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External Evaluation and Review Report

New Zealand School of Art and
Fashion Limited

Date of report: 5 August 2019

About New Zealand School of Art and Fashion Limited

New Zealand School of Art and Fashion Limited¹ (NZSAF) produces graduates for the jewellery manufacturing and design industry. NZSAF programmes expose students to industry practices and offer them opportunities such as projects and industry work placement.

Type of organisation:	Private training establishment (PTE)
Location:	190 Great South Road, Epsom, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 24 International: nil
Number of staff:	Four full-time and four part-time
TEO profile:	See: NZQA - New Zealand School of Art and Fashion Limited ; NZSAF has undergone significant change since their last EER. ²
Last EER outcome:	NZSAF's previous EER outcome in 2015 was Highly Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Fine Jewellery Techniques³• Goldsmithing & Jewellery⁴⁵
MoE number:	7610
NZQA reference:	C34795
Dates of EER visit:	13 and 14 June 2019

¹ NZSAF changed its name from Peter Minturn Goldsmith School in 2019.

² For instance, a change of ownership, new premises, four new full-time programmes and degree approval.

³ Leading to New Zealand Certificate in Jewellery (Level 4)

⁴ Leading to New Zealand Certificate in Art and Design (Level 4)

⁵ These two programmes are each 60 credits and are delivered consecutively to make up one year of full-time study. The bulk of NZSAF's students are enrolled in these programmes.

Summary of Results

NZSAF's graduates are capable and sought after by employers and immediately add value to the jewellery trade. The current informal self-assessment practices will need to be strengthened as the organisation grows.

Highly Confident in educational performance

- NZSAF is providing quality education and training leading to high-value outcomes for its students.
- NZSAF has high course and qualification completions, well above national averages, along with very high employment outcomes. Students are achieving their academic and personal goals and acquire technical and design knowledge and skills which enables them to work productively in the industry.
- The PTE's long-term relationships with employers show that the outcomes for students are valued. Stakeholders confirm that NZSAF graduates are particularly well prepared for working in the industry.
- Courses are taught in appropriate contexts by experienced, qualified teachers who ensure the education delivery is relevant and engaging.

Confident in capability in self-assessment

- NZSAF is well managed and has a clear and established long-term philosophy and purpose that is reflected throughout the organisation. Activities are well resourced and NZSAF uses its resources effectively. Important compliance accountabilities are being well managed.
- NZSAF has effective self-assessment that evaluates the programmes and activities on an ongoing basis. However, much of this self-assessment is understandably informal and intuitive given the small scale of the organisation. While self-assessment is currently fit for purpose, given the PTE's growth plans the challenge is to formalise these processes, particularly for improved understanding of delivery performance to sustain current levels of achievement.

Key evaluation question findings⁶

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZSAF students have achieved excellent results in the completion of courses and qualifications.⁷ The authenticity of student assessment and results is secured by robust moderation.</p> <p>The retention of students across all programmes is very high. On the level 4 programmes it exceeds 80 per cent, year on year, which is exceptional for a foundation-type programme.</p> <p>Students are acquiring new and useful skills and knowledge as a result of their training with NZSAF. Knowledge gained is not only from the courses and programmes completed, but also from the extensive, up-to-date industry knowledge and expert opinion that the staff share with students to contextualise their learning.</p> <p>High achievement is supported by analysis of qualification completion, benchmarked nationally. NZSAF has not separately analysed the achievement of Māori and Pasifika learners, given that they are a small proportion of the already small number of learners.⁸ This level of analysis will need to change as numbers increase. Similarly, high-level aggregate analysis may lead to improved understanding of student achievement as the organisation grows.</p>
Conclusion:	The EER team's interviews with students, NZSAF governance, management and staff, and a selection of key stakeholders, confirmed the success, extent and benefits of the educational performance of NZSAF.

⁶ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁷ Refer Appendix 1 for details.

⁸ A quick calculation by the EER team indicates that Māori and Pasifika student completion is 83 per cent over four years (15 out of 18 students).

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PGMS has a strong focus on outcomes and is committed to ensuring that students and the jewellery industry receive good value from the courses and services they deliver. PGMS engages exceptionally well with its industry and is highly valued for the contribution that it makes. Most significantly, 100 per cent of 2018 level 5 and 6 graduates were in industry-related work within a short time after graduation. There are consistently high progression rates of level 4 graduates to the level 5 and 6 programmes.</p> <p>PGMS management and staff know the immediate employment destinations of all graduates and communicate with them regularly, leading to improvements in practice. The exit and post-graduation interview processes are comprehensive and allow NZSAF to collect student feedback on the value of the training and their immediate career destinations on graduation.</p> <p>The strong long-term relationships that NZSAF has with employers and industry organisations have enabled the PTE and its students to have ongoing engagement with employers, resulting in graduates who are well prepared for employment.</p> <p>Valued outcomes are being realised through producing graduates who are valued by employers in New Zealand and internationally. A planned trip to India by a group of staff, students and industry will provide students with a valuable network and international perspective.</p>
Conclusion:	Clear evidence from stakeholders, including graduates, indicates that NZSAF produces clear and high-value outcomes as it trains learners to be work-ready – all have gained industry-related work.

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>NZSAF has developed, had approved and begun delivery of four new programmes of study in the past three years. Representatives from the industry have contributed significantly to the development of programmes and are part of ongoing review. Learning activities and assessment are purposefully organised and focussed on learning outcomes.</p> <p>Leading New Zealand jewellers contribute to the overall educational experience for students through provision of guest lectures, critiques of work, and industry awards as well as participating in industry panels, course reviews and providing advice on trends and technological advances. This ensures that NZSAF’s curricula, facilities and staff provide students with the skills and knowledge that employers are looking for when they graduate.</p> <p>Comprehensive and well-organised and managed external and internal moderation verifies the validity and reliability of assessments at NZSAF.</p> <p>Students regularly complete feedback surveys about the learning methods, course delivery and learning environment. The results of this feedback are collated, analysed and used effectively to inform improvements to course delivery. It was evident during the EER that the bedding-in of the substantial recent changes at NZSAF had contributed to some frustrations among current level 4 students. This has not negatively affected student outcomes – retention and achievement remain high – but nevertheless has exposed some limitations in NZSAF’s processes to hear the ‘student voice’ and respond accordingly.</p>
Conclusion:	NZSAF’s programmes and processes are effective in ensuring that industry and student needs are understood and well met. A few gaps had some short-term impact.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Responding to the wellbeing needs of students is a collaborative effort at NZSAF. Support provided both in and outside the classroom by tutors is augmented by the student welfare officer and administration and management staff. Support for students continues post-graduation as many graduates return to seek advice or use specialist equipment.</p> <p>Pre-entry advice and communication is detailed. Students and their families are well informed and understand the requirements of the programmes, not just from an eligibility standpoint but also in terms of what it means to be successful in the jewellery trade.</p> <p>Student learning goals are well understood. Individual student performance is closely monitored, and students are provided with useful and timely feedback on their progress.</p> <p>Most teaching staff are full-time which enables them to interact with each other and with students outside of class time. Teaching staff spoke about how they share ideas, experiences and knowledge through their regular interaction and sharing of office space.</p> <p>NZSAF staff have strived to understand and meet the engagement needs of students. While this has resulted in high levels of engagement by students, there is still potential to more robustly evaluate the effectiveness of various teaching and pastoral strategies.</p>
Conclusion:	Students at NZSAF are appropriately and effectively supported while studying, both socially and academically, and even on entering the workforce.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>There is a clear long-term vision for the organisation, which is well understood and actioned at all levels. Staff are valued by management, as illustrated by the long tenure of many of the staff. Almost all staff are permanently employed which adds to the academic capital of the PTE and maintains continuity of NZSAF expertise in industry training. Staff are provided with the right support and opportunities for professional development to support them in their roles.</p> <p>PGMS's new owners have invested substantially in the organisation, which is well equipped with physical and learning resources for the number of students it currently has. The PTE has the capacity to accommodate more students in the future. The new campus is ideally located with proximity to public transport.</p> <p>The organisation has embedded effective systems for monitoring student achievement and supporting staff to improve educational performance. The value that NZSAF management puts on the experience and know-how of the teaching team makes a positive difference to educational quality. The performance of the teaching staff is formally reviewed annually, but this does not preclude regular feedback of a formative nature.</p> <p>The new ownership structure at NZSAF is working well. The owners encourage reflection and continue to make ongoing and continuous improvements to how they meet the needs of students and other stakeholders. Self-assessment is being well led by management and is comprehensively understood and adopted throughout the organisation.</p>
Conclusion:	NZSAF has a clear vision and understanding of its business and has strong leadership and a clear vision and understanding of its business. Monitoring of performance is regular, transparent and robust, resulting in highly effective support for educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance is overseen by the chief executive – a process which is currently effective. The chief executive’s audit background is apparent in the way in which he ensures that the PTE has a culture that takes compliance seriously.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. The capability of the graduates of the New Zealand Certificate in Art and Design was externally validated through a recent consistency review judgement. • The courses at NZSAF are being delivered consistent with their NZQA-approved programmes of study. • NZSAF has engaged appropriately qualified and experienced staff. • NZSAF has met compliance obligations associated with NZQA moderation. • NZSAF invited the Tertiary Education Commission to audit the organisation and welcomed the findings which were immediately acted on.
Conclusion:	NZSAF has a clear understanding of its compliance accountabilities and manages these proactively and effectively to ensure obligations are met.

Focus Areas

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

2.1 Focus area: Level 4 programmes: New Zealand Certificate in Jewellery and New Zealand Certificate in Art and Design

Performance:	Excellent
Self-assessment:	Good

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 New Zealand School of Art and Fashion Limited:

- Continue to self-assess to strengthen understanding of delivery performance and improve processes to engage students.

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.

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

Appendix 1

Summary achievement and employment data

Table 1 – Certificate of Pre-Apprenticeship in Goldsmithing and Jewellery, Level 4, (PC9538), Qualification and Course Completion Rate

Level 4	Number of students	Completed Qualification	Qualification rate	Total courses	Course Completed	Course Completion rate
2015	8	6	75%	32	29	91%
2016	10	7	70%	44	38	86%
2017	2	1	50%	4	3	75%

Table 2 – New Zealand Certificate in Jewellery Level 4, (NZ2631), Qualification and Course Completion Rate

Level 4J	Number of students	Completed Qualification	Qualification rate	Total courses	Course Completed	Course Completion rate
2017	11	8	73%	40	34	85%
2018	12	10	83%	48	43	90%

Table 3 – New Zealand Certificate in Arts & Design, Level 4, (NZ2627), Qualification and Course Completion Rate

Level 4J	Number of students	Completed Qualification	Qualification rate	Total courses	Course Completed	Course Completion rate
2017	6	6	100%	18	18	100%
2018	8	8	100%	24	24	100%

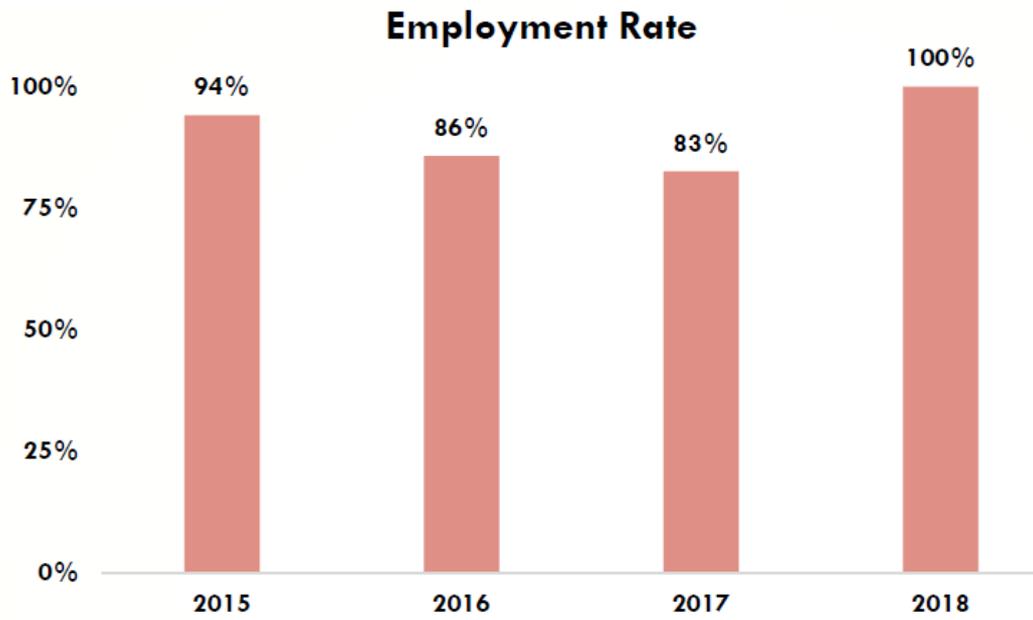
Table 4 – New Zealand Diploma in Jewellery Level 5, (NZ2646), Qualification and Course Completion Rate

Level 5	Number of students	Completed Qualification	Qualification rate	Total courses	Course Completed	Course Completion rate
2015	6	5	83%	24	23	96%
2016	6	6	100%	24	24	100%
2017	6	6	100%	54	54	100%
2018	7	6	86%	56	50	89%

Table 5 represents the New Zealand Diploma in Jewellery, Level 6, (NZ2647), Qualification and Course completion rate:

Level 6	Number of students	Completed Qualification	Qualification rate	Total courses	Course Completed	Course Completion rate
2015	6	6	100%	24	24	100%
2016	4	2	50%	16	11	69%
2017	5	5	100%	20	20	100%
2018	4	3	75%	16	14	88%

Chart 1



Average is at 90.7% over the four-year period.

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 fraud⁹*
- *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.*

⁹ 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.

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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