employers, the ITOs and the candidates – confirmed the valued outcomes provided by the programmes. The programmes validate candidates’ experiences and put a structure to what they are doing at work. Skills learned such as organisation skills, time management, delegation and performance management skills, and new operational and management knowledge, are put into practice straight away. The qualifications gained build candidates’ confidence and open future opportunities to progress their careers, generally towards managerial and supervisory positions. The employers and their businesses acknowledge the value brought by candidates, with their new knowledge and renewed motivation at work.</p> <p>Data on the value of the programmes is heavily reliant on anecdotal information and individual cases known to the organisation. There was no evidence that graduate destination data has been gathered. The graduate survey conducted six months following completion of the programmes focuses on programme delivery and support, not the graduate destination or the graduates’ confidence in the qualification’s graduate profile outcomes.</p>
Conclusion:	Reported valued outcomes of the programmes for key stakeholders are high. However, while there are individual confirmations, there is no gathering and analysing of evidence of graduate destination data to support this claim.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Artisan is contracted to ServiceIQ and MITO for the delivery and assessment of their programmes of industry training. Artisan ensures that candidates' needs are met by providing custom-made supplementary learning materials, case studies and examples, and contextualising the programme delivery to suit the group of candidates and their workplaces.</p> <p>For the hospitality programme, a rigorous selection process is conducted to ensure that the programme is a good fit for the candidates and their goals. Learning needs are also identified at this stage, giving the programme leaders sufficient time to prepare and make adjustments to address their needs.</p> <p>Internal moderation covers 25 per cent of the total assessment materials and is a robust process by the programme leader and assessor and overseen by the director. Moderation results are discussed and escalated to the director if needed. Recent results sighted confirmed a thorough moderation process and consistent assessor decisions. External moderation conducted by the two ITOs could be more regular, although recent results from one ITO did not indicate any concerns. The other ITO had not provided the moderation results at the time of the EER.</p> <p>Plagiarism is managed carefully, and practice is consistent with the quality management system. Candidates confirmed that useful feedback is provided on their assessments.</p> <p>Post-workshop and post-module feedback from candidates is collected, considered and used to improve practice; however, there is no formal evidence supporting this.</p>
Conclusion:	Artisan puts great effort into delivering programmes that are contextualised, relevant and suitable to the background and demographics of the cohort of candidates.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Artisan’s contextually based programme delivery and fit-for-purpose support materials effectively assist candidates in their learning. The programme leaders ensure that candidates gain content clarity during the workshop, and provide various relevant examples to illustrate concepts. Artisan enhances the ITO resources for the programme to assist in learner engagement and achievement. They also provide assistance between workshops for the preparation and submission of evidence portfolios.</p> <p>In addition to support from Artisan, candidates also have assigned verifiers in their workplace. In the case of the business level 4 programme, MITO deploys industry training advisors (ITAs) to act as another layer of support to ensure the candidates are progressing well in their learning. Artisan liaises with the verifiers and ITAs as needed on candidates’ progress.</p> <p>The end-of-workshop and end-of-module surveys, as well as the survey following programme completion, confirm that candidates feel well-supported by the organisation. The survey results are in their raw form and there is no analysis to identify trends and provide the organisation with a clear picture of how effectively students are supported. Management and staff discuss the results informally, although there is no documentation of the actions taken to address identified gaps or potential problems.</p> <p>A MITO-commissioned independent study on their off-work training providers confirmed that Artisan is a high-performing provider with a high satisfaction rate from candidates.</p>
Conclusion:	By delivering programmes and developing materials that are relevant and contextual to the candidates, Artisan ensures the candidates’ engagement in their learning. Candidates are well-supported throughout the programme delivery. Processed and analysed survey results would be more meaningful and would assist the organisation in identifying trends and putting strategies in place.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The organisation has undergone significant changes since the last EER, which includes termination of a contract with a government agency, the transition to deliver the new New Zealand qualifications, reduction in the number of staff, and the hiring of new programme leaders. The direction of the organisation is clear, and these changes were initiated to ensure ongoing sustainability.</p> <p>Artisan, through its director and staff, has strong connections with industry, and this helps in maintaining the relevance of the programmes.</p> <p>The organisation's partner ITOs (ServiceIQ and MITO) are highly satisfied with the delivery of their programmes, and have full confidence in Artisan's leadership. The positive relationship with the ITOs provides benefits to Artisan's other areas of business, i.e. delivery of tailored short courses.</p> <p>Staff are well-qualified and have extensive industry experience. Management has always been supportive of their professional development pursuits, with one staff member having completed three qualifications sponsored by the organisation in the five years she has been employed. The induction programme is sufficient for preparing new staff for the requirements of their roles, and appropriate resources are provided to assist staff in performing their duties.</p> <p>Artisan has been putting more effort into engaging Māori learners in their programmes with the recent engagement of two local iwi to provide four fully paid scholarships to Māori learners in the hospitality programme.</p> <p>The director is approachable and promotes an open style of management. The small size of the organisation allows the director and staff to discuss issues as they arise. They have a weekly programme management meeting, although the discussions and decisions are not documented.</p>
Conclusion:	Educational achievement is supported by management's clear direction. The informal style and open management culture of the organisation works well for its size; however, there is merit in

	documenting important issues and decisions for future reference.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>There is variability in Artisan's performance in this area. For the most part, the various attestations and documents required to be submitted to NZQA on a regular basis are done so in a timely manner. The partner ITOs also confirmed that Artisan's compliance accountabilities with them are well-managed.</p> <p>However, there is little evidence that the organisation is on top of the requirements and relevant changes in the rules and regulations of NZQA. The requirement to notify NZQA of the use of temporary sites was overlooked (PTE Registration Rules 2018, Section 5.1.1(d)(ii)). In addition, the director was unaware of the amended key evaluative questions used for the external evaluation and review self-assessment (EER Rules 2016, Appendix 1(3)). Artisan's correct self-assessment document was provided on the last day of on-site visit (EER Rules 2016, Section 7.8(d)).</p> <p>Artisan was not able to demonstrate during the on-site visit that there is an effective system in place that assists the director and other relevant staff to keep abreast of and manage important compliance responsibilities.</p>
Conclusion:	An effective system needs to be put in place for Artisan to strengthen its management of compliance accountabilities.

Focus Areas

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

2.1 Focus area: New Zealand Diploma in Hospitality (Operational Management) (Level 5), including the Leadership and Communication Programme (NZQA-approved Training Scheme)

Performance:	Good
Self-assessment:	Marginal

2.2 Focus area: New Zealand Certificate in Business (First Line Management) (Level 4)

Performance:	Good
Self-assessment:	Marginal

Recommendations

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

NZQA recommends that Artisan Consulting embed and formalise self-assessment practices in its operations, which may include (but not limited to) the following:

- Systematically and regularly gather and analyse achievement data, including data for priority learners.
- Understand valued outcomes by gathering information on graduates and the pathways provided to them by the qualifications (i.e. further study or career progression).
- Systematically understand the effectiveness of programme delivery and management, as well as support to candidates; analyse to identify trends or gaps to be addressed, and keep a record thereof.
- Transcribe important decisions and action plans coming out of internal team meetings.
- Develop a system to strengthen the management of compliance responsibilities.

Requirements

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

NZQA requires Artisan Consulting to:

- Notify NZQA of the use of temporary sites (PTE Registration Rules 2018, Section 5.1.1(d)(ii)).

Appendix 1

Table 1. New Zealand Certificate in Business (First Line Management) (Level 4) – enrolment and achievement data

Year	Enrolment			Completion**	Withdrawn
	Total	Māori	Pasifika		
2016	179	10*	17*	116 (64.8%)	63
2017	179	23	2	128 (71.5%)	51
2018	91	6	3	77 (84.6%)	14

*This includes 2015 enrolments for Māori and Pasifika.

**This is total completion data. No separate data was provided for Māori and Pasifika completions.

Source: Renard Group Limited (data provided during the on-site visit)

Table 2. New Zealand Diploma in Hospitality (Operational Management) Level 5 – enrolment and achievement data*

Year	Enrolment	Completion	Active/ongoing	Withdrawn	Training Scheme**
2016	54	18 (33.3%)	10 (18.5%)	25 (46.3%)	11
2017	42	8 (19%)	24 (57.1%)	10 (23.8%)	7
2018	13	0 (0%)	8 (61.5%)	5 (38.5%)	7

*The New Zealand Diploma in Hospitality is a two-year programme. Data on the currently enrolled candidates is included in this table to provide a total picture of achievement.

**Attended and completed the training scheme.

Source: Renard Group Limited (data provided during the on-site visit)

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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

The findings in this report have been reached by means of a standard evaluative process. 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 fraud⁷*
- *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.*

⁷ NZQA and the Tertiary Education Commission (TEC) 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.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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