



Report of External Evaluation and Review

New Zealand Institute of Fashion
Technology Limited

Date of report: 26 January 2010

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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, learners, prospective learners, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Brief description of TEO

Location: Central Auckland

Type: Private Training Establishment

Size: 117 equivalent full-time students (EFTS)

Sites: Main campus and head office in central Auckland, satellite campuses in Papatoetoe, New Lynn, and Wellington

The New Zealand Institute of Fashion Technology Ltd (NZ Fashion Tech) was established in 1995 (as Apparel Technology Training Ltd) and is the largest provider of technically based programmes for the fashion and clothing industry in New Zealand.

NZ Fashion Tech currently delivers a Certificate in Garment Technology (Foundation) (Level 3) which pathways on to the Certificate in Pattern Design (Level 3), and since 2007 has been delivering the NZIFT Diploma in NZ Fashion Technology (Level 5) for those learners that want to progress to a higher level from the Pattern Design course.

Due to the number of companies now manufacturing off shore, the industry's skill demands on NZ Fashion Tech graduates have changed. The introduction of the NZIFT Diploma in NZ Fashion Technology has meant that graduates are qualified and skilled in the roles they are required for.

The Auckland central, Papatoetoe, and Wellington sites were all visited for this external evaluation and review (EER).

NZ Fashion Tech has a learner body which is 90 per cent female; 26 per cent of learners are Māori and 23 per cent are Pasifika. The organisation will be totally Student Achievement Component (SAC) funded in 2010.

There are no other providers in New Zealand delivering similar programmes of study that are full time, practical, and technically based.

Executive Summary

Statement of confidence on educational performance

NZQA is **highly confident** in the educational performance of The New Zealand Institute of Fashion Technology Ltd. Key reasons for this are:

- Course completion and qualification achievement rates are consistently high from this largest provider of technically based programmes for the fashion and clothing industry within New Zealand.
- NZ Fashion Tech demonstrates a depth of engagement with its industry which is reflected in the quality and relevance of the learning and subsequent success in employment and further training outcomes.
- Tutors bring a wealth of industry experience from a variety of backgrounds, adding to the learners' breadth of skills. New tutors are inducted initially by management then attached to a peer tutor who continues to support their understanding of the curriculum and delivery.
- Peer teaching has facilitated quality one-to-one support for the learners in these highly practically based programmes. Learners reported that this has contributed to their successful achievement and, overall, they are highly satisfied with the course.
- The directors of NZ Fashion Tech have adopted a hands-on leadership approach which encompasses all sites. Strategic goal-setting in collaboration with staff has encouraged an inclusive culture in the organisation. This is strengthened by regular programme committee meetings that, according to staff comments and the director's report of the collated evaluative feedback, are both relevant and valuable.

Statement of confidence on capability in self-assessment

NZQA is **highly confident** in the capability in self-assessment of New Zealand Institute of Fashion Technology Ltd. Key reasons for this are:

- NZ Fashion Tech has been in the tertiary training sector for many years and has maintained the quality and relevance of its qualifications through continuous evaluation. The organisation has many systems to capture the information required to analyse performance at all levels and has experience in implementing relevant changes while focussing on continuous improvement.
- The organisation, led by management, strives for excellence in its learners and as such finds it imperative to gather feedback from the industry to ensure that learners are work-ready and given every opportunity for employment when appropriate.

- NZ Fashion Tech's inclusive culture of openness and transparency observed at the EER visit indicates that it knows its own strengths and weaknesses and is continually reviewing and implementing changes in response to findings.
- This culture of openness, continually reinforced by management and underpinned by self-assessment procedures, ensures the information and feedback collected is comprehensive and valuable. Findings resulting from the collation and robust analysis of data, where appropriate, are efficiently acted on and continually reviewed.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.

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).

Findings

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

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>

Outline of scope

The agreed scope of the external evaluation and review of NZ Fashion Tech included the following focus areas:

- Certificate in Garment Technology (Foundation) (Level 3)
- NZIFT Diploma in Fashion Technology (Level 5)

The mandatory focus area:

- Governance, management, and strategy.

Part 1: Answers to Key Evaluation Questions across the organisation

This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.

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 **Excellent**.

Context

Attendance is tightly monitored by the recruitment staff and tutors of all programmes. Tutors complete a two-monthly report which tracks the credit achievement of the learners. Action plans completed together by tutors and learners keep NZ Fashion Tech informed of the learners' intentions on completion of the programme.

Management has set internal targets of retention, qualification achievement, student satisfaction, and positive graduate outcomes for each programme and these exceed the key

performance indicator levels required by the funding body, the Tertiary Education Commission.

Explanation

The tight monitoring of attendance, currently via texting, on a daily basis is reflected in the high percentage of retention across all programmes. All staff recognised that when learners' attendance is good it increases their chance of completing the qualification. In 2008 the retention rate for the Certificate in Garment Technology was 83 per cent, and the NZIFT Diploma in Fashion Technology exceeded the internal target by 10 per cent, sitting at 95 per cent. To date in 2009 the diploma has retained 100 per cent of its learners, with four weeks to the end of the course.

Course completions for all qualifications delivered at NZ Fashion Tech in 2008, as reflected in the Progress Monitoring Report (PMR)¹ is, at 74.3 per cent, above the course completion level of 70 per cent required by the Tertiary Education Commission to secure funding. The August 2009 Single Data Return² shows combined course completions at 75.96 per cent.

In 2008 the median average of qualification completions for the two programmes in the focus areas was 77 per cent. These completion rates are a result of the organisation striving to achieve stretched internal targets.

NZ Fashion Tech has identified that attendance has been problematic at one of the sites delivering the Garment Technology course. Evaluation is ongoing and there was evidence that there had been some action taken and further actions were to be implemented in order to address and raise the attendance levels and subsequent achievement of this learner group.

It is clear that the continual monitoring of retention and achievement across the organisation enables NZ Fashion Tech to evaluate the findings, and there is evidence of implementations that have led to improvements (see section 1.4 *How effective is the teaching?*)

Learners spoken to at all three sites confirmed NZ Fashion Tech's findings, through evaluation and observation, that their confidence had developed and that they had experienced an increase in their personal skills such as money management, punctuality, saving, friendships, and attitudes since being on the course.

NZ Fashion Tech has adopted the Labour Market Outcome³ requirement from the Tertiary Education Commission's Training Opportunities programme and applied it to all learners.

¹The PMR is currently an annual report of aggregated data of Student Achievement Component (SAC) funded qualifications collected through the Single Data Returns (SDR) and published by the Tertiary Education Commission (TEC).

² Single Data Returns (SDR) are submitted to the Ministry of Education (MoE) by SAC-funded providers three times a year and report on all qualifications delivered.

³ LMOs (a requirement by TEC) report the employment and training outcomes of targeted training learners two months after the end-date of their programme.

This keeps the organisation very focused on the destination of its graduates all the way through the course. Positive outcomes of employment and pathways to further education at a higher level are reported at the two-month stage. Outcomes recorded for 2008 show that 70.6 per cent of Garment Technology learners pathway onto the Pattern Design course and 80 per cent move into employment from the Diploma in NZ Fashion Technology, all into the fashion industry. As a result of tutor feedback management is now considering specifying a longer period of time from the end date of the programme in order to capture the positive outcomes of those learners that take some time out before going on to further study or into employment. This will ensure that the information collected is a more accurate reflection of the graduate destination outcomes and adds value to its evaluation.

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 **Excellent**.

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

Context

The directors of NZ Fashion Tech have had a long and successful relationship with the Apparel and Textiles Industry Training Organisation (ATITO) and have been in the industry for many years as fashion designers, manufacturers, and trainers. In recognition of her expertise and knowledge of industry requirements, one of the directors also now holds the rights to being a trainer of training tutors for the ATITO machinist tutor training certificate.

Explanation

The ATITO certificate, which is one of the courses of the Garment Technology qualification, is valued by the industry as it is a benchmark measure of accuracy and speed in sewing. On completion of the Garment Technology qualification graduates are then able to apply for the Pattern Design course which adds breadth to their knowledge and skills and can lead to the Diploma in Fashion Technology. Learners who choose not to continue in training are sought after as machinists in the industry.

The close connections NZ Fashion Tech has developed and maintained with industry has seen its graduates gain valuable and relevant work experience throughout the programmes of study, followed by offers of employment on completion. The NZ Fashion Tech graduates are sought after as the industry knows the practical and technical skills they can bring to their organisation.

The introduction of the Diploma in Fashion Technology was a direct result of industry need. Up to 2006 NZ Fashion Tech learners graduating from the Pattern Design course were being employed in jobs above their abilities as there was a shortage of skilled workers in the industry. The Diploma in Fashion Technology has now enabled NZ Fashion Tech to supply the industry with better qualified, work-ready, graduates. These learners have also benefitted from their higher level qualification by gaining better jobs.

In recognition of the quality and relevance of the training at NZ Fashion Tech, the Rotary Club of Harbour City in Wellington has awarded an annual scholarship for the past three years to the most deserving student. The recipients of these awards have subsequently undergone significant life-changing experiences.

NZ Fashion Tech takes pride in its ability to be sensitive and responsive to change, which saw it accepting a challenge from Kleenex Cottonelle to enter its learners into a competition to design and make luxury evening garments in toilet tissue. NZ Fashion Tech reviewed this opportunity and management decided it would provide the learners with a valuable industry experience of creating designs and making garments to a real client brief. The value of this experience for the learners is still unfolding, but three of the final garments have already featured at Fashion Week, on national television, and in newspapers and magazines.

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 **Excellent**.

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

Context

A growing number of employers in the industry are seeking work experience learners and graduates from NZ Fashion Tech. The organisation has always been able to place learners on work experience. This close and ongoing relationship with the industry is one of the many ways NZ Fashion Tech is ensuring it is matching the needs of the industry.

Explanation

There is evidence that feedback from learners and employers during and following work experience and site visits has:

- assured the learners that the skills they are learning can be directly applied to the workplace, and
- ensured that NZ Fashion Tech reviews the training to maintain the quality of the delivery in practical and technical skills while demonstrating flexibility and variety of techniques.

There are many systems in place to capture learner feedback, such as learner evaluations three times per programme, pathway planning for each individual, and a student representative to take class feedback to weekly meetings. There is evidence to suggest that this feedback is effectively collated and analysed, and changes made appropriately.

Tutors and learners view one-to-one teaching as effective and of great significance to the learners' progress.

NZ Fashion Tech has been a member of the Fashion Industry New Zealand (FINZ) Education Network for the past ten years. This membership enables the industry to meet the trainers, including polytechnics, and provides a forum for industry representatives to

share up-to-date knowledge and trends so that trainers can ensure their training is appropriately adapted to match industry needs. For example, NZ Fashion Tech introduced the Diploma in Fashion Technology in response to the changing needs of the industry.

NZ Fashion Tech measures and analyses student satisfaction⁴. While the satisfaction level of the Garment Technology course was at 92 per cent, an evaluation of the first year of delivering the diploma, which was rated lower, resulted in changes to the pre-enrolment description and learning expectations. This was achieved by having both the relevant internal tutors and recent graduates of the diploma talk to the learners prior to enrolment.

Learners on both courses reported on the benefits of the programme for getting them ready for work, such as the actual working-day hours, the duty roster, and their comfort and competence on any machinery due to their intensive training. The course starting time, however, has been changed as a result of feedback from learners who had justified reasons for struggling to meet the 8am start.

1.4 How effective is the teaching?

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

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

Context

NZ Fashion Tech holds a two-day programme committee meeting four times a year for all staff, which includes moderation, evaluation, and professional development. All tutors have extensive experience in the industry and if they do not already hold teaching qualifications are encouraged to do so. Teachers of the Garment Technology course are required to complete the ATITO Tutor Trainer Certificate as the ATITO certificate is a course within the learners' qualification.

Explanation

Besides the ATITO Tutor Trainer Certificate, which tutors are required to complete after six months on the job, tutors are then enrolled into the Adult Teaching Certificate and subsequently encouraged to up skill in any area that will assist them to be effective in their role and increase learner achievement. Examples of this have been Excel and computer training.

Tutors and programme leaders commented that the introduction in more recent years of peer teaching (in pairs) has improved consistency of teaching, added variety from different industry backgrounds, increased support for individual learners, and lifted morale in general.

Evaluation feedback of the programme committee meetings is collated and a report of findings and appropriate actions is written by the directors and communicated back to all staff. These meetings are well received by all staff. Tutors gain valuable information and

⁴ A measure of student satisfaction is currently a requirement of MoE that is recorded in a section of the annual Statement of Service Performance (SSP) reporting on SAC-funded qualifications and submitted to TEC.

support from programme leaders and management while going through the moderation process at each programme committee meeting. The agenda is developed from staff suggestions and requests and any requirements for professional development as deemed necessary by management. The meetings also include the ongoing professional development of the tutors in the teaching style of Brain-based (compatible) learning⁵. This style of teaching engages the learners in a practical way with energising games, and tutors have noted clear signs of active learning following these sessions. Some tutors and learners spoken to said that for some this style of learning took some getting used to, but in nearly all cases the benefits were understood and materialised quite quickly.

Along with the paperwork process of external moderation, ATITO pays regular visits to NZ Fashion Tech to ensure standards are met, and it is reportedly very satisfied.

The academic leader and programme leaders periodically observe the tutors' delivery and offer immediate constructive feedback. The tutors are supplied with comprehensive programme and lesson planning resources which assist consistency and efficiency, and clearly remove anxiety barriers for new tutors. This guidance and support for all tutors maximises the learners' opportunities to achieve.

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**.

Context

Each learner has an hour-long interview with dedicated recruitment personnel prior to enrolment and is given information and advice on which to make their decision. Recruitment personnel are then available for ongoing support, usually in regard to finances. Once enrolled, all learners' literacy levels are determined by their tutors so support can be given where appropriate. Pathway plans and LMO action plans are completed throughout the programme and tutors have one-to-one discussions with all learners each week.

Explanation

The high percentage of satisfied learners, as derived from the satisfaction surveys and feedback from the groups spoken to, show that the learners feel well supported by their tutors, programme leaders, and recruitment staff, and any issues they have are resolved.

⁵ Brain-based learning has been called a combination of brain science and common sense. Hart (1983) called the brain "the organ of learning." He advocated learning more about the brain in order to design effective learning environments. Caine and Caine (1991) developed 12 principles that apply what we know about the function of the brain to teaching and learning. These principles were derived from an exploration of many disciplines and are viewed as a framework for thinking about teaching methodology.

Weekly meetings keep the recruitment staff up to date with any changes to the programme delivery to ensure they are relaying the correct information to the potential learners. Enrolled learners said their expectations had been fulfilled and in some cases exceeded.

Identification of any learning requirements at the beginning of the course and continued one-to-one availability of tutor-directed learning have enabled NZ Fashion Tech to maintain a high percentage of retained learners achieving their qualification.

Issues with attendance which result in a withdrawal from the programme are monitored and where possible relevant support given to tutors and learners to prevent further withdrawals.

The director engages all new learners in a presentation which includes opportunities within the industry and the pathway of training available at NZ Fashion Tech. Previous learners' stories are used as examples to encourage students to reach their goals and gain well-paid, high-level jobs within the industry.

Tutors frequently mix groups from different levels so the learners can see what the higher level course is like, what to expect, and to listen and learn from other learners' experiences.

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

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

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

Context

The two owner-directors of NZ Fashion Tech have extensive experience and knowledge of the industry and work hard to maintain a high level of engagement. They recently set new strategising goals for the organisation and sought engagement from all staff.

Explanation

NZ Fashion Tech directors say their continuing success is due to a concentrated focus on excellence in learning. Evidence suggests ongoing engagement with their many stakeholders which particularly reflects their sound reputation within the industry. As a result, graduates are sought after by the industry, and learners in all classes benefit from relevant and valuable work experience during their programme.

The focus of the organisation, led from the top, is the value of the outcome for the learner in further training or employment in the industry, and the organisation strives to achieve these outcomes. All staff spoken to expressed a passion for seeing their learners succeed and valued the job satisfaction gained from seeing them achieve. The directors of NZ Fashion Tech recognise the importance of engaging potential learners in the value of their qualifications and opportunities within their industry, and as such are now involved with Workchoice Trust⁶. Every year, the directors invite 50 to 60 school students from seven

⁶ Workchoice Trust has been managing Workchoice Day since 1994 offering a link between New Zealand's workforce and employers enabling school students to gather knowledge first hand. The aim is to ease transition for youth from school, enabling them to make informed career decisions.

schools in the area to join them for a day at the Auckland, Wellington, and Papatoetoe sites. NZ Fashion Tech supports and contributes to the focus of the annual Workchoice day, which aims to ease the transition for youth from school, enabling them to make informed career decisions.

Site meetings every week ensure that all four campuses are well resourced with equipment and materials, including the machinery and computers that support the tutors to deliver, and learners to gain, the best training. The PAD system of CAD CAM (computer aided design) used in the Diploma in Fashion Technology is the fastest growing IT system for the fashion and clothing industry in New Zealand. Learners will have the advantage of familiarity with this system in their employment. Management has also recently introduced a pre-printed diary resource, and training in its effective use, to assist tutors in administrative duties such as ordering and reporting. This should assist efficiency, the smooth running of the programme, and keeping track of learners' achievements, and any support required.

Regular visits made to each campus and the appraisal system ensure that management is aware of all tutors' strengths and weaknesses and can introduce support and professional development where appropriate. New tutors are trained and supported by management and the director for the first two weeks, then work alongside another tutor for the required period of time prior to having their teaching observed, and then continually supported by a more experienced peer tutor. Supporting and guiding the tutors in use of appropriate activities and resources will enhance learning, making it relevant and interesting.

The sharing and combined agreement with staff of the strategic goals set by the directors is an example of the hands-on management style that NZ Fashion Tech has adopted. This has created a more transparent and inclusive culture in the organisation, which has been welcomed by all staff. The scale of the fashion show and graduation ceremony for diploma graduates, which see many big names in the industry as guests, demonstrates the commitment and support of management for the success of the learners. The director and recruitment manager also collect biographies and stories of graduates in the industry to advise and guide current and potential learners and give them a goal to aspire to.

The directors are themselves engaged in professional development as members of Knowledge Gym, a business leadership development organisation. In addition to their own self-development, the directors send other members of staff to the organisation's functions where they feel it would benefit them, demonstrating the commitment to sharing leadership throughout the organisation.

Part 2: Performance in focus areas

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

2.1 Focus area: Certificate in Garment Technology (Foundation) (Level 3)

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

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

Context

The Certificate in Garment Technology foundation programme has the largest number of learners, and is the only qualification delivered at all three sites. This qualification includes the ATITO certificate recognised as a benchmark of accuracy and speed in sewing. Upon completion of the Certificate in Garment Technology learners can pathway internally into the Certificate in Pattern Design.

Explanation

The Certificate in Garment Technology was selected as a focus area because it is clear that these learners gain many personal and study skills which set them up for ongoing learning at a higher level. The programme also awards them with machining skills that are sought after in the industry.

Week 13 of the 24-week programme sees the learners on work experience for two days per week for the rest of the course. Employer feedback from these experiences, both informal and formal, highlights the work-ready attitude and relevant skills learners are taught. Most learners felt that work experience was very valuable and they felt encouraged by seeing that their skills can be applied in the workplace. Changes to the programme as a result of industry feedback include a greater emphasis on job breakdowns and specification sheets.

The Certificate in Garment Technology has open-entry enrolment. Learners' literacy and numeracy abilities are assessed at the beginning of the course, so additional support can be put in place where required. Learner's progress is monitored informally on a daily basis with the tutor and more formally through the reporting systems such as the two-monthly report that tracks and records the credit achievement of the learners. This programme has the highest withdrawal rate of the three qualifications delivered, which may be attributed to many of the learners being second-chance learners, whose school system failed them, and adults returning to work. NZ Fashion Tech does whatever it can to support learners and nurture their sense of commitment. NZ Fashion Tech recognised through analysis of evaluations, attendance monitoring, and individual learner support that once the learners have completed the Certificate in Garment Technology the learning skills and commitment seem well embedded. Thus retention rates are higher in the Certificate in Pattern Design.

Around 60-70 per cent of current learners on the course at the three campuses said they were hoping to go on to the Certificate in Pattern Design course; around half of the remaining learners wanted to go into employment in the industry, while the rest were still

undecided. This feedback follows the 2008 destination results of 70.6 per cent going on to the Certificate in Pattern Design and 20 per cent into employment.

2.2 Focus area: NZIFT Diploma in Fashion Technology (Level 5)

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

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

Context

The NZIFT Diploma in Fashion Technology was first delivered in 2007. It was designed, accredited, and approved as a result of stakeholder feedback and the need for higher skilled workers in the fashion and clothing industry.

Explanation

The NZIFT Diploma in Fashion Technology is in its third year of delivery, and learner evaluations suggest it is going from strength to strength. Examples of changes made due to programme evaluation include lesson plans being fine-tuned and areas of delivery moved within the programme to better suit the capabilities of the learners, resulting in better achievement earlier in the programme. More visits from industry speakers have been introduced including employers who talk about their roles in the industry and in particular PAD CAD CAM trainers, as this is the fastest growing IT system used by the fashion and clothing industry. Visiting speakers from industry reinforce the learning and prepare the learners for the real work environment.

Part of the entry criteria for the diploma is a successful literacy and numeracy test and a computer test. For those learners not coming through from Pattern Design a practical test is also required. This entry criteria and enrolment process is continually reviewed to ensure that all learners who enrol are capable of completing the qualification.

Mandatory focus area: Governance, management, and strategy

The overall rating for performance in governance, management, and strategy is **Excellent**.

The overall rating for capability in self-assessment in governance, management, and strategy is **Excellent**.

Context

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

Explanation

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

Statements of Confidence

The statements of confidence are derived from the findings within and across the focus areas. A four-step scale is used: highly confident, confident, not yet confident, not confident.

Statement of confidence on educational performance

NZQA is **highly confident** in the educational performance of New Zealand Institute of NZ Fashion Technology Limited.

- Course completion and qualification achievement rates are consistently high from this largest provider of technically based programmes for the fashion and clothing industry within New Zealand.
- NZ Fashion Tech demonstrates a depth of engagement with the industry, which is reflected in the quality and relevance of the learning and subsequent success in employment and further training outcomes.
- Tutors bring a wealth of industry experience from a variety of backgrounds, adding to the learners' breadth of skills. New tutors are inducted initially by management then attached to a peer tutor who continues to support their understanding of the curriculum and delivery.
- Peer teaching has facilitated quality one-to-one support for the learners in these highly practically based programmes. Learners reported that this support has contributed to their successful achievement, and overall they are highly satisfied with the course.
- The directors of NZ Fashion Tech have adopted a hands-on leadership approach which encompasses all sites. Strategic goal-setting in collaboration with staff has encouraged an inclusive culture in the organisation. This is strengthened by regular programme committee meetings that, according to staff comments and the director's report of the collated evaluative feedback, were both relevant and valuable.

Statement of confidence on capability in self-assessment

NZQA is **highly confident** in the capability in self-assessment of New Zealand Institute of NZ Fashion Technology Limited.

- NZ Fashion Tech has been in the tertiary training sector for many years and has maintained the quality and relevance of its qualifications through continuous evaluation. The organisation has many systems to capture the information required to analyse performance at all levels and has experience in implementing relevant changes while focussing on continuous improvement.

- The organisation, led by management, strives for excellence for its learners and as such finds it imperative to gather feedback from the industry to ensure its learners are work-ready and given every opportunity for employment when appropriate.
- NZ Fashion Tech's inclusive culture of openness and transparency observed at the evaluation visit indicates that it knows its own strengths and weaknesses and is continually reviewing and implementing changes in response to findings.
- This culture of openness, continually reinforced by management and underpinned by the self-assessment procedures, ensures the information and feedback collected is comprehensive and valuable. Findings resulting from the collation and robust analysis of data, where appropriate, are efficiently acted on and continually reviewed.

Actions Required and Recommendations

Further actions

The next external evaluation and review will take place in accordance with NZQA's regular scheduling policy and is likely to occur within four years of the date of this report.

Recommendations

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

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