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Report of External Evaluation and Review

Hungry Creek Art and Craft School

Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 February 2017

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Hungry Creek Art and Craft School (Hungry Creek)
Type:	Private training establishment (PTE)
First registered:	21 March 1991
Location:	81 Hillside Road, Wairau Valley, North Shore, Auckland
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Diploma in Arts and Crafts (Advanced) (Level 7)• Diploma in Jewellery (Level 6)• Diploma in Arts and Crafts (Level 6)• Certificate in Jewellery (Level 4)• Certificate in Art and Craft (Foundation) (Level 4)
Code of Practice signatory:	Yes, since 2003
Number of students:	Domestic: 54 (44 equivalent full-time students (EFTS)); Māori, eight students, 14 per cent; Pasifika, one student, 2 per cent International: five (four equivalent full-time students)
Number of staff:	Six full-time equivalents

Scope of active accreditation:	See the above approved programmes.
Distinctive characteristics:	Hungry Creek is a charitable trust managed by a limited liability company. The PTE was established in 1990 and delivers levels 4-7 qualifications in arts and crafts and jewellery. It receives Student Achievement Component funding from the Tertiary Education Commission (TEC).
Recent significant changes:	<p>The pioneering head of school (and trustee) retired in 2015. An existing head of department and tutor became a trustee and the new head of school while remaining a part-time tutor. A management consultant provides additional temporary part-time management capability. The school moved from two campuses into a single and new campus to begin the 2016 academic year. The Jewellery Industry Registration Board of New Zealand recognises the prior learning of the Diploma in Jewellery graduates as credit of up to 2,000 of the 8,000 hours required for awarding the New Zealand Certificate in Manufacturing Jewellery (Level 4).</p> <p>A memorandum of understanding with NorthTec allows a Hungry Creek diploma graduate to complete the Bachelor of Applied Arts in one year. A memorandum of understanding was signed with Otago Polytechnic in late 2015 (for Auckland-based students) so that the final year of Otago Polytechnic's Bachelor in Visual Arts, Bachelor in Visual Arts (Honours) or a Postgraduate Certificate/Diploma is offered at the Hungry Creek campus. Hungry Creek provides these Otago Polytechnic students with basic materials, the use of their campus facilities, pastoral care and set hours of teaching assistance. A lecturer at NorthTec has in the past also tutored at Hungry Creek. Two current staff members also tutor at Manukau Institute of Technology.</p>
Previous quality assurance history:	The first (and most recent) external evaluation and review (EER) of Hungry Creek took place

in November 2012; NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of the PTE.

External moderation is undertaken for:

- Art and craft qualifications by the Applied Arts faculty at NorthTec. Moderation reviews assessment materials and marked samples of students' work. The NorthTec moderator reported that Hungry Creek's assessments are 'clear', with a 'strict rationale and category for marking'.
- Jewellery qualifications by the Creative Arts faculty at Manukau Institute of Technology. The moderation reports expressed an overall confidence in the assessment and teaching at Hungry Creek.

2. Scope of external evaluation and review

The lead evaluator reviewed documents submitted by Hungry Creek, including a summary of self-assessment from the provider and NZQA and TEC-held data. A scoping meeting took place on site with the head of school, the head of studies and a management consultant. The three key focus areas selected, and key factors influencing their selection, were the proportion of enrolled students, the level of the programme, and whether it was reviewed at the last EER. The three areas were:

- Governance, management and strategy, which was a mandatory focus area at the time of the EER.
- Certificate in Jewellery (Level 4) was selected because the Diploma in Jewellery (Level 6) was reviewed at the last EER. The certificate is the first year of the Diploma in Jewellery (Level 6). There was seven EFTS, which was 14 per cent of total EFTS in 2015.
- The Diploma in Arts and Crafts (Level 6) was selected because the Certificate in Arts and Crafts (Level 4) was reviewed at the last EER. This is a two-year programme. There were 10 EFTS, which was 22 per cent of total EFTS in 2015.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The team of two evaluators visited the Hungry Creek site for one and a half days. The team met with the head of school/trustee, head of studies, a quality consultant manager, the Certificate in Jewellery tutors and three current students or graduates, the Diploma in Art and Craft tutors, and art and craft students or graduates. Phone interviews were conducted with a gallery owner and representatives of art or jewellery departments from the three polytechnics that have a relationship with Hungry Creek. The evaluators reviewed NZQA and TEC documentation, external moderation reports, a second version of the self-assessment summary, the quality management system, numerous internal moderation documents, and other related documentation provided. The provider's website was also viewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Hungry Creek Art and Craft School**.

The school has effective processes and is meeting the most important needs of many of the students and stakeholders. The key points that support this rating are:

- The achievement of Hungry Creek students has been consistent and strong over the past four years, with an average of over 80 per cent completing courses. The completion rates place Hungry Creek slightly below the mid-point of all PTEs for the certificate programmes, and generally above the mid-point for diploma programmes. Separate results for Māori and Pasifika were not identified. Most students develop core technical skills on the level 4 programmes. On the higher-level programmes, they also gain relevant design and conceptual thinking, knowledge of art history, as well as business, professional and marketing skills.
- The proportion of graduates progressing to higher-level education within Hungry Creek is strong, and for one programme, outstanding. A new memorandum of understanding has allowed half of the 2015 diploma graduates to enrol at Otago Polytechnic (three on a Bachelor's and one on a Master's programme), and undertake their studies on the Hungry Creek campus. Some graduates are exhibiting and gaining paid work and building a sustainable practice. Individual graduates have received local and international recognition for their work.
- Hungry Creek's established educational approach is that students learn deeply by making art. The PTE provides fit-for-purpose open-plan facilities with suitable equipment to support this learning. The tutors, as active art practitioners themselves with arts qualifications, effectively facilitate learning. A robust approach to formative and summative assessment, supported by sound external moderation, underpins the learning activity. The pastoral care provided enables most students to stay engaged in and complete their programmes. Student feedback, and the students the evaluators interviewed, is generally positive about the staff and school. Maintaining consistent student attendance is a challenge that has been partly addressed.
- The school leadership has supported steady educational performance, while managing a change of both governance and management and the move to a new combined and a more fit-for-purpose site. Key staff have been retained and are engaged. Management processes have been effective and are being strengthened. A new strategic plan maps out a future direction.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Hungry Creek Art and Craft School**.

Hungry Creek effectively reviews most key activities, and the quality of the self-information is generally sound and used to make various improvements. The key points that support this rating are:

- The changes in governance and management in 2015 prompted a robust review that led to various improvements: a move to a new combined delivery site providing a significantly better learning environment and stronger interactions across the school; a new strategic plan laying out a future direction that is being implemented; an enhanced relationship with Otago Polytechnic offering new education pathways and, through collaboration, an enriched jewellery programme.
- There is a rich understanding of individual achievement which informs tailored learning for each student. Cohorts are well tracked and there is some analysis undertaken; for example, TEC educational performance indicators are compared with sector medians. A fall in course completions informed a decision to reduce part-time enrolments which contributed to improved results. The achievement of Māori and Pasifika students is not monitored separately, which is a requirement for an NZQA-registered PTE.
- Hungry Creek aims to develop the creativity of each student and support graduates to build an 'independent and sustainable practice'.¹ The PTE collects strong evidence that graduates progress to higher education or into paid work. The self-assessment of outcomes is still evolving, such as how to demonstrate what proportion of graduates have built 'an independent and sustainable practice' and to what extent.
- The review of teaching and the changes made have supported improved learning. External and internal moderation results are consistently strong, and a range of professional development activities and feedback on teaching support better practice.
- There are two forms of evaluative activities occurring at Hungry Creek. The mostly sound self-assessment approach reviews key performance areas. The robust and reflective reviewing of artwork also informs many decisions about educational delivery. These activities overlap and at times run parallel to each other. Increased integration would strengthen both processes and support improved outcomes.

¹ Graduates developing 'a sustainable independent [arts] practice' is a strategic objective.

Findings²

1.1 How well do learners achieve?

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

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

The educational achievement of Hungry Creek students over the past four years, across its programmes, is mostly consistent and strong. The PTE analyses course and qualification³ completion rates as their primary measure of performance, comparing these with the PTE sector medians. Table 1 shows the two focus area programmes and the overall organisational rates and compares them against the sector medians.

Table 1. Course completions rates of two focus area programmes and the overall organisational rate, 2012-2015, compared with sector medians (percentage of total students)

Year	2012 %	2013 %	2014 %	2015 %
Certificate in Jewellery (Level 4) (sector median)	72 (82)	83 (82)	100 (84)	77 (80)
Diploma in Arts and Craft (Level 6) ⁴ (sector median)	85 (81)	50 (82)	92 (83)	100 (82)
Overall completion rates	84	82	86	86

Sources: Hungry Creek and the TEC

The course completion rates vary but mostly track close to the median.⁵ The overall course completion rates are consistently in the mid-80s. Benchmarking would be enhanced by comparing the results of similar creative arts education programmes. Hungry Creek has an understanding of the factors affecting achievement rates; most notably that part-time students were not completing their qualifications. The PTE decided to discourage part-time enrolments, and this appears to have had some positive impact on completion rates. Newly published TEC data for 2015 supports this conclusion, showing that 83 per cent of the full-

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 The TEC qualification completion rate for a calendar year has not been analysed, as it is a not a reliable measure given mid-year enrolments taking place.

⁴ This programme has low numbers, which produces large changes in percentages.

⁵ The exception was the Diploma in Arts and Craft (Level 6) result in 2013, where just 50 per cent completed. Hungry Creek had a clear understanding of the issues, and the changes made resulted in improved course completions and student satisfaction.

time students who enrolled in 2012 had gained a qualification, while just 57 per cent of the part-time students had done so. These completion rates generally show strong achievement. However, the separate achievement rates of Māori and Pasifika students are not tracked, which is an NZQA regulatory requirement.⁶ The provider effectively tracks student cohorts and has a good understanding of these results. There are opportunities to better analyse cohort trends, particular for qualification completions.

The graduates of the programmes develop a range of valued capabilities. On the level 4 programme they acquire a range of basic hands-on technical skills. The level 6 programme graduates develop more advanced technical skills along with conceptual frameworks. External moderation reports confirm that the assessment approach used is clear and sound and the results achieved are reliable. Hungry Creek follows the arts education tradition of 'critiquing' the the creative process of the student. These formative and summative evaluations provide qualitative evidence of achievement. This information is used to assist each student to develop their own creative pathway. This is highly significant as 'the distinctive creative development of our students forms the core of our mission'. The development of these key capabilities warrants some thematic analysis of the achievement and process being used. This would complement the quantitative data analysis undertaken, providing a more comprehensive understanding of student achievement. Overall, the self-assessment of educational achievement is sound.

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

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

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

Hungry Creek identified a range of desired outcomes in the 2016 strategic plan. Graduate success is viewed as providing a 'balance of technical skills, design and conceptual thinking in the studio and in art history, business, professional and marketing skill', 'equipping the students...to build and maintain a sustainable independent practice (successfully resulting in self-employment), and which could sit alongside employment'.⁷ Other key outcomes included 'being accepted into post-graduate programmes'; 'commissioned for private and public art works'; 'having positions in industry'; and managing 'their own thriving businesses and studios'. There is a range of good evidence (outlined below) that Hungry Creek is making a significant contribution to these key outcomes.

⁶ <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/how-nzqa-evaluates-educational-performance-in-external-evaluation-and-review/>

⁷ These quotations are from the 2016 strategic plan of Hungry Creek.

Graduates are developing a range of relevant skills and knowledge needed to succeed, including artistic, engagement and business skills (see Findings 1.1). There is, however, only anecdotal graduate and sector feedback on how well the graduates are prepared to do paid work in the sector and 'build and develop a sustainable independent practice'. Some analysis is needed of the 'creative development' of the significant proportion of students who enrol with Hungry Creek for three years, progressing from level 4 to level 6, or even level 7 programmes.

The school's systematic tracking of graduates confirms that many progress to higher-level education at the school and elsewhere. TEC data confirms excellent progression rates from the level 4 programmes for the period 2012-2015, which the evaluators compared with PTE sector medians, as shown in Table 2.

Table 2. Progression to higher-level training, 2012-2015, of level 4 graduates – percentage of total students (PTE sector median)

Year	2012	2013	2014	2015
Rate %	100 (22)	67 (21)	67 (23)	83 (27)

Source: TEC

Half of the 2015 diploma graduates have enrolled at Otago Polytechnic in the Bachelor of Visual Arts (three) or the Master's programme (one), and were studying on the Hungry Creek campus. This is an excellent outcome arising from the newly formalised relationship with Otago Polytechnic. Another graduate was accepted for a Master's programme in an internationally recognised arts school. Others have enrolled and completed the Bachelor of Applied Arts programme at NorthTec. Trend analysis and benchmarking against similar providers or sector medians would provide a sharper picture of progression.

Hungry Creek also tracks graduates undertaking art-related work. The school collects (but does not analyse) a significant number of exhibition flyers confirming that graduates publicly exhibit their work. Some of the art the graduates produce is paid work; the school thinks the jewellery graduates more commonly gain paid work. Two graduates are employed as tutors at the school, and other graduates tutor the community evening classes. A high-performing graduate has taken up the newly established artist in residence position.⁸ Individual graduates each year typically are recognised through an award or selection for an arts project, and one was commissioned to produce a significant public art piece. The school plans to survey graduates to gain a better picture of these outcomes.

The contribution of Hungry Creek to the artistic and local community is of significance. Representatives of the three polytechnics that the evaluators interviewed saw the school as reputable, producing graduates and art of substance. A local gallery saw Hungry Creek as actively contributing to the arts and the North Shore community. This included Hungry Creek providing part-time

⁸ This is an unpaid role.

evening and weekend classes. The value of the school would be more clearly demonstrated by showing how and to what extent the different graduate or other outcomes contribute to the school's key stated vision, mission and strategic objectives.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

Hungry Creek has developed a range of programmes, pathways and related activities to match the needs of different groups. There is an effective internal pathway of arts and jewellery programmes from level 4 to level 7 for students who are progressing to higher levels. The school has formal arrangements with other institutions so that their graduates gain recognition for their achievement at Hungry Creek. STAR⁹ funded programmes provide secondary school students with a taster experience. Evening and weekend classes offer part-time learning opportunities to the local community.

Hungry Creek provides a physical environment that strongly supports the fundamental component of their programmes: hands-on learning. Nearly all the students, management, staff and external stakeholders that the evaluators interviewed agreed that the move to a single and superior campus in a more central location has been a major improvement since the last EER. A single site enables increased face to face interaction between the art and craft and jewellery students and faculties, management and the administrators. The new facility has improved natural light and more space, allowing all students to have an individual work desk. Hungry Creek supplies basic materials to the students, and the level 4 jewellery students receive a toolbox. Student and stakeholder feedback indicates that the equipment provided is sufficient for its purposes.

The school has a clear and established approach to design and delivery. Programmes have a formal curriculum of knowledge and skills providing the foundation for higher-level programmes. The educational approach is that students primarily and deeply 'learn by doing', that is, creating artworks. Hungry Creek uses 'control projects' where all students must produce (and be assessed for) a piece of work that demonstrate that the core curriculum skills and knowledge have been learnt. The programmes allow individual interests to be followed, supporting the distinctive creativity of each individual student. Students also learn by visiting galleries and participating in exhibitions. There is strong and highly valued collaboration with Otago Polytechnic where the jewellery students annually visit and participate in activities on each other's campuses, exposing them to a range of new

⁹ Secondary Tertiary Alignment Resource

experiences. Students and graduates, stakeholders from other tertiary institutions that were interviewed, and feedback sighted were consistently complimentary about the Hungry Creek educational approach.

There was some good evidence of programmes being reviewed, with significant changes being made to three programmes. In one case, computer assisted drawing was included in the jewellery programme, reflecting the impact of technology in the sector. In another, art history and marketing and business practice were combined into a contemporary art practice. An academic board, with external stakeholder representation, advised on these programme changes in 2015. It was not clear what impact these changes had made. Hungry Creek does not explicitly and systematically assess the impact of any significant changes they implement. The head of school is also actively involved in the targeted review of arts and crafts qualifications.

1.4 How effective is the teaching?

The rating for performance in relation to **Good**.

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

The teaching and learning environment at Hungry Creek consistently contributes to significant learning for many students. Most students learn a range of relevant technical and general knowledge and skills, develop relevant attributes, and gain a qualification.

All the tutors are arts practitioners with arts qualifications, actively producing and exhibiting work. These attributes help ensure their hands-on teaching remains firmly grounded in experience, the conceptual frameworks of art, and are responsive to emerging trends.¹⁰ Some Hungry Creek tutors are teaching or have taught in the arts faculty of some New Zealand polytechnics. The evaluators interviewed three professional peers who viewed the school as having a sound reputation, and the Hungry Creek tutors as a group having expertise in the essential technical skills. Three polytechnics have some formal connection with the school, which is an indirect endorsement of the educational quality and teaching taking place. Two of the polytechnics provide annual external moderation which includes a site visit. The findings from several reports conclude that there are robust assessment procedures and the judgments made are generally sound. For example, the brief of a 'control projects' the evaluators sighted showed a close alignment between the stated learning outcomes, the teaching, and the assessment task. Jewellery and art and craft tutors view the artwork and the marks that other tutors have awarded, providing ongoing internal moderation. Hungry Creek also has regular group critiques of artwork providing formative assessment, where fellow students and other tutors assess each other's work. Feedback from students and

¹⁰ The school also subscribes to relevant arts journals.

tutors rate this activity as a significant and valuable learning exercise. The student feedback on teaching is consistently positive and they value the supportive one-to-one attention they receive in generally small classes.

There are some relevant and effective processes in place to improve teaching (in addition to moderation) and some areas that require more systematic attention. Weekly tutor meeting minutes that the evaluators sighted included formal discussion of teaching practice, such as assessment design and the technical aspects of applied teaching. The tutors, the managers (and the students) that evaluators interviewed value most the multiple interactions naturally occurring every day, which the open-plan learning spaces of the combined campus strongly support. These interactions include staff constantly observing each other's teaching practice, staff and the leadership sharing their experiences and giving feedback, and students benefiting from exposure to perspectives other than their tutor. These observations and learnings are not recorded or obviously reflected on.

There have been some official tutor observations in 2016, but there is not a clear and formal individual performance appraisal¹¹ or organisational professional development plan linked to the strategic plan outcomes. However, a range of relevant professional development activities have taken place, including the computer aided design tutor attending software training course in the United States, the head of school/senior jewellery tutor attending the 2015 New Zealand arts educator conference and, less formally, the annual Otago Polytechnic collaboration and campus visits, and site visits from two external moderators. Internally, the Hungry Creek management consultant (with an adult training qualification) provided a workshop on constructive alignment in 2016. The impacts of these various activities on teaching practice and achievement need to be assessed.

1.5 How well are learners guided and supported?

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

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

The support and guidance Hungry Creek provides to its students is mostly effective, which is demonstrated by retention and course completion rates that are typically high, and regular positive feedback from the students.

Hungry Creek is a small school where students and staff share a common open space. There are also cross-discipline activities that contribute to the staff interacting and becoming familiar with many of the students. The students interviewed spoke of the staff, including the head of studies and the head of school, as being very accessible. They (and the staff) described pastoral care that is

¹¹ The exception was a detailed and documented individual appraisal, including actions taken, addressing concerns about the performance of one tutor, who no longer works at the school.

usually responsive and inclusive of the diverse range of students who enrol. Examples of responses included postponing study, extensions, learning contracts with students or arranging an alternative tutor. The few international students (five in 2015) have a similar or higher level of achievement than the domestic students. The pastoral care systems in place are suitable for the number and kind of student enrolling.

There is evidence of the school reviewing the support and guidance offered, particularly at the individual case level. The review of part-time student intentions was one example where broader changes and improved achievement resulted. Hungry Creek has observed recently more students having complex mental health needs; other education providers at a recent arts education conference described experiencing a similar pattern. This may be an area requiring some professional development or other action. The school acknowledges that maintaining student attendance is a challenge, particularly at level 4. Other arts educators that the evaluators interviewed said this was a common challenge. A more systematic, evidence-based approach is required to explore innovative ways of keeping students actively engaged in learning and to assess the impact of changes on their attendance and achievement.

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

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

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

Hungry Creek has gone through some major changes since the last EER. New ownership has led to a revitalised leadership. This is reflected in a new strategic plan and the significant decision to move to a combined and superior site. The new head of school has strengthened relationships with sector stakeholders. Most notably, a memorandum of understanding was signed with Otago Polytechnic which is already producing benefits for students and some graduates. At the same time, educational performance has remained mostly steady and key processes have been maintained; the focus remains on hands-on learning, and key staff have been retained. Staff said they were engaged with many of the changes taking place.

A range of organisational processes have also been strengthened. An example is accessing outside expertise to improve financial management and human resource practices, including health and safety policies. Compliance requirements have mostly been met, with a few gaps that were minor except for not monitoring the achievement of Māori and Pasifika students. The annual schedule of key obligations appears to have merit. A few external stakeholders saw a more professional organisation emerging; some of the activities already noted in this report would support that conclusion. This report has also identified some processes that need improvement.

Final Report

Hungry Creek, as an arts educator, is highly reflective in critiquing art to support students to enhance their creative practice, while providing robust educational assessment. The formal organisational self-assessment approach is another reflective activity designed to improve performance, particularly educational achievement and outcomes. These two quality review systems often overlap and at other times run parallel in the school's activities. There are opportunities to better integrate these two systems and viewpoints to enrich both practices. For example, currently Hungry Creek uses almost exclusively text, numbers and occasional graphs to communicate and understand student achievement, stakeholder outcomes and the vision of the school. This approach does not fully engage the tutors, the students or the graduates and broader stakeholders. The vision, achievement and outcomes of Hungry Creek are important to them. The expertise of the school to create media to powerfully communicate and effectively engage these groups is currently under-used.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Certificate in Jewellery (Level 4)

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

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

2.3 Focus area: Diploma in Art and Crafts (Level 6)

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

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

Recommendations

NZQA recommends that Hungry Creek Art and Craft School:

- Investigate more in-depth ways to track and understand student progress and achievement to strengthen educational performance.
- Analyse and support the achievement of Māori and Pasifika students.
- Clarify the central outcomes the school seeks, to what degree these are being produced, and the primary evidence that demonstrates they have been produced.
- Evaluate, as standard practice, the impact of any significant changes, particularly on educational performance and key outcomes.
- Develop a clearer plan to review and improve teaching that aligns with Hungry Creek's strategic objectives and ethos.
- Explore a more systematic, evidence-based and innovative approach to supporting students to attend and stay engaged in their learning.
- Better integrate the reflective and creative thinking of arts education and a systematic self-assessment regime. Investigate approaches that have been developed to specifically evaluate art education.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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