

External Evaluation and Review Report

Dairy Training Limited

Date of report: 17 November 2022

About Dairy Training Limited

Dairy Training Limited is a subsidiary of DairyNZ and specialises in providing training for people in the primary industries, mainly in the dairy industry.

Type of organisation:	Private training establishment
Location:	Cnr Ruakura & Morrinsville Roads, Newstead, Hamilton
Code of Practice signatory:	No
Number of students:	Domestic: in 2021, 1222 learners; 141 Māori and Pasifika (11.5 per cent) International: nil
Number of staff:	Four full-time equivalents and 21 part-time contracted tutors
TEO profile:	See provider page on NZQA website: Dairy Training Limited
Last EER outcome:	NZQA was Highly Confident in Dairy Training's educational performance and self-assessment at the last EER in 2018.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Diploma in Primary Industry Business Management (Level 5) [ID: 118056]; delivered under contract to Wintec Institute of Technology - Te Pūkenga• Certificate in Dairy Career Progression (Level 4) Training Scheme [ID: 124725] (Progression Management)
MoE number:	7699
NZQA reference:	C48999
Dates of EER virtual enquiry	6 and 7 September 2022

Summary of results

Dairy Training's innovative and responsive training is adding high value for industry stakeholders, including learners. Ongoing reflection and effective use of industry research and expertise ensures programmes are relevant and are meeting specific industry needs.

Highly Confident in educational performance

- Learner achievement is well understood. Programme completions are strongly supported by highly valued knowledge and skills in farming practices and enhanced personal competencies, such as communication. The immediate application of learnings on-farm is evidenced through learners' increased confidence in their roles and the ability to progress in their careers.

Highly Confident in capability in self-assessment

- Dairy Training, in conjunction with DairyNZ, is identifying and responding to specific industry problems with innovative solutions, such as the Certificate in Dairy Progression.
- Experienced and passionate tutors create engaging learning experiences and draw on learners' on-farm experience and aspirations. Tutors are meeting individuals' learning and wellbeing needs well.
- Dairy Training is characterised by effective governance and leadership, and has a clear purpose and direction that is well aligned with its parent company's strategy.
- Recent management appointments are strengthening connections with industry partners, and providing more structured academic and operational leadership.
- The focus on Māori learner success and building capability to better support Māori learners to succeed is commendable.
- Important compliance accountabilities are being effectively managed.
- Effective self-assessment practices are supported by a strong evidential base.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Dairy Training has a comprehensive understanding of learners' achievement in all programmes, and the impact of their role and involvement in the training, which varies depending on the contractual arrangements.² Achievement data (refer to Table 1, Appendix 1) shows there is a relationship between completion rates and the greater degree of influence Dairy Training has over student outcomes. The impacts of COVID-19 on the provision of face-to-face classes has impacted negatively on completion rates. Online learning does not suit the learning styles of learners at lower levels and those seeking the active learning provided in a classroom.</p> <p>Internal targets are established based on strong rationales. For example, Progression Management completion has been set at 60 per cent as the programme has been recently updated to include seasonal modules due to historically low completion rates (see Table 2, Appendix 1). Targets are monitored and benchmarked against other training organisations with similar programmes. For example, the completion rates of Dairy Training's level 5 diploma, offered under contract to Wintec, averaged 80 per cent over this period, and were the highest of the eight providers offering this qualification.³</p> <p>Māori learners make up 10-15 per cent of learners enrolled in Dairy Training programmes, with completion rates falling below non-Māori learners by 3-8 percentage points since 2019, and attendance rates following similar trends. A project to improve</p>

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

² Dairy Training has full responsibility for the training schemes, shared responsibility with Wintec and Primary ITO for the level 5 diploma and production management, and supports Primary ITO with the level 3 and 4 programmes.

³ Nga Kete reporting year 2015-22 completion rate by the provider for the New Zealand Diploma in Agribusiness Management (Level 5), now known as the Diploma in Primary Industries Business Management, shows Dairy Training completions at 80 per cent, while other providers range from 77.5 per cent to 55 per cent.

	<p>outcomes for Māori learners was initiated in 2021, in conjunction with a specialist quality assurance organisation. The learner profile, contributing factors and assumptions were investigated through the project.</p> <p>A range of changes have been implemented for Māori learners, including upskilling tutors on cultural values and building te reo capability, creating culturally inclusive learning environments, improving onboarding experiences, and following up and conducting interviews with withdrawn Māori learners. Plans for a tailored mentoring programme and appointing a lead Māori tutor are in progress. The impacts of these strategies on reducing the achievement gap will be monitored closely over the next few years.</p>
Conclusion:	Learners' achievement is well understood. Dairy Training's focus on Māori learner success is commendable, seeking out solutions to better serve Māori learners and reduce the achievement gap.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Dairy Training has an extensive array of feedback and research on learner outcomes. This affords an excellent understanding of the high value that stakeholders, including learners, place on these training outcomes.</p> <p>Learners are gaining qualifications, skills and knowledge that are highly valued, and producing more effective on-farm employees and managers. Interviews⁴ with stakeholders confirmed the value offered by Dairy Training. Industry stakeholders reported that 'training provides testing and feedback on initiatives industry create, such as DairyNZ initiatives, to ensure these are fit-for-purpose'. Employers reported, 'the first change to occur is the graduates questioning things more, and having a better understanding of what is happening on farm, increased confidence and improvements in efficiency'. Graduates reported key changes made relating to interacting with staff,</p>

⁴ Dairy Training stakeholder feedback report. Interviews were carried out with 35 stakeholders in 2021 and 2022, including seven industry stakeholders, five employers and 24 graduates from a range of programmes.

	<p>understanding the learning styles of the team and adapting communications to suit, using technology for grazing records and pasture management, and focusing on managing the farm rather than operational tasks.</p> <p>The return on investment (ROI) research⁵ from vocational training has been updated using current input costs and assumptions. Dairy Training confirmed that the conclusions of the earlier study remain valid and convincingly support the value and on-farm financial impacts of the training.</p> <p>Feedback from 92 graduates of the Production Management programme in Taranaki and Waikato, between 2017 and 2021, showed that over half (from 50-100 per cent) of trainees reported changing the way they do things on farm as a result of the training. Examples of feedback included 'deeper and better understanding with the business side of farming, better view and goals in my career in the future, can back up ideas with proof'.</p>
Conclusion:	Dairy Training has a strong evidential base that demonstrates the high value placed on the training and outcomes by all stakeholders. These outcomes positively impact on industry initiatives, on-farm practices and financial returns, and learners' technical and personal capabilities.

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
Findings and supporting evidence:	Dairy Training bases its development of programmes and short courses on industry research and feedback from its extensive network of stakeholders, including farmers. For example, the Certificate in Dairy Career Progression (Progression Management) was developed to enhance progress in the dairy industry and for learners to be better prepared for and bridged to higher-level agriculture programmes. Graduate interviews undertaken during the EER confirmed that the skills and knowledge of this course are well aligned to those required for

⁵ Return on Investment (ROI) research undertaken by DairyNZ in conjunction with Primary ITO in 2016, found the net financial benefit ranges from \$2,000 to \$6,000 per annum return for farm assistants and herd managers, and \$10,000 to \$50,000 pa for management training, including an agribusiness diploma.

	<p>stepping up into higher-level roles, such as herd manager. In particular, the skills for running effective team meetings, planning and organising, and communication with the team were considered an exact match for success as the graduates progressed. Some graduates had gone on to further study in the level 5 diploma or were considering this.</p> <p>Dairy Training has adapted the delivery of the diploma programme and its other training schemes, based on learnings from online delivery. Emerging findings were that participants were focused on the learning rather than the achievement of a qualification, and so providing evidence of learning was not a priority. Changes to the length of workshops and tutorials to embed assessment and enable completion of evidence requirements in tutor-directed time are underway. Dairy Training will be monitoring these changes to measure the impact on learner feedback and completions.</p> <p>The highly knowledgeable and skilled tutors deliver to their strengths and draw on their current farming experiences to provide relatable industry knowledge to learners. New tutors are supported by experienced tutors and have opportunities to observe others' teaching and have their teaching peer reviewed.</p> <p>The Primary ITO moderation visit conducted in December 2020 for the Production Management programme confirmed Dairy Training had: good assessment systems in place; appointed lead moderators to lead internal moderation; and had a robust peer moderation system in place. Improvements to the consistency of assessor feedback and sufficiency of evidence to support competency were recommended. Internal moderation processes are robust and showed the recording of results and the actions taken.</p>
<p>Conclusion:</p>	<p>Dairy Training is identifying innovative solutions, such as the Progression Management programme, to meet specific industry needs. Delivery approaches are being adapted in response to learners' needs and feedback.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>With small classes, tutors understand the learners' needs well, provide individual attention and support, and create a safe environment for learners to share and learn from others' on-farm experiences.</p> <p>Dairy Training recognises the importance of understanding the background, culture, preferences and learning styles of all learners, and in particular, Māori learners. To support the changes being implemented from the Māori learner success project, a cultural awareness strategy, 'The Best of all Worlds', has been developed with the support of trusted Māori advisers. This strategy aligns Māori values to the context of the delivery, the teaching and the learning methods Dairy Training embraces.</p> <p>Learners' wellbeing is top of mind for Dairy Training. Tutors initiate discussion and check-in with the learners, make themselves available outside of class time for additional learning support, and refer learners to relevant agencies, such as the nationwide rural wellbeing programme. Dairy Training provided examples of supporting learners with disabilities; however, they have not collected any data on this support.</p> <p>Learners, who are often isolated on-farm, value attending classes, connecting with others, and establishing social networks. This preference for face-to-face learning and engagement contributed to lower participation and success rates during the COVID-19 lockdowns and related restrictions. The switch to online, along with rural connectivity issues and device availability, affected particularly those studying at the lower levels. In response to these challenges, Dairy Training initiated a technology-enabled learning project.⁶ Tutors now have access to a range of solutions, tips, tricks and resources to create successful online learning experiences for the learners.</p> <p>The Education (Pastoral Care of Tertiary and International</p>

⁶ The technology-enabled project was a collaboration with Primary ITO and Scarlatti, initiated by Dairy Training and funded by the Tertiary Education Commission. In-depth interviews captured managers', tutors' and learners' views around delivery, digital barriers, and social, group-specific and subject-specific topics. The identified solutions were published on a website.

	Students) Code of Practice 2021 (the Code) is well understood and supported by Dairy Training. Management is updating the review of policies and practices undertaken in 2020, to assess the implementation of practices and alignment with the new Code outcomes.
Conclusion:	Experienced and passionate tutors create engaging learning experiences, drawing on learners' on-farm experience and aspirations. Tutors are meeting individuals' learning and wellbeing needs well.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Dairy Training is competently governed and managed by experienced and well-informed board members and managers with strong industry connections. The training business's five-year strategy to build industry capability is well aligned with DairyNZ's strategic plan. These synergies support opportunities for sector partnerships, collaborative project work and the ongoing identification of capability gaps and provision of quality training solutions. The goal by 2027 is to have all training initiatives across DairyNZ aligning with the formal training framework in some capacity.</p> <p>The recently appointed chief executive is leveraging established relationships in the dairy industry to include a broader range of partners in projects and support for cross-sector training initiatives, such as the Freshwater Farms Plan Project for farmers in the Hauraki Plains. Academic rigour, contract management, operational processes and communications are being strengthened through the new role of operations manager, and actions of the appointee. The academic board provides effective oversight of academic matters, evaluates educational performance, and keeps the board well informed.</p> <p>Dairy Training's 'farmers as tutors' philosophy ensures the pool of contracted tutors are experienced farmers and industry specialists. Tutors have experience facilitating farmer discussion groups and workshops, and hold industry and adult education qualifications or are working towards these. Professional development is provided at annual meetings and at regular</p>

	<p>online operational meetings.</p> <p>The comprehensive self-assessment report presented to support the EER enquiry process demonstrated the strong evidential basis that supports Dairy Training’s understanding of educational performance and outcomes. It also illustrates the effectiveness of project work and innovations, and the impacts of continuous improvement on delivery and training material. Interviews with the board, staff and a wide range of stakeholders corroborated the effective review and reflection practices and resulting actions.</p>
Conclusion:	<p>Dairy Training is characterised by effective governance and leadership, and has a clear purpose and direction that is well aligned with its parent company’s strategy. Recent management appointments are strengthening connections with industry partners and providing more structured academic and operational leadership.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Dairy Training management provides the board with detailed reporting on the business, including educational achievement metrics and outcomes, financial matters, health and safety and academic board activities. A risk framework, incorporating a traffic light system, is reviewed and updated at the quarterly board meetings. Board members interviewed reported that they are well informed on the operational activities of the business and have a high level of confidence that Dairy Training is managing its compliance requirements effectively. Oversight from DairyNZ’s financial chief officer, along with the services provided by the legal and human resources teams, contribute to this confidence.</p> <p>Sound processes designed to reduce external exposure are in place. For example: external contracts, such as the Wintec and Primary ITO contracts, are reviewed by DairyNZ before being signed by the Dairy Training chief executive, and Dairy Training engages the same auditor for annual audit purposes as DairyNZ.</p> <p>The board is implementing police vetting for tutors. Although</p>

	<p>this is not a requirement, the board considers that this assurance process is good practice and will be viewed positively by stakeholders.</p> <p>The Tertiary Education Commission desk audit conducted in December 2020 found that Dairy Training’s processes in six focus areas complied with requirements, while some minor administrative improvements were required in three areas. Changes have been made to recording achievement and collecting documentation to verify learners’ eligibility.</p> <p>A calendar of events is used to manage reporting activity. Tertiary Education Commission and NZQA reporting and attestation requirements are met in a timely manner. No compliance gaps were identified at this EER.</p>
<p>Conclusion:</p>	<p>Dairy Training is effectively managing its important compliance accountabilities.</p>

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 Primary Industry Business Management (Level 5)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Certificate in Dairy Career Progression (Level 4) Training Scheme

Performance:	Excellent
Self-assessment:	Excellent

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.

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

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

Table 1. Module completion rates for 2019-21

Course level	Target	2019			2020			2021*		
		Enrolled modules**	Completed	Completion rate	Enrolled modules**	Completed	Completion rate	Enrolled modules**	Completed	Completion rate
Level 3	70%	301	241	80%	163	126	77%	642	223	35%
Level 4	60%	158	110	70%	75	57	76%	238	74	31%
Production Management	75%	38	28	74%	44	31	70%	28	17	61%
Level 4 & 5 short courses	75%	51	35	69%	53	29	55%	305	71	23%
Diploma	75%	266	221	83%	231	184	80%	477	344	72%

*The completion rates for 2021 are incomplete. The number of students completing modules from 2021 is regularly updated as courses wrap up and assessments are marked.

**The enrolled numbers will be larger than the unique enrolments as the student management system counts enrolments in each module within a course. This particularly affects the level 3, as courses are made up of multiple modules.

Table 2. Progression Management Training Scheme 2019 completion rates

Location	Number enrolled	Number completed	Completion rates
Ngatea	7	3	43%
Pamu	10	7	70%
Toi Ohomai	6	2	33%
Cambridge	11	4	36%
Total	34	16	47%

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz