

Taratahi Agricultural  
Training Centre  
Investigation

Report to Tertiary  
Education Commission

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# 1. Executive Summary

- 1.1. In August 2014, the Tertiary Education Commission (“TEC”) became aware of an allegation that some staff members of Taratahi Agricultural Training Centre (“Taratahi”) who had enrolled in and been funded for a National Certificate Programme, had not completed the required training. Taratahi initially responded to these allegations in September 2014. Around this time Taratahi also commenced an internal inquiry and then went on to alert the TEC that there may be some issues in regard to the delivery of other programmes.
- 1.2. In October 2014, Deloitte was engaged to investigate the original allegation in regard to the staff members and also the delivery of other programmes. Specifically, we were asked to assess whether or not the programmes delivered by Taratahi align with the relevant New Zealand Qualifications Authority (“NZQA”) accreditation and meet the TEC’s funding rules and conditions.
- 1.3. Taratahi offers both full-time and part-time programmes through face-to-face and extramural study. The programmes approved durations range from twelve to forty weeks. Taratahi also delivers Agriculture in Schools programmes. . They have a residential campus near Masterton in the Wairarapa, with non-residential campuses in Northland, Auckland, Waikato, Bay of Plenty, Taranaki, Manawatu, Hawkes Bay and Southland.<sup>1</sup> Taratahi owns, manages and leases a number of farming properties, providing students with an opportunity to have practical learning experiences outside the classroom.
- 1.4. We have identified 67 Taratahi staff members who were enrolled in the National Certificate in Agriculture (General Skills) on or around October 2013. The funding received by Taratahi was \$251,544 for a total of 24.7443 EFTS. This is a Level 2 programme that is approved to run full-time over twelve weeks, with 420 teaching hours.
- 1.5. Based on the preliminary tranche of interviews with ten staff members (“students”) who received the qualification, we established that little or no teaching took place. Most students have described spending up to one day in a classroom completing the written assessments required for the course. None of the employee students spent time being observed completing the practical assessments (albeit one person appears to have completed the fulltime course just prior to becoming an employee). They were directed to enrol in the course by their managers, who in turn had been directed by the <sup>Withheld under OIA section 9(2)(a)</sup>.
- 1.6. Taratahi delivers programmes to students in several locations around the country. The main campus is located in the Wairarapa and this is where most of the students enrolled in the main “first year” and “second year” programmes are based. There are facilities for students to live on site and this is the standard arrangement for these students.
- 1.7. The first year students are enrolled in both the Taratahi Certificate in Agriculture (TR0802) and the National Certificate in Farming Skills (Work Ready) (NC1509), however students have little

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<sup>1</sup> <http://www.taratahi.ac.nz/about-us>

awareness of the names of the qualifications that they are enrolled in. They are split into a dairy strand and a sheep and beef strand and spend from late January through to the end of November working through the two qualifications.

- 1.8. The total teaching hour requirement for the two qualifications is 2,152 hours, with each being a 120 credit programme. There is an additional requirement for 264 self-directed learning hours. There are some units (approximately 30%) that are able to be cross credited. Once these units are adjusted for, the total learning hours requirement reduces to 2,023 hours. We have been provided with timetables and interviewed students and tutors. We have concluded that due to the time available to the students that are living on-site, it is likely that teaching hours, comprising between 70% and 91% of the total requirement, has been delivered (depending on the strand selected). This increases to 84% to 109% once an adjustment is made for units that are cross-credited.
- 1.9. The TEC funding rule SAC 004/14, states that "*The TEO must not deliver an undergraduate course that requires significantly more than 1,200 learning hours in a year ("accelerated learning"), unless it has approval to do so from the TEC*". We have been advised that approval has not been granted for Taratahi to deliver this accelerated learning across the board to all first year students.
- 1.10. Second year students are also based on campus for the first half of their one year programme. In the second half of the year they are employed on work placements at other farms, i.e. not Taratahi farms. Second year students are also enrolled in two qualifications; the National Certificate in Agriculture (L4) (NC0986) and the Certificate in General Farm Skills (PC1424)
- 1.11. The Level 4 National Certificate has a requirement for 1,000 learning hours, including 320 teaching hours. The General Farm Skills Certificate requires a further 416 learning hours, including 312 teaching hours. The students spend a lot of time on the Taratahi farms in the first half of the year and if this is considered to be teaching hours then the total requirement of 632 hours would be met. However, this relies on the work placement in the second half of the year to fulfil the considerable requirement of self-directed learning hours.
- 1.12. The same concern regarding a potential breach of SAC 004/14 arises as we understand that no approval has been granted by TEC to deliver a programme that is comprised of 1,416 learning hours, which is the standard delivery to most of the second year students.
- 1.13. In regard to the other programmes being delivered by Taratahi, we found that most of these were being delivered to students in employment. We identified five programmes (of which all are sub-contracted to other parties for delivery) that have teaching hours of below 70% of the requirement. In all cases it seems that the teaching hours have been consistently under-delivered since at least 2009, or their introduction (whichever is most recent). A summary of the five programmes is set out in the following table:

Programme	NZQA code	Approved teaching hours <sup>2</sup>	Assessed teaching hours	Shortfall	% of required teaching hrs delivered
Certificate in Rural Leadership	PC9539	228	54	174	24%
NC in Fencing (Level 3)	NC1465	320	80	240	25%
NC in Fencing (Level 4)	NC1466	272	80	192	29%
NC Agricultural Contracting	NC5428	300	168	132	56%
NC in Horticulture (Level 3)	NC1471	260	153.5	106.5	59%

1.14. During our preliminary field work in 2014, we identified another programme that raised questions around the hours of delivery. This is the Certificate in General Farm Skills (PC1424) that is delivered to the second year students in conjunction with the National Certificate in Agriculture (NC0986) and also as a part-time stand alone programme. In 2013 there were 37.736 EFTS funded for NC0986 and 172.504 EFTS funded for PC1424. It is evident that most students are being enrolled on this Level 3 course on a standalone basis.

1.15. We found that it was more difficult to assess the delivery of this programme because it is delivered in a multitude of ways, depending on the requirements of the student. The data submitted by Taratahi to TEC is consistent with the NZQA programme approval for a teaching duration of thirteen weeks with 416 learning hours delivered. However, from our initial interviews with students we did identify that in some cases it appears that this qualification is being delivered in one week or less. We advised TEC that it is very difficult to assess the extent of this under-delivery without interviewing a larger number of students.

1.16. After TEC received our draft findings, we were instructed to undertake interviews with a much larger sample of students in order to better understand how the GFS qualification has actually been delivered by Taratahi.

1.17. We undertook these interviews during a two week period in April 2015. These interviews confirmed that the majority of students enrolled in GFS undertook between one and three one-day courses or similar. At least 30% were either not aware of the GFS qualification or did not intend to complete it. Commonly, the students were in employment and were sent on the course by their employer for health and safety reasons. A summary of all the interviews that were undertaken is at Appendix E. These findings confirm the earlier indications that students

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<sup>2</sup> As set out in the STEO TEC database

enrolled in and funded for the GFS qualification have not undertaken the level of learning hours that Taratahi has been funded to deliver.

1.18. We found that eight students could not differentiate the time spent on the GFS qualification from other study that they were completing. There were also two students who did not recall completing any study through Taratahi and one student who could not recall how many one day courses he had completed. Of the remaining 79 students we interviewed, we calculated our best case estimate of the learning hours as described to us by the student. We were then able to calculate the learning hours per EFTS funded for each student and compare this to the requirement of this programme (of 941.8 learning hours per EFTS). We found that 94% of these students had completed less than 70% of the learning hours (per EFTS) required. We summarise these findings in the following table:

% of hours required (up to)	No. of students	% of total students	Cumulative %
5%	11	14%	14%
10%	27	34%	48%
20%	25	32%	80%
35%	4	5%	85%
50%	5	6%	91%
60%	1	1%	92%
70%	1	1%	94%
85%	1	1%	95%
100%	1	1%	96%
More than 100%	3	4%	100%
<b>Total</b>	<b>79</b>		

1.19. The initial scope of this investigation was set out in response to the allegations regarding the staff members. This was added to when Taratahi advised that there may be more widespread issues. We have provided verbal briefings and updates to TEC of our analysis and conclusions and have been asked to set out our findings on the key issues in this written report. A concise summary of our findings in relation to the wider points in the scope is as follows:

- *Do all programmes delivered by Taratahi align to/with the relevant NZQA accreditation and have full approval under that process and meet the TEC's funding rules and conditions?* We have concluded that there are several programmes that are not being delivered in accordance with the teaching hours requirement that was approved by NZQA. The TEC's expectation is that the approved learning hours will be submitted by Taratahi into STEO and that this is the delivery that they are funding. This is not what has occurred in practice at Taratahi for some programmes;
- *Are students entitled to credits and qualifications received by attending at least 10% or more of the programme and assessed?* The majority of the staff who were enrolled in the National Certificate in Agriculture were not formally observed completing practical assessments and only spent up to one day working on the written assessments in a classroom setting. In addition, a large proportion of the students enrolled in General Farm Skills (PC1424) did not complete the learning hours required and only attended for between one and three days (see Section 6).

- *Had staff who enrolled in the Programme already achieved the Programme's objectives prior to enrolment?* Several staff explained to us that they did not need to complete the practical assessments as their colleagues had already observed that they were competent in these requirements and they had demonstrated this while working throughout the year. Many of the staff were tutors who teach the units in the Programme and several already held qualifications at a higher level.
- Withheld under OIA section 6(c)

- *Were any of the issues discovered by the TEC an isolated case or endemic within the organisation?* We have identified at least six Taratahi programmes that, in our opinion, were delivered without meeting the requisite funding requirements. There has been a lack of adequate monitoring at Taratahi to ensure that the TEC funding requirements were met. There have also been programmes delivered to people in employment that are not designed to be delivered in the nature required for TEC SAC funding (for example the National Certificate in Fencing, NC1465).
- *To what extent, if any, has the Buyer overfunded the Programme?* **Appendix A** of our report summarises the percentage of teaching hours that, by our assessment, has been delivered for the programmes that we reviewed. This can potentially be used to calculate any overfunding. In addition, we have set out the funding of the staff members enrolled in NC1468 in 2013 (**Appendix C**) and also an indication of the potential overfunding that may have occurred in regard to PC1424 (**Section 6**).

1.20. Further details of the work that we conducted are set out in the following sections of this report, along with a summary of our teaching hour calculations that is included as **Appendix A**.

# 2. Introduction

## Background

- 2.1 In August 2014, the Tertiary Education Commission (“TEC”) received an anonymous complaint regarding Taratahi Agricultural Training Centre (“Taratahi”). The complaint alleged that Taratahi had enrolled its own staff in the National Certificate in Agriculture (General Skills) programme. The complaint further alleged that the staff did not even attend any classes. The New Zealand Qualifications Authority (“NZQA”) and TEC commenced an investigation at Taratahi following receipt of the complaint.
- 2.2 Taratahi conducted its own review and initially responded to the complaint on 3 September 2014. A few weeks later, Taratahi advised TEC that they had identified that there may be further issues regarding the delivery of a wider range of programmes. Taratahi then engaged an independent consultant to assist them to conduct a “Verification Audit”. At the same time, TEC also engaged Deloitte to conduct an independent investigation. The findings of the Verification Audit process were presented to TEC, NZQA and Deloitte on 23 October 2014. Following this presentation we were asked to commence our investigation.
- 2.3 We were provided with a copy of NZQA’s Draft Monitoring Report on 17 December 2014. We requested and received a finalised report from NZQA in May 2015. The review undertaken by NZQA was focussed on educational quality. This report, or any evaluation of it, is outside the scope of our engagement for TEC (as set out below) which focusses on the compliance of Taratahi with TEC’s funding conditions.
- 2.4 The Taratahi campus is located in Masterton, Wairarapa. The institute offers a variety of agricultural based Regional and National Certificates. Taratahi’s campus first originated in 1919 as a training farm for returning soldiers from World War 1. It has been operating under its current model since 1951.
- 2.5 Taratahi owns and manages farms on which the students gain practical experience and has around 50,000 stock units of sheep, beef and deer and also milks 3,250 cows<sup>3</sup>. Taratahi offers full-time and part-time programmes through face-to-face and extramural study. The programmes approved are for durations ranging from twelve to forty weeks. Taratahi also delivers Agriculture in Schools programmes. They have a residential campus near Masterton in the Wairarapa, with non-residential campuses in Northland, Auckland, Waikato, Bay of Plenty, Taranaki, Manawatu, Hawkes Bay and Southland.<sup>4</sup> Taratahi aims to build workforce skills in primary industries through quality education through the demonstration and dissemination of knowledge and skill<sup>5</sup>.

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<sup>3</sup> <http://www.taratahi.ac.nz/about-us>

<sup>4</sup> <http://www.taratahi.ac.nz/about-us>

<sup>5</sup> <http://www.taratahi.ac.nz/getmedia/6b67db4b-a1c2-4a61-a896-5e5bd1eda850/Taratahi-Board-Strategy-V6.pdf/>

## Scope of the Engagement

2.6 TEC engaged us to undertake a review that will determine:

- If all programmes delivered by Taratahi align to/with the relevant NZQA accreditation and have full approval under that process and meet the TEC's funding rules and conditions;
- Whether students are entitled to credits and qualifications received by attending at least 10% or more of the programme and assessed;
- Whether Taratahi delivery of the Programme was aligned with the relevant NZQA accreditation approval and the Buyers funding rules and conditions.
- Whether staff who enrolled in the Programme had already achieved the Programme's objectives prior to enrolment;
- Withheld under OIA section 6(c) ;
- Whether any of the issues discovered by the TEC were an isolated case or endemic within the organisation; and
- The extent, if any to which the Buyer has overfunded the Programme.

2.7 We provided a draft report of our findings on 18 December 2014. We have received feedback on that draft report from Taratahi and we have also undertaken further analysis of one of the qualifications (PC1424). This final report incorporates our further findings and takes into consideration the feedback received from Taratahi.

## Definitions Applied

2.8 Throughout this report we make reference to certain terms applicable to the sector and industry. When possible, we have applied definitions that are set out on the NZQA website<sup>6</sup>. For clarity, the definitions that we have applied in relation to some of those terms are as follows:

- i. **Directed hours:** Direct contact time with teachers and trainers;
- ii. **Self-directed hours:** Time spent in studying and doing assignments and undertaking practical tasks;
- iii. **Learning hours:** Directed hours, self-directed hours and time spent in assessment.
- iv. **Teaching hours:** Learning hours, excluding any self-directed hours.

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<sup>6</sup> <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/>

2.9 As self-directed hours specifically reference “*studying and doing assignments and undertaking practical tasks*”, we have applied a narrow interpretation to what constitutes time spent “*in assessment*”. That is, time spent in assessment clearly cannot include all time that a student spends working on an assessment, such as an assignment or other practical task. Therefore, we have assumed that this simply captures the time spent in assessment with a teacher or trainer where there is necessarily not direct contact, e.g. a test in class, teacher observation of a student demonstrating a skill for an assessment.

## Limitation of this Report

2.10 The terms of this engagement and the scope of the work you have asked us to undertake are different from an audit or a review engagement, and the assurances associated with these reviews are not given. The financial and other information contained in this report have been provided by Taratahi, TEC, NZQA and various Taratahi contractors and students. Our review was based on enquiries, analytical review procedures, interviews and the exercise of judgement. There is, therefore, an unavoidable risk that some material misstatements may remain undiscovered. We reserve the right, but are under no obligation, to review our opinion in the light of any additional information, or changes in assumptions, which become known to us after the date of this report.

## Key Sources of Information

Type	Details
Documents	<ul style="list-style-type: none"> <li>• Dataset submitted by Taratahi to TEC for funding purposes from 2006 – 2014 for the top ten courses by EFTS. This was obtained from TEC</li> <li>• R0482 NZQA Programme Details Document (Level 3 and Level 4)</li> <li>• STEO data for Programmes included in this review</li> <li>• Student Achievement Component and Youth Guarantee Funding Audit Report July 2013 (TEC)</li> <li>• Student enrolment details</li> <li>• Report of External Evaluation and Review 2011 (NZQA)</li> <li>• Verification Audit Report October 2014 (Taratahi)</li> <li>• Level 3 and 4 Timetables provided by Taratahi</li> <li>• NZQA and TEC data relevant to the 90 GFS students interviewed</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Withheld under OIA section 9(2)(a)</li> <li>• Graeme Cahalane (Manager, Monitoring and Crown Ownership, TEC)</li> <li>• Withheld under OIA section 9(2)(a)</li> <li>• Taratahi tutors</li> <li>• Taratahi students</li> </ul>
Interviews with Contractors	<ul style="list-style-type: none"> <li>• Withheld under OIA section 9(2)(a)</li> </ul>

• Withheld under OIA section 9(2)(a)

## 3. Initial Complaint

- 3.1. We were initially advised by TEC that an anonymous complaint had been received alleging that Taratahi staff members had been enrolled in and awarded a qualification without completing the programme. The qualification in question was the National Certificate in Agriculture (General Skills) Level 2 (NC1468). The alleged enrolments apparently occurred at the end of the 2013 calendar year.
- 3.2. We were also provided with a response to the complaint from Taratahi, dated 3 September 2014 (**Appendix B**). We were asked to investigate whether the programme was delivered as approved and funded by the New Zealand Qualifications Authority (“NZQA”) and TEC, and whether there was intent to defraud.
- 3.3. We interviewed ten staff members who were awarded the qualification. We discussed our findings with *Withheld under OIA section 9(2)(a)*

### Complaint Findings

- 3.4. NC1468 is a twelve week fulltime course of study. The programme document sets out a requirement for 420 teaching hours.
- 3.5. We were initially advised by TEC that 28 staff members were enrolled in NC1468 on, or around, October 2013. We were then provided with a list of 19 staff members by Taratahi. After some clarification, Taratahi then provided us with a full list of 67 staff members who enrolled in the programme in 2013.
- 3.6. We have compared this list to the funding data that was provided to us by TEC. We have identified that all 67 of these staff were funded by TEC. The total EFTS consumed was 24.7443 and the amount funded was \$251,543.57 (**Appendix C**).
- 3.7. In the Taratahi letter of 3 September, <sup>Withheld under section 9(2)(a)</sup> advised that *“Taratahi’s approach has been for staff to hold the units they are engaging with learners in”* and *“to do this, it was considered selected staff should enrol...”* in the National Certificate in General Skills programme. It was also pointed out that *“many of the Taratahi staff that were enrolled in this programme were farm or technical staff who have low, and in many cases no, formal qualifications.”*
- 3.8. The letter goes on to state that, *“Classes were held for all learners, which included Taratahi staff. All learners (again including staff but excluding non-completions or withdrawals) submitted assessments for DKO<sup>7</sup> unit standards/courses and were assessed at the end of their enrolment by observation for the practical components of their programme.”* It was also explained that *“All*

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<sup>7</sup> *“Demonstrates Knowledge Of”.*

*staff were informed of the classes they were to attend and attendance occurred. Classes were held, teaching took place and assessments were completed”.*

- 3.9. Taratahi has also accepted, in the 3 September 2014 letter, that some learners were recorded in the wrong funding code and that the thresholds for learners with previous qualifications on the framework were exceeded.
- 3.10. The interviews that we conducted with ten staff members showed that most staff were under the impression that they were required to complete the qualification, although there was a lack of clarity as to who specifically required this. There was a suggestion that perhaps it was a requirement of TEC or NZQA and that they had to hold the unit standards that they taught. They were directed to enrol in the course by their managers, who in turn had been directed by the *Withheld under OIA section 9(2)(a)*.
- 3.11. Staff opinions varied as to how useful the course was. Some saw it as an opportunity to obtain a qualification and felt it was useful. *Withheld under OIA section 6(c)* and others didn't consider it was relevant. One staff member described bringing in their passport in January 2014 (presumably in order for Taratahi to complete the course enrolment requirements) but said that they did not complete the course. One had no idea that he had completed any Taratahi course. Another staff member said that he did not need to do the course, and then began describing some professional development that took place in January 2014. Finally, he accepted that he had actually received the qualification but he had not done any course work.
- 3.12. Although some staff felt it was beneficial to receive the qualification, some already held a higher level relevant qualification so did not consider that they needed a Level 2 National Certificate.
- 3.13. All the Wairarapa based staff members we spoke with, who said they had completed the assessments, described being in a classroom in the Wairarapa campus where they worked on the written assessments. Most took the assessments away with them to complete. The time spent in the classroom varied from a few hours to a whole day. None of these students were observed completing practical assessments during the time set aside for completing the course. Most explained that they were able to be signed off for these because it was known by their fellow tutors that they could do the tasks required.
- 3.14. Taratahi has responded that, for the majority of students, the training and observations conducted to complete the practical assessment scripts were carried out during normal working operations and over a longer period of time. We have not been provided with any further information or evidence to enable us to verify that position.
- 3.15. We also spoke to three staff members who were based outside of the Wairarapa. Their experiences varied. One could not remember a lot of detail but thinks that he may have gone to four classes in Taranaki where he is based. One appears to have taken part in a course that was delivered by Taratahi to students in the Hawkes Bay region over a twelve to thirteen week period. This was apparently just prior to commencing employment with Taratahi. The third described reading through all the material and then completing the assessments “*by correspondence*”.
- 3.16. Most staff interviewed recalled being directed by their managers to complete the training. The Masterton tutors were sent an email from the *Withheld under OIA section 9(2)(a)*, on 20 November 2013. The email stated, “*On Thursday 28<sup>th</sup> and Friday 29<sup>th</sup> of November we have some professional development organised covering motorcycles, quads, tractors and LUV's. There is an*

*expectation that ALL staff will attend these days to cover off these units. Please bring a form of identification, a birth certificate or passport is required. s 9(2)(a) is working on an enrolment pattern for each person so will let you know when we have these. Any queries let me know."*

- 3.17. In the letter of 3 September 2014, s 9(2)(a) refers to classes being held, teaching taking place and assessments being completed. However, the detail that is omitted from that response to TEC is that the teaching only took place over a few hours and the practical assessments were not actually completed at all, they were simply signed off based on the knowledge of the student's ability. When we put this to s 9(2)(a) and s 9(2)(a), this was not disputed. They did however suggest that it would have been more appropriate to have applied a formal recognition of prior learning ("RPL") process. Taratahi has since clarified that as at 3 September 2014, they pointed out that the decision not to apply a formal RPL needed further discussion to achieve clarity and future compliance. These discussions have now occurred and Taratahi accepts that RPL should have been applied to the majority of the training.

## Concluding Comments

- 3.18. Students with some experience of a subject may be "Recognised for Prior Learning", however if this occurs an assessment process is undertaken and the Tertiary Education Organisation ("TEO") cannot claim funding for this portion of their learning. In our opinion, the teaching hours provided to these staff member students fell well short of the hours that were approved and funded.
- 3.19. Withheld under OIA section 6(c)

## 4. Wairarapa Campus Main Programmes

- 4.1 In this section we comment on the review and analysis of the two full time / full year qualifications offered at Taratahi's main campus in Wairarapa. These courses are the Taratahi Certificate in Agriculture Level 3 ("first year programme") and the National Certificate in Agriculture Level 4 ("second year programme"). Both courses are dual qualification offerings. That is, two qualifications are gained through the completion of the units/modules offered, as each year students are also enrolled in a second qualification to complete in conjunction with these primary programmes.
- 4.2 The Taratahi Certificate in Agriculture is advertised as a 40 week programme providing students with the knowledge and skills necessary for a career in either dairy or sheep and beef farming<sup>8</sup>. The modules offered for this qualification are, soils and fertilisers, health and safety, livestock breeding, pastures and plant science, livestock nutrition, fencing, calving, agri-vehicles, agri-chemicals, butchery, chainsaws and mustering.
- 4.3 The National Certificate in Agriculture is a second year full time programme allowing students to spend more time learning on the job while placed on a farm. There is also a theory component delivered by qualified tutors with relevant industry experience. The core competency section includes more understanding of an array of farming practices. The experience and knowledge gained is used to construct a detailed farm report, which is a major component of the qualification. The programme can also be completed extramurally, with Taratahi staff visiting students while in full time employment.

### Programme Requirements

- 4.4 The first year students based at the Wairarapa campus normally enrol in a dual qualification, consisting of TR0802 Taratahi Certificate in Agriculture and NC1509 National Certificate in Farming Skills (Work Ready).
- 4.5 In May 2011, NZQA approved the Taratahi Certificate in Agriculture L3 programme document. The R0482 sets out that the qualification consists of a total of 120 credits to be taught over 40 weeks. There is a total of 1,200 "programme hours", consisting of 25 teaching hours and 5 self-directed hours per week. The STEO details submitted by Taratahi to TEC are consistent with this document. STEO shows that the EFTS value for the course has been set at 1.0.
- 4.6 In February 2010, NZQA approved the National Certificate in Farming Skills (Work Ready) course (NC1509). The programme documentation sets out that the qualification consists of a

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<sup>8</sup> <http://www.taratahi.ac.nz/programmes/taratahi-certificate-in-agriculture>

total of 120 credits. The qualification is to be taught over 32 weeks, consisting of 36 teaching hours and 2 self-directed hours per week. That is, a total of 1,152 teaching hours and 64 self-directed learning hours. The STEO data is also consistent with the approved programme document and records an EFTS value of 1.0.

- 4.7 The National Certificate in Agriculture (NC0986) is the level four qualification offered to second year students at Taratahi. Normally, these students are also enrolled in PC1424 General Farm Skills L3.
- 4.8 The STEO data for NC0986 shows that the qualification was first taught in 2011 and is a 130 credit, 40 week programme. The approved teaching hours are recorded as 320 hours over the forty weeks. In addition, there is a requirement for 680 hours of self-directed learning.
- 4.9 The R0482 details provided to us record one programme as being 28 weeks with 504 teaching hours and 336 self-directed learning hours for a qualification comprised of 70-75 credits. NZQA advise that this course was approved on 20 November 2006. They can confirm that there have been no approved programme changes since 2010. They have explained that this disparity with the STEO data is because for this qualification to be awarded, there are two programmes that may be completed. One of the programmes is the 28 week programme comprising 70-75 credits and the other is a 42 week programme comprising 82-130 credits. STEO only records the qualification data, not the individual programme data.
- 4.10 Taratahi has advised us that they understand a Category 2 change was approved by NZQA in January 2012. They advise that this change has resulted in an 82-130 credit programme with the learning hours that are recorded in the STEO data.
- 4.11 General Farm Skills has an EFTS value of 0.4417. Further details of this programme are set out in Section 6. Two programme changes have been approved in 2014; however STEO data has not been updated to reflect this. The STEO data shows a 53 credit course taught over thirteen weeks with a requirement for 312 teaching hours.
- 4.12 A summary of the STEO data for each of the combined programmes for first years and second years is as follows:

Year One Dual Certificates	STEO Learning Hours	STEO EFTS	STEO credits	STEO teaching weeks
Taratahi Certificate in Agriculture	1200	1.0	120	40
National Certificate in Farming Skills	1216	1.0	120	32
<b>Total</b>	<b>2416</b>	<b>2.0</b>	<b>240</b>	<b>72</b>

Year Two Dual Certificates	STEO Learning Hours	STEO EFTS	STEO credits	STEO teaching weeks
National Certificate in Agriculture	1000	1.0	130	40
Certificate in General Farm Skills	416	0.4417	53	13
<b>Total</b>	<b>1416</b>	<b>1.4417</b>	<b>183</b>	<b>53</b>

- 4.13 There is some overlap of units in each of the programmes. For example, those first year students completing the Sheep & Beef strand will complete 44 credits that are common to both of the qualifications. The following table summarises the learning hours requirements for each

of the combined programmes, based on a student enrolled in the Sheep & Beef strand units and with reference to the tables in paragraph 4.12.

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### Summary of learning requirements for combined programmes

Year One Dual Certificate		
Total credits delivered	201	123 credits for the Taratahi certificate and 78 credits for Farming Skills. 44 cross credits
Required learning hours per EFTS	1208	2416 total learning hours divided by 2 EFTS
EFTS delivered	1.675	201 credits divided by 240 credits multiplied by 2 EFTS
Learning hours required Year One	<b>2,023</b>	1.675 EFTS multiplied by 1,208 hrs
Year Two Dual Certificate		
Total credits delivered	170	130 credits for the L4 certificate and 40 credits for GFS. 5 cross credits
Required learning hours per EFTS	982.17	1415 total learning hours divided by 1.4417 EFTS
EFTS delivered	1.339	170 credits divided by 183 credits multiplied by 1.4417 EFTS
Learning hours required Year Two	<b>1,315</b>	1.339 EFTS multiplied by 982.17 hours

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4.14 The concurrent delivery of these courses raises two concerns from a TEC perspective. The first is that students are enrolled in a course of study that is comprised of more than 1200 learning hours. The second is the question of whether or not the required teaching hours are all being delivered. We consider this second question below.

4.15 In regard to the first concern, the funding rule SAC004/14 states that the *“TEO must not deliver an undergraduate course that requires significantly more than 1,200 learning hours in a year (“accelerated learning”), unless it has approval to do so from the TEC.”* The TEC has no record of any such approval being granted to Taratahi. We understand that since we initially raised this issue, Taratahi has submitted an approval application to the TEC. Taratahi has pointed out to us that this concurrent delivery of qualifications was identified in the audit conducted by TEC in 2013. The report’s key findings include that *“students contemporaneously enrolled in two qualifications in 2012 had a high EFTS funding consumption as reported in the December 2012 SDR. However, as agriculture qualifications are currently subject to the Targeted Review of Qualifications this issue should be resolved once the process is complete with local and national qualifications replaced by New Zealand qualifications.”*<sup>9</sup>

4.16 The recommendations section in the report went on to state that, *“Students are not contemporaneously enrolled in both Level 3 and 4 programmes as this affects the consumption of EFTS funding.”*

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<sup>9</sup> Tertiary Education Commission Audit Report Taratahi Agricultural Training Centre Student Achievement Component and Youth Guarantee Funding 4 July 2013

## What is being delivered?

- 4.17 The fieldwork and analysis that we conducted included interviewing students and teachers and reviewing timetables. This enabled us to form a view as to what is being delivered and how the units are being delivered by the Taratahi tutors. We identified that the first year programme for Taratahi students is a one year programme running for approximately 43 weeks of the year (including five weeks of holidays). It has two intakes, one in January/February and the other July. Although there have been changes to the timetables over the years, the overall delivery of the programmes appears to have been reasonably consistent since at least 2011.
- 4.18 Students are enrolled in both the Taratahi Certificate in Agriculture and National Certificate in Farming Skills (also known as Work Ready) concurrently. Many students and some tutors are not aware that the programme of study consists of two qualifications, although both qualifications are referred to in the 2014 Handbook. The combined programme is generally simply referred to as the “first year programme”.
- 4.19 The Taratahi Certificate in Agriculture students are split between two cohorts, Sheep & Beef and Dairy, dependent on the student’s area of chosen leaning. The Sheep & Beef students spend time on five different farms around the Wairarapa practicing skills learnt on campus and the Dairy students spend time on three farms, including the one situated on campus. The time out on the Taratahi farms is interspersed with days spent completing theory units in the classroom and periods of one to five days working on specific practical units (e.g. fencing or agchem units). There are four theory tutors and a large number of specialist practical tutors who teach these units. Due to the nature of the course content there are minimal self-directed hours to ensure the health and safety of students and employers is maintained.
- 4.20 When the Dairy students are completing time on the farm they will usually complete a two week block of time with only one or two days off. During this period there will be several long days, starting as early as 4am, to participate in milking tasks. Each student will be scheduled on this practical dairy block of time for three to four times throughout the year. As a consequence, the dairy strand students are provided with a significant amount of teaching time over the 43 weeks that are spent on campus.
- 4.21 Tutors also described to us “night classes” that are available for all students on campus on a Tuesday and Thursday from 6pm until 7.30pm. Our understanding is that a tutor will supervise these sessions and the time can be used by students to complete homework or revision or conduct literacy or numeracy testing. One student described them as “*optional evening classes for catch up or assistance with projects*”. Without observing one of these “night classes” it is difficult to assess whether every student had the opportunity to spend the three hours per week in direct contact time with a teacher or if these are more like a supervised homework session that is open for any student completing any qualification to attend. Taratahi is of the view that as these are supervised sessions then they should be included as teaching hours. Based on the discussions we have had to date, our impression is that the students attending do not appear to be in direct contact time with the tutors for most of the session. On this basis, we have allowed 1.5 hours per week of teaching time that students may obtain through interaction with a tutor outside of class time. This may be during a “night class” session.
- 4.22 After analysing the time spent working with all of the tutors, we are of the view that the Dairy students are provided with approximately 1,965 teaching hours in total. This is comprised of 1900.5 hours spent with all the different tutors completing the practical and theory classes, along with 64.5 hours of additional teaching time outside of class. This is 91% of the required teaching time of 2,152 hours for the two first year qualifications. This is before making any

adjustment for units that are cross-credited. After adjusting for the cross-credits, the teaching hours required are 1,802<sup>10</sup>. Therefore we estimate that the delivery of teaching hours for the first year students exceeds the requirement for the 1.675 EFTS programme.

- 4.23 In regard to the requirement for 264 self-directed learning hours (adjusted to 221 hours to account for the cross-credits), students consistently described spending between zero and four hours a week learning in their own time (0 to 172 hours over a 43 week period). The main requirement for self-directed learning seems to be a project for “weeds and grasses”. Other assignments are commonly completed during theory classes. However, it is acknowledged that the students are provided with the opportunity to undertake supervised self-directed learning for three hours per week during the night class sessions.
- 4.24 The Sheep & Beef students do not have as much teaching time as the Dairy students. Through the same analysis process, we calculated that the teaching hours for these students are approximately 1,508 hours. This is 70% of the total required teaching hours or 84% of the requirement once cross-credits are adjusted for<sup>11</sup>. Once again, based on discussions with students and tutors, we are of the view that the delivery of self-directed learning for the Sheep & Beef students is also minimal and is likely to average around one hour a week. Although, these students have the same opportunity to undertake further self-directed learning as the dairy students.
- 4.25 The National Certificate in Agriculture (NC0986) that is delivered to the second years is also split into two strands; Sheep & Beef and Dairy. However this year Taratahi also ran a Deer strand. This course is a half year programme which includes lectures, practical farm skills (engineering, cultivation, sheering and fencing) and farm work sessions followed by work experience in an external farm (not a Taratahi farm) in the second half of the year.
- 4.26 The delivery of the General Farm Skills course appears to be in conjunction with the delivery of NC0986 and the units are not differentiated from a teaching perspective. The second year students spend a lot of time in the first half of the year working on the Taratahi farms. The tutors explained that the second years are not as closely supervised as the first years and they are often assigned various tasks to do that they complete themselves. Depending on the strand, these students will spend between 52 and 60 days on the Taratahi farms and then a further 37 to 44 days with the theory and practical tutors, completing their learning and assessments. This is followed by the completion of the programme in a real working environment, either paid or as work experience, where students are monitored or visited on a regular basis. Taratahi remain in contact with the farmer through phone calls. A Taratahi farm liaison officer will also conduct around three to five visits to the student of approximately two hours duration each.
- 4.27 If it is assumed that the time spent on the Taratahi farms is primarily teaching hours, then we are of the view that the second years complete between 623 and 644 teaching hours in the first half of the year. Some of the time on the Taratahi farms is not direct contact time with tutors, but is time spent conducting unsupervised practical tasks. The calculation of 623 to 644 teaching hours assumes that on the Taratahi farms, six hours a day on average are teaching hours. This is roughly equivalent to the combined teaching hours requirement of 632 for the two programmes that they are enrolled in. It is greater than the 587 hours<sup>12</sup> that is required once cross-credits have been adjusted for. It is not possible for us to assess a breakdown of the time

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<sup>10</sup> 2,152 hours divided by 2 EFTS multiplied by 1.675 EFTS delivered = 1,802 hours

<sup>11</sup> 1,508 divided by 1,802

<sup>12</sup> 632 hours divided by 1.4417 EFTS multiplied by 1.339 EFTS delivered

spent with tutors, so at this point we have assumed the teaching hours requirement has been met. However, we recommend that TEC consider if this delivery is meeting their expectation of teaching hours funded.

- 4.28 The assumption that most of the time spent on Taratahi farms is teaching hours, means that the second half of the year, when the students are working on other farms completing the work experience component, must be used to fulfil the combined requirement of 784 self-directed learning hours (or the adjusted requirement of 728 hours<sup>13</sup>). The farm placements are approximately eighteen weeks in duration. We have not been provided with evidence that enables us to assess if this requirement has been met (although we note that some self-directed learning would have already been completed).
- 4.29 A summary of the learning hours that we have calculated compared to the requirement recorded in STEO and the hours that have been calculated through an “Independent Verification Audit” requested by Taratahi, are set out in **Appendix A**.

## Enrolment and Administration

- 4.30 As part of our review, we inspected 74 enrolment records for the calendar years 2013 and 2014 and noted 38% of this population (28 of the students) had not completed the course they were enrolled in. One reason for this, as noted in our review of the student enrolment files, was that the non-completes were due to behavioural issues. Also, some of the students enrolled in 2014 commenced in July and therefore continued with their study in 2015.
- 4.31 Additionally, our review of the enrolment and administration processes noted no formal attendance records are being kept by the TEO to evidence attendance at classes; however we are aware that as most students stay on campus the office administrator will follow up on a daily basis when the student's absence has been queried by the tutor.
- 4.32 Since we conducted our analysis, Taratahi has advised that the attendance recording process has been improved and attendance records are now kept for all Taratahi programmes.
- 4.33 Overall there is evidence of enrolment records being maintained by Taratahi, albeit we noted 9 of the 74 files reviewed did not contain all essential documentation, such as copies of certified birth certificates or alternative form of identification as set out in Taratahi's internal policies. Taratahi management commented that students request their birth certificates to be returned to use for student funding applications. However they have acknowledged that in these circumstances a copy should be maintained on file. Taratahi noted that they have not reviewed their electronic files for these 9 students and therefore are unable to give further specific feedback.

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<sup>13</sup> 784 hours divided by 1.4417 EFTS multiplied by 1.339 EFTS delivered

## 5. Other Courses

- 5.1 In addition to the main programmes delivered at the Masterton campus to “first year” and “second year” students, there are a variety of other programmes delivered around the country, using various delivery methods.
- 5.2 In this section we discuss our findings on how these programmes are delivered and set out our calculation of the number of teaching hours that apply to each one, based primarily on discussions with tutors and Taratahi staff and reference to contract documents.

### National Certificate in Fencing L3 (NC1465) and National Certificate in Fencing L4 (NC1466)

- 5.3 The National Certificate in Fencing programmes are delivered on behalf of Taratahi by subcontractors, <sup>9(2)(a)</sup>. Originally the programme was delivered at Level 2 & Level 3, but in the last few years Level 4 has also been offered.
- 5.4 The contractors conduct the majority of the recruitment, which is assisted by their relationship with the Fencing Contractors Association. The contract with <sup>9(2)(a)</sup> does not set out Taratahi’s specific requirements regarding teaching or learning hours. The contract does set out that <sup>9(2)(a)</sup> comply with “NZQA Programme Approval and Accreditation Rules”, however there was no further reference to what these are for each programme.
- 5.5 The programme has been tailored to be delivered on the work-site, upskilling the workforce. None of the learning takes place in a classroom. We were advised that originally the teaching was classroom based, but this was not effective. Accordingly, the current teaching methods in the workplace have been used since around 2009. Most of the time that the tutor spends with a student is one-on-one. The tutor explained that students are visited at their place of work approximately once every six weeks. The tutor may visit for one day to conduct an assessment or the visit may last two or three days to enable further learning. We were advised that, as a minimum, four visits will take place during a six month period. The total time to complete the qualification at either level ranges from a minimum of six months through to possibly twelve months or longer, depending on the ability of the student and what they are working on.
- 5.6 The tutors conduct practical demonstrations with the students and go over the units discussing them. The students will take away any written assessments to complete prior to the tutors next visit. The students will also practice the skills required in between visits and the tutors rely on the employers to also provide them with feedback.
- 5.7 In November 2014, we were also provided with data recording the visits made to seven level 3 students enrolled in 2013 or 2014. This showed that for the duration of the course, approximately eight to ten days were spent with each student in total. For all seven students, each visit was for either one or two days duration.

- 5.8 Since November, we have been provided with a more extensive “visit sheet” for approximately 40 students enrolled in 2013 or 2014 who had not completed the programme as at December 2014. The sheet had capacity to enter up to nine visits per student. This sheet showed that the selective data that we received initially was not representative of the wider group of students. For these 40 students, a one day visit occurred on average approximately every 2.5 months, although in practice there may be two or three days concurrently and then no visit for several months.
- 5.9 Based on this information, we have estimated that the teaching hours that are delivered by Taratahi for these two programmes are up to 80 hours for each student. This is based on nine eight hours days spent with the student by the tutor and an additional day in total for phone or email contact.
- 5.10 The NZQA R0482 Programme Details Document sets out that for level 3 there should be a total of 320 teaching hours and 760 self-directed hours delivered over a 40 week programme. Level 4 requires 320 teaching hours and 960 self-directed study hours over 40 weeks. This was approved by NZQA as part of a Type 1 programme change application made by Taratahi on 13 March 2014 (level 4) and on 26 June 2014 (level 3).
- 5.11 The Level 3 programme document describes the delivery mode type as “*face-to-face*” and the delivery method is set out as “*Observation and practice at worksite conducted by independent contract tutors and modular courses. Practical and Theory components delivered one-on-one or group learning as appropriate*”.
- 5.12 The Level 4 programme was first approved on 12 August 2009. The description of the delivery mode and method is similar to the recent Level 3 document. The mode is “*face-to-face delivery on worksite and in modular workshops, self-directed learning and skill practice*”. The method is described as “*Observation and practice at worksite conducted by independent contract tutors, and modular courses. Practical and Theory components delivered one on one or group learning as appropriate*”. The teaching hours are set out as 8 hours per week over 40 teaching weeks.
- 5.13 Taratahi was also required to submit a “STEO” return to TEC in 2009 that included the teaching hours, self-directed learning hours and teaching weeks. The details entered were 8 teaching hours and 19 self-directed learning hours per week for level 3 and 8 teaching hours and 24 self-directed learning hours per week for level 4. Level 3 is over a 40 week period but Level 4 differed from the programme approval document in that it only recorded 34 teaching weeks.
- 5.14 A summary of the requirements and delivery of the teaching hours is set out in the following table:

	Level Three	Level Four
Approved Programme Hours (teaching)	320	320
Teaching hours entered into STEO	320	272
Actual teaching hours recorded in the “Verification Audit”	50	50
Actual teaching hours submitted by Taratahi on 10 April 2015	141	226

Actual teaching hours calculated by Deloitte	80	80
Percentage delivered <sup>14</sup>	25%	29%
Shortfall (teaching hours)	240	192

## National Certificate in Agricultural Contracting (NC5428)

- 5.15 As with fencing, the National Certificate in Agricultural Contracting is delivered to students working on the job by contractors delivering the programme on behalf of Taratahi. Based on our discussions, it appears the delivery has not significantly changed over at least the past six years. Once again, the contract with the contractors that we reviewed make no reference to Taratahi's expectation of teaching and learning hours to be delivered. Instead it requires the contractor to comply with the NZQA Programme Approval and Accreditation Rules. Remuneration is based on the number of credits awarded.
- 5.16 There are several strands to complete so it may take up to two years to progress through all of the units. Some may complete in as little as one year, while a small number are still to complete after a period of five years. Those who are already experienced require minimal training. Assessments are usually scheduled with the employer when the tasks are being carried out so there is a seasonal variation in workload. A lot of the assessments need to be conducted between October and March. The students are also required to complete their theory units in their own time.
- 5.17 The tutor described that if a student was to complete in only one year, they would require monthly visits. A student taking up to two years would be visited less often. The time of the visit will vary from two to three hours through to a full day, depending on what the student is working on.
- 5.18 If the tutor was to spend one full day every month visiting the student or in contact with the student over a two year period, that would result in a total of 168 teaching hours. This is based on 24 seven hour visits/contact. Considering the feedback from the tutor, it would seem that 168 hours would be a generous calculation for many students.
- 5.19 Taratahi was required to submit a "STEO" return to TEC in 2012 that included the teaching hours, self-directed learning hours and teaching weeks. The details entered were 6 teaching hours and 18 self-directed learning hours per week over a 50 week period.
- 5.20 A summary of the requirements and delivery of the teaching hours is set out in the following table:

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<sup>14</sup> Based on Deloitte calculation, the percentage of teaching hours entered into STEO that have been delivered.

Level Three/Four	
Approved Programme Hours (teaching)	300
Teaching hours entered into STEO	300
Actual teaching hours recorded in the "Verification Audit"	156
Actual teaching hours submitted by Taratahi on 10 April 2015	251
Actual teaching hours calculated by Deloitte	168
Percentage delivered <sup>15</sup>	56%
Shortfall calculated by Deloitte (teaching hours)	132

## National Certificate in Horticulture L2 (NC5254), L3 (NC1471) & L4 (NC1014)

- 5.21 In the return data submitted by Taratahi to TEC, the National Certificate in Horticulture Level 3 was delivered to 47.6285 EFTS in 2013. The National Certificates in Horticulture Level 2 & Level 4 were delivered to 1.5833 EFTS and 0.8021 EFTS respectively. Given, the EFTS are much larger in the Level 3 Certificate, we have focused our work on this qualification.
- 5.22 The National Certificate in Horticulture (Level 3) is delivered on behalf of Taratahi by subcontractors, s6(c) (s6(c)). s6(c) then independently contracts to tutors who deliver the programme across different locations around the country such as Auckland, Hamilton, Wellington and Christchurch.
- 5.23 s6(c) is paid to deliver the programme by Taratahi based on the number of credits taught. The contract also requires that s6(c) complies "with the NZQF Programme Approval and Accreditation Rules". However, there is no specific reference in the contract to the number of learning hours that must be delivered. The s6(c) contractors are also paid based on the number of credits achieved by each student.
- 5.24 We interviewed one Auckland based s6(c) contractor, with about 26 students, and one in Hamilton with about 12 students. Key findings of the delivery from the interviews include:
- Students are recruited through s6(c), often through newspaper advertising, and the individual s6(c) contractors generally do not have a relationship with the students before they start teaching them.

<sup>15</sup> Based on Deloitte calculation, the percentage of teaching hours entered into STEO that have been delivered.

- The standard delivery of the face to face teaching component is one tutorial a fortnight (two hours) and one weekend workshop every four weeks (four hours).
- Tutors spend time answering questions and individually emailing students about queries on top of the teaching and assessing time.
- Each session includes a lesson plan to ensure there is structure and learning objectives are being met. An example given of a practical lesson was carrying out a workshop on plant diseases and disorders. This involved going to a student's property with a lifestyle block where the students look for issues, identify what they find and reference these to texts. The class then has a discussion and debrief at the end of the class. Another example is pruning plants in a nursery, and then going back three months later to see the effects and re-prune the same plants.
- The duration of the programme is 12 – 14 months.
- Students generally attend the tutorials and workshops.
- The students often have families and are working part or full time. Some students do the programme to further their job prospects or help with their professional development, but a large proportion is generally interested in improving their gardening skills privately. The programme is free for an individual student to participate in.
- The course notes and study guides are available online for the student to access, and students can submit their assignments online. However, although the tutor prefers everything to be online for administration purposes, some students submit material manually as well.
- Assessments are generally written and can be done online if the student wants. They usually consist of 2 to 3 sentence questions. There are also some more practical projects, for example plant collections with photographs.
- One tutor said the work load was up to 10 hours of study per week in total per student (including teaching and self-directed study). The second tutor said some students would take up to 10 hours for slower learners, but on average it is probably 5 hours per week for brighter students.
- One tutor mentioned that the students found the Taratahi study guide and assessments hard to follow and that the tutors have re-written some of the material themselves.
- There was no contact with Taratahi since they have been delivering the programme, and the contractors contact was with s6(c) . One tutor mentioned one recent attempt at contact by someone at Taratahi in order to sit in on a lesson, which has not happened yet and is unlikely to until the next year. Both tutors were positive about their relationship and contact with s6(c) , and the help they provide to them.

5.25 Based on this information, we have estimated that the teaching hours delivered by Taratahi for this programme is approximately 153.5 hours. This includes 58 hours for tutorials (2 hrs x 29), 64 hours for weekend workshops (4hrs x 16), and 31.5 hours of additional contact time per student (approximately half an hour per tutorial plus half an hour per fortnight for emails or similar<sup>16</sup>). We understand that the delivery of this course has been consistent throughout the period of delivery by s6(c) .

5.26 The NZQA R0482 Programme Details Document dated 12 July 2012 states that the delivery mode is “*distance*”, with the delivery method being “*face to face with scheduled workshops and*

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<sup>16</sup> Half an hour per fortnight per student equates to approximately 6.25 hours per week of tutor time for a class of 25 students

tutorials, but can also be done as a distance programme with online/distance learning.” It sets out that for Level 3 there should be a total of 260 teaching hours and 780 self-directed hours, giving a total learning hours of 1,040, being 106 credits. This is to be delivered over a 52 week period.

- 5.27 Taratahi was also required to submit a “STEO” return to TEC that included the teaching hours, self-directed learning hours and teaching weeks. The details entered were consistent with the NZQA document, being 5 teaching hours and 15 self-directed learning hours per week for level 3. These were over a 52 week period. The Level 3 course was first taught from July 2012.
- 5.28 We have compared the actual delivery of the programme to the hours recorded in STEO. However, Taratahi has pointed out that as the programme document refers to a “distance” delivery mode, there is no requirement for face-to-face contact. Taratahi describes the face to face sessions that do occur as being “an add on” that creates a “blended” delivery.
- 5.29 This distance delivery factor does create some confusion. When the teaching hours submitted by Taratahi into STEO are compared to the teaching hours delivered, there is a shortfall in the delivery of teaching hours of approximately 106.5 hours. That is, only 59% of the required teaching hours are delivered. In addition, there is also a significant shortfall in the requirement for 780 hours of self-directed learning, if the tutor’s estimate of total time commitment by the students of up to ten hours per week is accurate.
- 5.30 However, if it is accepted by TEC that as this programme has been approved to be delivered with a distance delivery mode then there is no requirement to comply with the hours submitted in STEO, then a shortfall cannot have occurred. We recommend that TEC consider what its position is in relation to this issue.
- 5.31 A summary of the requirements and delivery of the teaching hours is set out in the following table:

<b>Level Three</b>	
<b>Approved Programme Hours (teaching)</b>	260
<b>Teaching hours entered into STEO</b>	260
<b>Actual teaching hours recorded in the “Verification Audit”</b>	86
<b>Actual teaching hours submitted by Taratahi on 10 April 2015</b>	333
<b>Actual teaching hours calculated by Deloitte</b>	153.5
<b>Percentage delivered<sup>17</sup></b>	59%
<b>Shortfall calculated by Deloitte (teaching hours)</b>	106.5

<sup>17</sup> Based on Deloitte calculation, the percentage of teaching hours entered into STEO that have been delivered.

## National Certificate in Agriculture Strands L2 (NC1434)

- 5.32 In 2014, this course was only delivered to high school students. For one day a week the school apparently does not receive funding and the students receive training on the Taratahi course. This is conducted one day a week for 23 weeks for six hours a day. The other component of the course is a ten day work experience programme for eight hours a day.
- 5.33 The NZQA R0482 Programme Details Document sets out that there should be a total of 228 teaching hours with 190 self-directed hours delivered.
- 5.34 Taratahi was also required to submit a “STEO” return to TEC in May 2011 that included the teaching hours, self-directed learning hours and teaching weeks. The details entered were 6 teaching hours and 4.5 self-directed learning hours per week over a 38 week period.
- 5.35 If the ten day work experience programme is considered to consist completely of teaching hours, then the total teaching hours delivered for the programme is 218 (23x6 plus 10x8). This is close to the required 228 teaching hours.
- 5.36 In regard to the self-directed learning hours, the feedback from students varied. One said that revision was not encouraged and once the practical was “ticked off” there was no requirement to revisit. In contrast, another described having homework if assignments weren’t finished and several made reference to keeping a diary of their work. Most students described completing a practical assessment at the end of each lesson. However, in our view it is unlikely that the self-directed learning requirement of 190 hours (or 4.5 hours per week) was fully met, considering the feedback from the students and the fact that they were still spending four days a week in school.

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	Level Two
Approved Programme Hours (teaching)	228
Teaching hours entered into STEO	228
Actual teaching hours recorded in the “Verification Audit”	218
Actual teaching hours submitted by Taratahi	218
Actual teaching hours calculated by Deloitte	218
Percentage delivered <sup>18</sup>	96%
Shortfall (teaching hours)	10

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<sup>18</sup> Based on Deloitte calculation, the percentage of teaching hours entered into STEO that have been delivered.

## Certificate in Rural Leadership (PC9539)

- 5.37 The Certificate in Rural Leadership is delivered around the country by tutors who contract independently to Taratahi. It seems that the delivery of the programme has been consistent since its inception.
- 5.38 Despite the diversity in delivery locations, the teaching time appears to be consistent across the board, in that nine five hour workshops (or equivalent, e.g. eighteen 2.5 hr workshops) are held during which the material is taught. The students are usually in employment and assessments are handed out for the students to complete prior to attending the next class. One of the assessments is described as being quite arduous but apparently most can be completed within two hours. Some of the assessments are conducted in the workplace and employers or colleagues are used to attest to their completion. Most tutors also make themselves available before or after class and by email.
- 5.39 The NZQA R0482 Programme Details Document sets out that there should be a total of 240 teaching hours with 320 self-directed hours delivered over a 40 week programme. This was originally a 53-55 credit programme, but following a category 1 change in May 2012 this reduced to 52 credits.
- 5.40 The R0482 describes the delivery mode type as “*face-to-face*” and the delivery method is set out as “*Classroom discussion and participation*”
- 5.41 Taratahi was also required to submit a “STEO” return to TEC. The details entered were 6 teaching hours and 6 self-directed learning hours per week, along with 2 hours per week work experience. This was for a 38 week teaching period.
- 5.42 We understand that the tutors are contracted to deliver 45 teaching hours, which is consistent with the feedback we received from tutors and students. Even if an additional hour per session is allowed for, an additional nine hours still results in a total of approximately 54 teaching hours. This is a shortfall of 186 teaching hours from the total required.
- 5.43 A summary of the requirements and delivery of the teaching hours is set out in the following table

	Level Three
Approved Programme Hours (teaching)	240
Teaching hours entered into STEO	228
Actual teaching hours recorded in the “Verification Audit”	45
Actual teaching hours submitted by Taratahi	122

Actual teaching hours calculated by Deloitte	54
Percentage delivered <sup>19</sup>	24%
Shortfall calculated by Deloitte (teaching hours)	174

## National Certificate in Equine (Stable Procedures) L3 (NC0654)

- 5.44 The National Certificate in Equine is delivered by the contractor <sup>s6(c)</sup> . The students are concurrently enrolled in the Certificate in General Farm Skills (PC1424).
- 5.45 The students spend four days a week at the <sup>s6(c)</sup> and then one day a week at Taratahi's Masterton campus to complete the General Farm Skills component of the qualification. The <sup>s6(c)</sup> programme runs for 32 weeks and is comprised of four x eight hour days each week. Part of that time is used for completing the theory units, although students are expected to complete some research and work on assessments in their own time.
- 5.46 The General Farm Skills is taught by Taratahi staff and is generally run over 32 seven hour days.
- 5.47 The NZQA R0482 Programme Details Document sets out that for NC0654 the programme requires 960 teaching hours with 64 self-directed hours delivered over a 32 week programme. This was approved by NZQA programme accreditation application on 23 December 2011.
- 5.48 The delivery mode type is described as “*face-to-face*” and the delivery method is set out as “*Classroom face to face. Technical face to face. Practical face to face. Some self-directed study and assignment/assessment time*”
- 5.49 Taratahi was also required to submit a “STEO” return to TEC. The details entered were 30 teaching hours and 2 self-directed learning hours per week over a 32 week period. This shows that the course was first taught from 31 January 2012.
- 5.50 The 32 week <sup>s6(c)</sup> programme delivers approximately 1024 teaching hours, which is in excess of the 960 hour requirement. However, there is an under-delivery of teaching hours for the General Farm Skills programme with approximately 224 teaching hours delivered. This is 72% of the 312 hours required up until the Type 2 change that was approved by NZQA in October 2014.
- 5.51 A summary of the requirements and delivery of the teaching hours is set out in the following table

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<sup>19</sup> Based on Deloitte calculation, the percentage of teaching hours entered into STEO that have been delivered.

Level Three	
Approved Programme Hours (teaching)	960
Teaching hours entered into STEO	960
Actual teaching hours submitted by Taratahi	1,024
Actual teaching hours calculated by Deloitte	1,024
Percentage delivered	107%
Shortfall (teaching hours)	0

## Other Programmes

5.52 The remaining programmes delivered by Taratahi that are not referred to in this report are primarily delivered to minimal EFTS, that is, less than 5 per year each. The only exceptions to this are the National Certificate in Agriculture (Introductory Skills) (Level 2) (NC1433) and the National Certificate in Agriculture (General Skills) (Level 2) (NC1468).

5.53 The reason that these two programmes were not assessed is that there are multiple intakes right throughout the year (approximately 15-20) and around the country. The two programmes are sometimes run together as the “Introduction to Farming Programme”. Not unlike the Certificate in General Farm Skills programme (see section 6), we formed a view that the delivery was so diverse that it would take considerable time to try and assess the delivery for all of the students. Therefore, we have not investigated these two programmes.

## Summary

5.54 In this section, we reviewed seven programmes and highlighted six programmes where there has been an under-delivery (in five cases material under delivery) of teaching hours. A summary of these seven programmes is set out in the following table:

Programme	NZQA code	Teaching hours <sup>20</sup>	Assessed teaching hours	Shortfall	% of required teaching hrs delivered
Certificate in Rural Leadership	PC9539	228	54	174	24%

<sup>20</sup> As set out in the STEO TEC database

<b>NC in Fencing (Level 3)</b>	NC1465	320	80	240	25%
<b>NC in Fencing (Level 4)</b>	NC1466	272	80	192	29%
<b>NC in Agriculture Strands (L2)</b>	NC1434	228	218	10	96%
<b>NC Agricultural Contracting</b>	NC5428	300	168	132	56%
<b>NC in Horticulture (Level 3)</b>	NC1471	260	153.5	106.5	59%
<b>NC in Equine (L3)</b>	NC0654	960	1024	n/a	107%

## 6. General Farm Skills (PC1424)

- 6.1 The Certificate in General Farm Skills (“GFS”) is advertised by Taratahi as a “free of cost”<sup>21</sup> Level 3 qualification run over 12 or 13 weeks or over 32 weeks. The 12 to 13 week qualification forms part of one of the dual qualification courses<sup>22</sup> offered by Taratahi and also as a stand-alone course, whereas the 32 week offering is run as part of the National Certificate in Equine qualification. It is offered at 8 locations (Wairarapa, Northland, Waikato, Taranaki, Manawatu, Hawkes Bay and Auckland). The programme is designed to up-skill people from all walks of life to learn general agricultural and horticultural skills that will enable students to advance in a current job, open up other work opportunities, and/or lead to higher vocational or full time training or study<sup>23</sup>.
- 6.2 When initially reviewing the delivery of this course we identified that there appeared to be students enrolling to complete just some of the unit standards, rather than all of the credits required for the completion of a Certificate. We focussed our investigation on understanding how this course was delivered and reported our initial findings to TEC. TEC requested that we undertake further analysis in April 2015. We set out the findings from all of the work that we undertook in this section.

### Qualification requirements

- 6.3 The qualification consists of a compulsory module in health and safety, and then a range of modules students can choose from, specialising in stock knowledge and handling, agricultural vehicles, fencing, chainsaws, agrichemicals, equine or driving.
- 6.4 The 2009 programme document sets out a requirement for 416 learning hours, comprised of 312 teaching hours and 104 self-directed hours. This made up the 53 credit programme. This is consistent with the data that was entered into the TEC database “STEO”, by Taratahi.
- 6.5 In March 2014, NZQA approved a Type 2 change to the Certificate in General Farm Skills Level 3 programme documents. Following this change, the qualification consisted of a minimum of 43 credits with a total of 520 “study hours”. The R0482 sets out that the qualification is to be taught over 13 weeks, with total “programme hours” of 416, consisting of 24 teaching hours and 8 self-directed hours per week over the 13 week period. Therefore, the total teaching hours requirement remained as 312 hours, however the number of credits required for the qualification reduced.

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<sup>21</sup> <http://www.taratahi.ac.nz/programmes/certificate-in-general-farm-skills>

<sup>22</sup> Taratahi Certificate in Agriculture, National Certificate in Equine L3 (Stable Procedures) and certificate in General Farm Skills

<sup>23</sup> <http://www.taratahi.ac.nz/programmes/certificate-in-general-farm-skills>

- 6.6 Another Type 2 change was approved by the NZQA for this course in October 2014. The programme overview section in the updated R0482 document shows that the qualification now consists of 44 credits, however page five of the R0482 refers to the qualification having 43-68 credits. The overview also refers to 440 “study hours” being taught over 13 weeks, however no total “programme hours” or break down of teaching or self-directed hours per week are recorded in this latest R0482. The October 2014 R0482 is also the first one to refer to part-time delivery. In the “Delivery Method” section it states “Part-time – is delivered in the same way over a longer period of time”.
- 6.7 At the time of conducting our field work, the STEO database had not been updated by Taratahi for these Type 2 changes, so TEC data continues to record a 53 credit programme with 416 learning hours with an EFTS value set at 0.4417 EFTS.
- 6.8 A comparison of the three sources of data is summarised in the following table:

<b>PC1424 Certificate in GFS L3</b>	<b>Total study hours</b>	<b>Learning hours</b>	<b>Duration</b>	<b>Teaching hours</b>	<b>Credits</b>
<b>STEO</b>	n/a	416	13 weeks	312	53
<b>March 2014 R0482</b>	520	416	13 weeks	312	43
<b>October 2014 R0482</b>	440	Not provided	13 weeks	Not provided	44

- 6.9 Taratahi noted the second type two change was requested on 29 September 2014 to update the programme document to align with the delivery analysis as part of its Verification Audit. When discussing the 10 credit difference (53 less 43) between the March 2014 approval and the STEO with Taratahi, we were advised that the 53 credits is an average of actual credits that may be awarded as part of this qualification. Due to the nature of the qualification, where students can mix and match modules offered to meet their needs, Taratahi maintain they strive to ensure a minimum of 43 credits has been achieved however a student may take up to 68 credits to obtain the qualification.

## Actual Delivery

- 6.10 Taratahi offers the GFS qualification using a blended delivery mode. Either as part of a full year dual qualification or as selected modules over an undetermined period of time. As set out above, Taratahi advertises that the course is available in eight locations throughout New Zealand. Taratahi also offer students the option of tutor contractors delivering modules of the GFS to students at their work place, similar to the Primary ITO courses offered by Taratahi.
- 6.11 As referred to in section 4, the GFS qualification is delivered to the second year students on the Wairarapa campus. These students will select the units that align to their area of speciality, i.e.: Sheep and Beef, Dairy, Deer or Equine. The qualification is then taught along with the Level 4 programme and we have not attempted to separately identify the teaching hours delivered for

GFS. The delivery of both qualifications is discussed in further detail in paragraph 4.11 and 4.12.

- 6.12 The other dual delivery of GFS at the Wairarapa campus is in conjunction with the National Certificate in Equine (NC0654). As we described in paragraphs 5.44 to 5.51, the delivery of this programme for one day a week over 32 weeks equates to approximately 224 teaching hours. This is 88 hours less than the teaching hours in STEO.
- 6.13 The third mode of delivery is at the main campus in evenings or weekends, at a remote site or as an “in work place” offering at an employer’s worksite. The delivery is either by Taratahi staff or one of five contractors. At the time that we conducted our field work, none of the five contractors were approved by NZQA. We understand that this is now pending approval.
- 6.14 Interviews with Taratahi management, staff, contractors and students suggested that some of the students enrolled into this third mode may only complete specific modules/units. This may be to meet employer’s requirements to ensure that ACC / insurance and now the incoming Health and Safety legislative requirements are met. Alternatively, it may be to meet the needs or interests of owners of lifestyle blocks or others in the rural community.
- 6.15 We initially spoke to ten students who were enrolled in GFS. Of these ten, three were unaware that they had completed a Taratahi course or programme. Despite this, we sighted the enrolment forms for these students.
- 6.16 Of the remaining seven, two described the course they attended as being arranged by their employer and one referred to seeing a flyer in a chainsaw shop. Five of the seven stated that the module duration was between one day and two weeks. Further analysis of these five students and the three who were unaware they had undertaken a Taratahi programme (based on the TEC funding data) shows:

NSN	Year	No. of units completed	No. of EFTS funded	Total amount funded (\$)	Duration (per student)	Comment
s9(2)(a)	2013	5	0.1583	\$1,636.61	Not aware undertaken	Completed the quad units only
s9(2)(a)	2013	2	0.0834	\$862.19	1 Day	s6(c)
s9(2)(a)	2013	9	0.2917	\$3,015.59	2 weeks	
s9(2)(a)	2013	14	0.4247	\$4,350.59	1 Day	Booked by Employer
s9(2)(a)	2013	12	0.425	\$4,393.65	3 Days	3 courses run on weekends
s9(2)(a)	2014	2	0.0834	\$862.19	Not aware undertaken	Two agricultural units
s9(2)(a)	2014	2	0.1084	\$1,120.64	Not aware undertaken	Two chainsaw units
s9(2)(a)	2013	14	0.4832	\$4,995.32	1 Day	Flyer in chainsaw shop

- 6.17 This analysis is concerning. It indicates that some students are enrolling in the Certificate but are only completing part of the qualification. It also suggests that in some cases the qualification is being completed and fully funded but the teaching hours are significantly under-delivered.
- 6.18 Taratahi management advised us that they actively follow up and encourage students to complete the qualification. They provided us with a spreadsheet that is used for this purpose. This spreadsheet has records for students enrolled in GFS since 2012. The following table summarises the information recorded by Taratahi in this spreadsheet:

Certificate in General Farm Skills - Taratahi Data			
	2012	2013	2014
Total Enrolments	712	554	645
Total Completions	417	211	72
Completion Rate	59%	38%	11%
Enrolments with <20 credits completed	82	90	164
Rate of enrolments with <20 credits completed	12%	16%	25%

- 6.19 Withheld under section 6(c) of the OIA

- 6.20 TEC was concerned at the initial indications of under-delivery from our preliminary analysis and they instructed us to undertake telephone interviews with a random sample of another 90 students who were enrolled in the GFS qualification in 2013 or 2014. TEC advised us that a sample of this size would provide a 95% confidence level (with a 10% margin of error).
- 6.21 We prepared an interview question sheet as a template guideline (**Appendix D**) and undertook the 90 interviews over a two week period during April 2015. The template guideline was used to prompt the interviewer to cover a range of areas that we wanted to understand, however it was not used as a script. In some cases we obtained a lot of relevant information simply by asking “*Could you please tell us about the course?*” The interview included questions about the duration of the course (including the number of learning hours), the type of learning undertaken, the types of assessments, the purpose of undertaking the course, where the course was held, relationship with other participants, awareness of the GFS qualification and how the student came to do the course.
- 6.22 We prepared interview notes for every student as the interviews took place. Following discussion with TEC, we have prepared a summary document (**Appendix E**) of the information that is most relevant for determining whether or not the funding provided by TEC was appropriate for the learning that was delivered by Taratahi. Personal details about each student have been withheld. This summary also includes data provided by TEC and NZQA.
- 6.23 As this analysis was conducted at a student level, in most cases we were able to estimate both the teaching hours and the self-directed learning hours that were completed by each student. We acknowledge that the recollection of each student may not always be completely accurate, however we found that most students were able to respond to our questions in some detail. We are of the view that overall the responses provided are indicative of their experience, given that the events took place between six months and two and a half years prior to our interviews.

- 6.24 We found that a large number of students described completing a “course” that was arranged by their employer and was typically one day in duration. Some had completed more than one “course” while others had no need to undertake any further training. When we compared the learning hours described to us to the funding that was provided to Taratahi, in most cases it appeared that over-funding had occurred.
  
- 6.25 Accordingly, we conducted some further analysis of the funding per learning hour for each student. Commonly, funding of 1 EFTS will correlate to the delivery of approximately 1200 learning hours. However, for the GFS qualification, 1 EFTS of funding aligns to 941.8 learning hours<sup>24</sup>, on the basis that the qualification is sized as 0.4417 EFTS and the learning hours recorded in STEO are 416.
  
- 6.26 Using this basis, specifically that the expectation of TEC would be that 941.8 learning hours would be provided per EFTS, we calculated the teaching hours per EFTS delivered for our sample of 90 students. Some students were able to recollect the start and finish times of one day courses. If they were able to do so we used this data and if they were not able to do so we assumed that a one day course lasted for eight hours.
  
- 6.27 We found that eight students could not differentiate the time spent on the GFS qualification from other study that they were completing. There were also two students who did not recall completing any study at Taratahi and one student who could not recall how many one day courses he had completed. Of the remaining 79 students, we calculated our best case estimate of the learning hours described to us by the student (e.g. if their recollection was a duration of one or two days we assumed two days). We were then able to calculate the learning hours per EFTS funded for each student and compare this to the requirement of this programme (of 941.8 learning hours per EFTS). We found that 94% of these students had completed less than 70% of the learning hours (per EFTS) required. We summarise these findings in the following table:

<b>% of hours required (up to)</b>	<b>No. of students</b>	<b>% of total students</b>	<b>Cumulative %age</b>
5%	11	14%	14%
10%	27	34%	48%
20%	25	32%	80%
35%	4	5%	85%
50%	5	6%	91%
60%	1	1%	92%
70%	1	1%	94%
85%	1	1%	95%
100%	1	1%	96%
More than 100%	3	4%	100%
<b>Total</b>	<b>79</b>		

6.28 The summary document (Appendix E) was provided to Taratahi for comment, seeking an explanation of the difference between the number of learning hours and the amount of funding claimed. While our estimates of the learning hours for each student were noted, they were not accepted by Taratahi. There was however no evidence provided to us that suggests the recollection of the students was materially inaccurate.

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<sup>24</sup> 416 learning hours divided by 0.4417 EFTS

- 6.29 Taratahi's response to the disparity between the delivery of learning hours and the funding claimed was set out in a document dated 30 April 2015, which stated, "*Taratahi has maintained throughout its response to TEC and Deloitte that the focus of delivery has always been on training, assessing and ensuring learners are at the appropriate level of competency to meet qualification requirements ... We recognise there has been under delivery in areas of this programme, i.e. when it has been delivered by a third party as a part time programme. We acknowledge that the actual programme hours have not met the requirement as stipulated in programme documentation in these cases. We acknowledge that inadequate monitoring of these relationships has resulted in this under delivery.*"
- 6.30 In this response, Taratahi go on to say that "*This programme is not a short course, it can be, and is, completed on a modular basis over a longer period of time (as a part-time student). Students will prioritise the modules and pace of learning to their own circumstances, Taratahi enrolls students into GFS with the expectation that they will complete the qualification.*"
- 6.31 However, Taratahi's explanation is inconsistent with the intention of many of the students who we spoke to. Some of the students were not even aware of the General Farm Skills qualification (albeit they were enrolled). Others were aware that they could complete other "courses" but had no intention to do so. In some cases they had a particular interest in the course or module that they had completed and didn't see other modules as relevant. In other cases the course or courses had been arranged by their employer and they had only been required to complete this specific training, often for health and safety reasons. At least 30% of the students we interviewed said that they were not aware of the GFS qualification or that they had no intention of completing it.
- 6.32 General Farm Skills is the largest programme delivered by Taratahi, based on the number of EFTS delivered. In 2013 funding of \$1,781,002 was received by Taratahi for the delivery of GFS to 172.50 EFTS<sup>25</sup>. This was approximately 23% of the total TEC funding Taratahi received in the 2013 year.
- 6.33 The under-delivery of the GFS programme is a material issue for Taratahi. Based on the interviews and analysis that we have undertaken, it is our view that the majority of the students enrolled on this programme did not intend to undertake a 416 learning hours programme of study. Instead, their impression was that they were undertaking training in the form of one or multiple one day courses. The courses were relevant to either their employment or their personal interests. In undertaking these courses, students were assessed for unit standards required for the GFS qualification. Funding was then claimed by Taratahi, based on the credits and unit standards submitted. The actual learning hours delivered was not considered or monitored. This has led to a significant under-delivery of teaching and learning hours.

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<sup>25</sup> Based on data provided to us by TEC

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## **Appendix A**

### **Summary of teaching hours**



## **Appendix B**

**Letter from** Withheld under s9(2)(a) of the OIA **to Tim Fowler,**  
**dated 3 September 2014**

3 September 2014

Mr Tim Fowler  
Chief Executive  
Tertiary Education Commission - Te Amorangi Matauranga Matua  
PO Box 27048  
Wellington 6141

Dear Tim

**Re: National Certificate in Agriculture (General Skills) Programme: Enrolment of Taratahi staff  
File Reference: A872303**

Thank you for your letter dated 25 August 2014 advising us that TEC had received information about Taratahi staff that were enrolled in the National Certificate in Agriculture (General Skills) level 2 programme.

This information suggested that:

- staff had not attended any classes
- staff received recognition of prior learning (RPL)
- full TEC funding was claimed
- a significant number of staff were enrolled in the programme.

The letter also highlighted that:

- as a level 2 foundation course, learners are to have little to no prior qualifications at point of enrolment (threshold of 30% not to be exceeded for learners with level 2 or higher qualifications)
- 40 contestable EFTS were to be delivered in the Taranaki district.

#### **Background information about Taratahi staff enrolled in abovementioned programme**

- Taratahi's approach has been for staff to hold the units they are engaging with learners in and undertaking assessments for.
- To do this, it was considered that selected staff should enrol in the abovementioned programme. This would assist staff in ensuring they had the relevant knowledge and skills and, in many situations, enable staff to hold a specific qualification at any level for the first time.
- Many of the Taratahi staff that were enrolled in this programme were farm or technical staff who have low, and in many cases no, formal qualifications.
- In 2013 Taratahi took over the management of four new farm properties. As a result, a significant number of additional staff commenced their employment with Taratahi. These staff need to demonstrate best practice when dealing with stock, vehicles and agrichemicals, among



other things, which the National Certificate in Agriculture (General Skills) covers.

- The majority of staff enrolled in the programme had been employed at Taratahi for less than 18 months.
- None of the staff that were enrolled in the programme held any of the units/ courses that they were enrolled in at the commencement of their study. Within the unit standards/ courses contained in the programme of study there are a number of pre-requisites that are taught and assessed. These must be completed before the learner can be assessed in the practical skills.

### Response to specific issues raised in your letter

#### 1. Staff had not attended any classes

- Classes were held for all learners, which included Taratahi staff. All learners (again including staff but excluding non-completions or withdrawals) submitted assessments for DKO unit standards/courses and were assessed at the end of their enrolment by observation for the practical components of their programme.
- Learners were often assessed in a work-related task environment. In other situations, the assessment was a culmination of observations over the length of the programme. The majority of training and assessment occurred in December when traditionally, there are lower student numbers within the organisation.

#### 2. Staff received recognition of prior learning (RPL)

- All staff were informed of the classes they were to attend and attendance occurred. Classes were held, teaching took place and assessments were completed.
- Taratahi staff that were enrolled in this programme came with varying degrees of skills and knowledge.
- Some of the units/courses had prerequisites that were required to be completed before practical assessment could occur. Support for completing these assessments was given.
- Some staff underwent specific training to increase their practical skills to reach the required level of the programme outcomes. Others increased their skills through continued practice during their course of study or while they were engaged in employment with Taratahi.

The decision not to apply a formal RPL process for these learners is one that needs to be discussed with TEC. Taratahi recognises that it could be considered that RPL applies to a proportion of this training.

#### 3. Full TEC funding was claimed

- Taratahi acknowledges that full TEC funding did occur.
- This occurred due to staff not being put through an official RPL process.

As mentioned above, the validity of this approach does require further discussion.

#### 4. A significant number of staff were enrolled in the programme

- Staff that were engaged in this programme made up 14% (5.9 EFTS) of total 40 contestable EFTS.
- Our analysis also identified that staff consumed 15 EFTS of the total 50 non-contestable level 2 EFTS delivered by Taratahi during 2013.

#### 5. As a level 2 foundation course, learners have little to no prior qualifications at point of enrolment (threshold of 30% not to be exceeded for learners with level 2 or higher qualifications)

- An investigation conducted as part of our response to your letter has identified that:



- 40% of all level 2 learners held a level 2 qualification or greater at the time of enrolment. This is 10% greater than the 30% threshold.
  - when only staff enrolments were reviewed, it was identified that 38% had a level 2 or higher qualification on the framework.
  - Many staff that were enrolled in the programme were farming practitioners prior to their employment with Taratahi with few formal qualifications. This was the rationale for enrolling these staff in this programme.
6. Taratahi committed to deliver 40 EFTS in the Taranaki district
- A review of our records has identified that five staff were incorrectly enrolled in code 25 (contestable level 2 EFTS). These staff should have been enrolled in code 26 (non-contestable level 2 EFTS).
  - These learners were all staff from other regions (non Taranaki) and consumed 1.87 EFTS.

In addition, our analysis also identified that:

- students from the Wanganui region, which our Taranaki office is responsible for and delivered the education to, were recorded as code 25. These students should have been recorded to code 26. These students consumed 2.96 EFTS.
- some EFTS rollover from 2013 to 2014 has occurred due to some learner programmes of study spanning a calendar year. This issue is being corrected in our 2014 SDR data.

## Summary

Since receiving your letter Taratahi has reviewed its level 2 enrolment data for the 2013 and 2014 years. This analysis has identified that:

- some learners were recorded in the wrong funding code
- Taratahi exceeded thresholds for learners with previous qualifications on the framework studying at level 2.

The issue of RPL for staff is one that Taratahi considers has a degree of interpretation. We welcome the opportunity to work with you to establish an agreed understanding for addressing this issue and clarity to ensure future compliance.

I can give an assurance to the TEC that where errors have occurred, these will not reoccur due to the improved monitoring, additional reporting and increased management and Board oversight we have put in place. This includes the following specific actions:

- Ensuring our recently appointed senior academic registry position has a clear mandate to monitor and confirm adherence to funding rules.
- Ensuring there is clear, consistent understanding of the funding rules amongst staff at all levels in the organisation.
- The Taratahi Board receiving more detailed reporting about TEC funding rule compliance.

I am happy to provide additional information about these, and other, process changes we have put in place to ensure a situation like this one does not occur in the future.

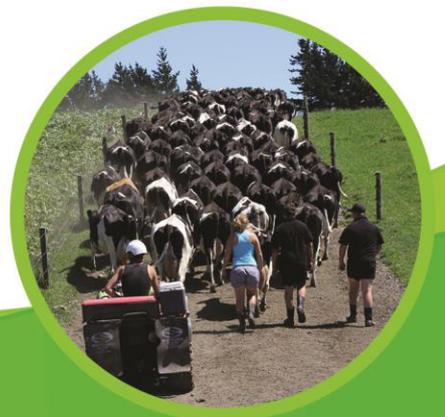


I look forward to working with you to agree an approach for addressing the issues raised in this letter.

Yours sincerely

Withheld under s9(2)(a) of the OIA

Withheld under s9(2)(a) of  
OIA



## **Appendix C**

**Taratahi staff funded for NC 1468**

Staff Members enrolled in NC1468 in 2013

NSN	Sum of EFTS Consumed (NC1468)	Funding (NC1468)	Start date (NC1468)	End date (NC1468)	Other courses	Sum of EFTS Consumed (Other)	Funding (Other)	Start date (Other)	End date (Other)
Withheld under s9(2)(a) of OIA	0.0583	\$ 571.34	1/03/2013	1/09/2013	n/a				
	0.3998	\$ 3,918.04	8/10/2013	31/12/2013	PC1424	0.1584	\$ 1,637.54	1/03/2013	31/12/2013
	0.3998	\$ 3,918.04	8/10/2013	31/12/2013	n/a				
	0.3166	\$ 3,273.01	1/10/2013	24/12/2013	n/a				
	0.3998	\$ 3,918.04	8/10/2013	31/12/2013	PC1424	0.0834	\$ 862.19	1/09/2013	31/12/2013
	0.3999	\$ 4,134.17	8/10/2013	31/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	PC1424	0.0834	\$ 862.19	1/09/2013	31/12/2013
	0.3582	\$ 3,703.07	8/10/2013	31/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	n/a				
	0.5248	\$ 5,425.38	8/10/2013	31/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	n/a				
	0.3501	\$ 3,619.33	1/10/2013	24/12/2013	n/a				
	0.4332	\$ 4,478.42	8/10/2013	31/12/2013	n/a				
	0.1917	\$ 1,981.79	1/10/2013	24/12/2013	n/a				
	0.3834	\$ 3,963.59	1/10/2013	24/12/2013	n/a				
	0.4415	\$ 4,564.23	8/10/2013	31/12/2013	n/a				
	0.3415	\$ 3,530.43	8/10/2013	31/12/2013	PC1424	0.0667	\$ 689.54	1/07/2013	31/12/2013
	0.4582	\$ 4,736.87	8/10/2013	31/12/2013	n/a				
	0.4083	\$ 4,221.01	8/10/2013	31/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	n/a				
	0.3167	\$ 3,274.04	8/10/2013	31/12/2013	n/a				
	0.3584	\$ 3,512.32	1/10/2013	24/12/2013	n/a				
	0.3665	\$ 3,788.88	8/10/2013	31/12/2013	NC1188	0.2226	\$ -	2/10/2012	4/06/2013
	0.3832	\$ 3,961.52	8/10/2013	31/12/2013	NC0986	0.1417	\$ -	1/05/2013	31/03/2014
	0.3584	\$ 3,705.14	1/10/2013	24/12/2013	n/a				
	0.4000	\$ 3,920.00	1/10/2013	24/12/2013	n/a				
	0.4415	\$ 4,564.23	8/10/2013	31/12/2013	PC1424	0.0834	\$ 862.19	1/11/2013	31/12/2013
	0.4334	\$ 4,480.49	1/10/2013	24/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	n/a				
	0.2917	\$ 2,858.66	6/06/2013	30/08/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	n/a				
	0.4499	\$ 4,651.07	8/10/2013	31/12/2013	n/a				
	0.4000	\$ 3,920.00	1/10/2013	24/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	n/a				
	0.3834	\$ 3,963.59	1/10/2013	24/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2012	n/a				
	0.3167	\$ 3,274.04	1/10/2013	24/12/2013	n/a				
	0.1917	\$ 1,981.79	1/10/2013	24/12/2013	n/a				
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	PC9539 & PC1424	0.5168	\$ 5,342.68	22/02/2013	31/12/2013
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	NC0986	0.0583	\$ -	18/04/2013	12/12/2013
	0.3498	\$ 3,428.04	1/10/2013	24/12/2013	n/a				
	0.3834	\$ 3,963.59	1/10/2013	24/12/2013	n/a				
	0.3499	\$ 3,617.27	8/10/2013	31/12/2013	PC1424	0.4833	\$ 4,996.36	1/10/2013	31/12/2014
	0.3917	\$ 3,838.66	1/10/2013	24/12/2013	n/a				
	0.3667	\$ 3,593.66	1/10/2013	24/12/2013	n/a				
	0.3083	\$ 3,021.34	1/10/2013	24/12/2013	n/a				
	0.3832	\$ 3,961.52	8/10/2013	31/12/2013	PC9539 & PC1424	0.9167	\$ 9,476.84	1/08/2013	31/12/2013
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	PC1424	0.0834	\$ 862.19	1/11/2013	31/12/2013
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	n/a				
	0.2416	\$ 2,367.68	1/10/2013	24/12/2013	n/a				
	0.4000	\$ 3,920.00	1/10/2013	24/12/2013	n/a				
	0.3582	\$ 3,510.36	1/10/2013	24/12/2013	n/a				
	0.275	\$ 2,695.00	1/10/2013	24/12/2013	n/a				
	0.3582	\$ 3,510.36	1/10/2013	24/12/2013	n/a				
	0.3582	\$ 3,510.36	1/10/2013	24/12/2013	n/a				
	0.3582	\$ 3,703.07	8/10/2013	31/12/2013	NC0986	0.3584	\$ -	18/04/2013	12/12/2013
	0.3667	\$ 3,790.94	1/10/2013	24/12/2013	n/a				
	0.3833	\$ 3,756.34	1/10/2013	24/12/2013	n/a				
	0.3834	\$ 3,963.59	8/10/2013	31/12/2013	PC9539 & PC1424	0.5168	\$ 5,342.68	1/01/2013	31/12/2014
	0.2916	\$ 2,857.68	25/11/2013	7/03/2014	n/a				
	0.3667	\$ 3,593.66	1/10/2013	24/12/2013	n/a				
	0.3834	\$ 3,757.32	1/10/2013	24/12/2013	n/a				
	0.3833	\$ 3,756.34	1/10/2013	24/12/2013	PC1424	0.0834	\$ 862.19	1/03/2014	31/12/2014
	0.3998	\$ 4,133.13	8/10/2013	31/12/2013	NC1188 & NC0986	0.9384	\$ -	21/02/2013	2/09/2014
	0.3582	\$ 3,703.07	8/10/2013	31/12/2013	NC0986	0.4667	\$ -	18/04/2013	30/11/2014
	0.3915	\$ 4,047.33	8/10/2013	31/12/2013	PC1424	0.0834	\$ 862.19	1/11/2013	31/12/2013
	<u>24.7443</u>	<u>\$ 251,543.57</u>					<u>\$ 32,658.78</u>		

## **Appendix D**

### **Interview template guideline**

## **Taratahi – Student Name – Date – Time – Cohort Details**

*GFS is approved as a 13 week course with 24 teaching hours per week and 8 self-directed per week*

- Hi X, my name is X and I am helping with an audit of Taratahi.
- We have selected some students to hopefully understand a bit more about how the courses they attended at Taratahi are operated and get course feedback.
- I was wondering if you had a few minutes to talk about your time at Taratahi.

**Tell me about the courses you have enrolled in with Taratahi – refer to the record of learning and get comfort as to whether or not they were all attended. When do they say they attended (what year)?**

**How did you hear about the programme? How did you come to enrol?**

**Please explain a bit more about the programme content and structure. Want to understand what they were doing**

**Tell me about how the course was delivered - lectures, practical teaching, both, self-study?**

**What can you tell me about when the course took place? – drill into timings, was it full-time part-time and the period course was delivered, during the day only or were there evening classes as well.**

**Can you explain further about the class structure on a weekly basis, any other sessions and tutorials you did, and the work you had to do in your own time? – drill into this aspect - How long was spent learning through tutors etc.**

**So based on this, how many hours/days/weeks would you estimate you spent completing the qualification?**

**Was this all time spent with tutors or does it include any work you did in your own time?**

*You need to record the student's estimate of teaching hrs and self-directed hours and be clear what this applies to – e.g. one short course, the whole qualification??*

**What about log books, did you have to keep a record of practical use before or after the course?**



## **Appendix E**

### **Interview summary document**

**Taratahi General Farm Skills - Student Interviews**  
**Summary of findings**

	A	B	C	D	E	F	G	H	I	J
	NSN	Taratahi GFS EFTS funded	TEC funding (Taratahi GFS)	TEC quals funded	Total no.of units funded by TEC	No. of Taratahi GFS units funded	NZQA Units (Taratahi)	Student description	Estimated learning hrs	Comments
1	Withheld under s9(2)(a) of OIA	0.0333	\$ 344.26	Agriculture (Gen Skills) - Taratahi (12 units), GFS - Taratahi (1 unit), L3 Farming - Ag Challenge (9 units)	22	1	7	Primary Industries Certificate L1. One day a week for a year	288	Enrolled through school. Completed work experience every second week. s6(c)
2		0.05	\$ 516.90	GFS - Taratahi (2 units), Cert in Small Bus Mgmt - Aotearoa (12 units)	14	2	2	Calf rearing course	22.5	Free course in the newspaper. Aware of GFS but just wanted to do calf rearing
3		0.0833	\$ 861.16	GFS	3	3	3	1 day quad course	6	Had to certify 20 hours riding after the course. s6(c)
4		0.0833	\$ 861.16	GFS	3	3	3	One component of Horse riding course. One lesson a week over 10 weeks - mostly practical riding	10	Practical course aimed at people getting back into riding after a break. Not aware of GFS qual
5		0.0834	\$ 862.19	GFS	2	2	2	Approved Handler Certificate	6	Not aware of GFS
6		0.0834	\$ 862.19	Conservation - NMIT (1 unit), GFS - Taratahi (2 units)	3	2	2	1 day Grow safe course	6	s6(c). Kept spray record. Aware of GFS
7		0.0834	\$ 862.19	GFS	2	2	2	1 day course for H&S reqmts	8	Conducted at orchard for employees
8		0.0834	\$ 862.19	GFS	2	2	2	1 day spray course	8	Through work - 2 other work colleagues also
9		0.0834	\$ 862.19	GFS	2	2	2	1 day course - written assessment took 3-4 hours	8	Safety requirement for contracting role
10		0.0834	\$ 862.19	GFS	2	2	2	1 day Agrichemicals course	8	Does weedspraying so a work requirement - didn't know who Taratahi were
11		0.0834	\$ 862.19	GFS	2	2	9	1 day basic weed spraying	8	s6(c), not aware of GFS
12		0.0834	\$ 862.19	GFS - Taratahi (2 units), Cert in Rural Machinery - Aoraki (9 units)	11	2	2	1 day spraying course	8	with work "have to be up-to-date". Required evidence of practical experience. With work colleagues and others

13	Withheld under s9(2)(a) of OIA	0.0834	\$ 862.19	GFS - Taratahi (2 units), Cert in Practical Photography - Whitireia (5 units)	7	2	2	1-2 day chemical spraying course	8	Gardener at retirement village - sent by them. Not aware of GFS qual - studying to be a vet nurse
14		0.0834	\$ 862.19	Hort - Open Poly (12 units), GFS - Taratahi (2 units)	14	2	2	1 day Agrichemicals course	8	Bought property and looked up Agrichemicals course on internet. Had to fill in spray diary outside the course. Aware of GFS but studying toward Diploma in Hort
15		0.0834	\$ 862.19	GFS - Taratahi (2 units), Toolbox - Aoraki (1 unit)	3	2	2	1 day course to renew spraying licence	8	Also got approved handler certification by providing spray records
16		0.0834	\$ 862.19	GFS	2	2	2	1 day Agrichemicals course	8	s6(c) so have to do the course. Not interested in GFS, working towards NC in Horticulture
17		0.0834	\$ 862.19	GFS	2	2	2	1 day Agrichemicals course	8	Certificate for 5 years then refresher required. Saw ad in local paper. No intention to do other courses
18		0.0834	\$ 862.19	GFS	2	2	2	Growsafe 1 day spray course	8	Did through work. Had to keep spray diary for 2 months before course started
19		0.0834	\$ 862.19	GFS	2	2	2	Agrichemical refresher course	8	Found online but did with two work colleagues and others. Received approved handler cert. Aware of GFS but not relevant
20		0.0834	\$ 862.19	GFS	2	2	2	Growsafe Agrichemicals 1 day seminar	8	Booked through work. Aware of GFS but not involved in farming
21		0.0834	\$ 862.19	L2 Hort - Telford (1 unit), L2 Hort - Lincoln (1 unit), GFS - Taratahi (2 units)	4	2	2	s6(c)	8	Spray log required. Contracting to local council. Aware of GFS and would like to do chainsaws
22		0.0834	\$ 862.19	GFS	2	2	2	1 or 2 day refresher spray course	14	s6(c) not aware of GFS
23	0.0834	\$ 862.19	BSc - Vic Uni (22 units), GFS - Taratahi (2 units)	24	2	2	s6(c)	15	s6(c) Had to submit 3 spray diaries. Some at work are working toward GFS but she doesn't intend to	

24	Withheld under s9(2)(a) of OIA	0.0834	\$ 862.19	GFS	2	2	4	s6(c) course over 5 days	35	Had to use past experience as evidence to record use of chemicals
25		0.0834	\$ 862.19	GFS	2	2	2			Does not remember taking any agri courses and doesn't know Taratahi. Studied at Vic Uni doing Architecture Masters thesis at this time
26		0.0834	\$ 862.19	GFS	2	2	2			Did not take up any courses related to the General Farm Skills or Agriculture. Does not know Taratahi
27		0.1084	\$ 1,120.64	GFS	2	2	2	1 day Chainsaw course	8	s6(c) Didn't intend to do GFS
28		0.1084	\$ 1,120.64	GFS	2	2	2	1 day chainsaw course	8	Need to do three courses to get GFS so will do chainsaw maintenance and fencing - if you do three no charge
29		0.1416	\$ 1,463.86	Continuing Ed - Lincoln (1 unit), GFS - Taratahi (5 units)	6	5	3	LUV course	10	Trainer/assessor who knows s6(c) (s6(c) ran the course). Held on his farm for employees. Been using for years for relevant courses but don't need GFS
30		0.1417	\$ 1,464.89	BA - Massey (1 unit), GFS - Taratahi (3 units)	3	3	3	One day chainsaw course	6	Flyer at chainsaw shop for free course
31		0.1499	\$ 1,549.67	Cert in Ag L3 - Open Poly (2 units), GFS - Taratahi (5 units)	7	5	5	Half a day or maybe 1 day quad course	8	s6(c) requirement
32		0.1499	\$ 1,549.67	GFS	5	5	5	1 day quad course	8	Farmer wanted everyone to do it
33		0.1582	\$ 1,635.47	Open Poly Cert (4 units), GFS - Taratahi (5 units)	9	5	1	One year 5 days a week doing mostly theory and about 6 assessments		Couldn't differentiate between Open Poly & Taratahi
34		0.1583	\$ 1,636.51	Nthland Polytech Cert (1 unit), GFS - Taratahi (5 units)	6	5	5	1 day quad course	8	Put through course by work - uses quads to do weed spraying

35	Withheld under s9(2) (a) of OIA	0.1749	\$ 1,808.12	GFS	6	6	6	1.5 Day Quad Course	12	s6(c) About 12 all from his work. Aware can do GFS, but 64 so don't really want to
36		0.1749	\$ 1,808.12	GFS - Taratahi (6 units), Environment & Sustainability - Open Poly (1 unit)	7	6	12	Two one day courses in LUV and quad bikes	14	Said he just does the courses he needs to do for H&S s6(c) (his employer)
37		0.1749	\$ 1,808.12	Dip Occupational Health - SIT (5 units), GFS - Taratahi (6 units), Adult Education - Aotearoa (22 units)	33	6	6	Chainsaw, LUV & Health and Safety 1 day classes	24	On site at work. Want to complete GFS but doesn't sound like we can finish it - think they have stopped delivering
38		0.1751	\$ 1,810.18	GFS	5	5	5	GFS	48	Classroom course 2 hours every Tuesday at Taratahi. Can't finish because not offered now
39		0.1832	\$ 1,893.92	GFS - Taratahi (6 units)	6	6	6	One day Quads course	5	Trainer came to my bosses farm. No logging of hours required. Knew of other papers available
40		0.1832	\$ 1,893.92	GFS	6	6	6	1 day quad course	6	Did with two colleagues on their farm. Will do two other courses (chainsaw & tractors) as free if you do 3 courses
41		0.1832	\$ 1,893.92	GFS	6	6	9	One day Quads course	8	Did it with the farm manager on their farm. No logging of hours required
42		0.1832	\$ 1,893.92	GFS	6	6	2	1 day quad course	27	s6(c) held at Taratahi - referred to keeping a log for extra 20 hours riding. Others courses aren't relevant
43		0.2166	\$ 2,239.21	GFS	6	6	4	1 day chainsaw course	8	Requirement for linesman licence - half the attendees from his work. Hadn't heard of Taratahi - course at Masterton showgrounds

44	Withheld under s9(2)(a) of OIA	0.225	\$ 2,326.05	Conservation - NMIT (1 unit), GFS - Taratahi (6 units)	7	6	6	Two 1 day courses (Weed spray and Tractors)	16	Organised through work s6(c)
45		0.2916	\$ 3,014.56	GFS	8	8	6	Two 1 day courses	14	With work colleagues - linesman reqmts
46		0.2916	\$ 3,014.56	GFS - Taratahi (8 units), Cert in Rural Leadership - Taratahi (15 units)	23	8	12	3 courses - Chainsaw and Quad riding (2014 - 2 days each) and leadership (2014/2015 - once a fortnight over 6 mths)	32	Haven't been offered GFS but doing Apiarists course in September
47		0.3083	\$ 3,187.21	GFS	11	11	11	Farm Skills Equine	140	14 weeks on a Saturday and Tuesday night at s6(c)
48		0.3085	\$ 3,189.27	GFS	7	7	6	Two 1 day courses (chainsaws and agricultural chemicals) and animal husbandry one evening a week for a term	76	Described quite a lot of work at home for the animal husbandry course. Small block holder.
49		0.3248	\$ 3,357.78	GFS	11	11	11	2 or 3 day 4WD Off road course	24	Told to do with work colleagues. Was another section of the course but boss said they didn't have to do it
50		0.348	\$ 3,597.62	GFS- Taratahi (15 units), Work ready - EIT (29 units)	44	15	0	Work ready course	One year fulltime	Didn't know what GFS was. Aware he was doing a work ready qualification based at Taratahi for one year (including work experience)
51		0.3584	\$ 3,705.14	GFS	8	8	8	Three 1 day courses (2 Chainsaw, Fencing) plus literacy & numeracy	22	Emailed about course through "Small Holders" group
52		0.3612	\$ 3,734.09	Computing - EIT (19 units), GFS - Taratahi (13 units)	32	13	13	GFS L2 last year and now GFS L3	228	Based at EIT

53	Withheld under s9(2)(a) of OIA	0.3612	\$ 3,734.09	GFS - EIT (5 units), Computing - EIT (3 units), GFS - Taratahi (13 units)	21	13	11	GFS - will finish at the end of this year - 1 yr course	not yet complete	Spoke poor English, so not clear on some answers
54		0.3612	\$ 3,734.09	Degree & Diploma - Vic Uni (13 units), GFS - Taratahi (13 units)	26	13	11	3 month free course GFS, leading into Work Ready course that I'm doing now	273	Based at EIT
55		0.3612	\$ 3,734.09	GFS	13	13	13	13 weeks - 3 days a week and expected to do self-study other 2 days	520	22 Oct 2014 to Jan 2015 at EIT
56		0.3665	\$ 3,788.88	Agriculture (Gen Skills) - EIT (11 units), GFS - Taratahi (9 units)	20	9	9	2 days a week approx 6 mths	312	Volunteer prison worker. 1 s6(c)
57		0.3665	\$ 3,788.88	Nat. Cert in Agriculture (General Skills) & GFS	20	9	18	2 days a week approx 6 mths	416	Student was in prison
58		0.3666	\$ 3,789.91	GFS	9	9	9	Two 1 day courses (LUV and Chainsaw)	16	Through work (Lines company). Not aware of GFS
59		0.3666	\$ 3,789.91	Truck loader - Tai Poutini (2 units), Driving Light Motor Vehicle - Taratahi (8 units), GFS - Taratahi (9 units)	19	9	22	Two day chainsaw course and one day quad course	22	Company needs accredited workers to win jobs. Some certs due to expire
60	0.3675	\$ 3,799.22	GFS	12	12	12	Doing Sheep and Beef now, previously GFS - 13 week course once or twice a week	182	Uncle saw course in the paper	
61	0.3749	\$ 3,875.72	GFS	12	12	12	Two wheeler course	4	Some safety certificate organised by farm (where he works). Couldn't remember details. Looks like he also did tractors and ATVs but all in 2012 (3 units loaded Feb 2013)	

62	Withheld under s9(2)(a) of OIA	0.3832	\$ 3,921.56	Apiculture - Lincoln (8 units), GFS - Taratahi (11 units)	19	11	11	Two courses - ATV (one day) and chainsaw (couple of hours).	10	Organised by boss
63		0.3833	\$ 3,962.56	GFS	11	11	11	ATV, Tractor and Chainsaw courses	18	Said when the tutor realised he had been driving tractors since he was in nappies he didn't worry too much about the practical stuff so the tractor course was a bit shorter. Thought they were separate courses, no awareness of Certificate of GFS.
64		0.3833	\$ 3,962.56	GFS	11	11	11	Tractors, chainsaws, quad bikes, milk quality	26	Employer wanted us to do, no hours logged. Tried to contact Taratahi to get the paperwork and never seen it
65		0.4001	\$ 4,136.23	Cert in Adult Teaching - UCOL (5 units), GFS - WITT (10 units), Rural Leadership - Taratahi (15 units), GFS - Taratahi (12 units), NC in Ag (Gen Skills) - Taratahi (13 units)	55	12	43	GFS & s6(c)	couldn't differentiate from other courses	referred to spending 16 weeks a year over 4 years doing a GFS and Growsafe course s6(c)
66		0.4083	\$ 4,221.01	GFS	14	14	18	2 week course - Intro to farming techniques and styles	24	Some NZQA stuff and some very general. 3 days on the qualifications
67		0.4167	\$ 4,307.84	Cert. in Agriculture - Open Poly (3 units), GFS - Taratahi (9 units)	12	9	9	Three 4 day courses (Fencing, ATV, chainsaw)	72	s6(c) Taratahi units were all fencing and Open Poly units were ATV, Health & Safety & Tractor Skills

68	Withheld under s9(2)(a) of OIA	0.425	\$ 4,393.65	Hort - Agribusiness (22 units), GFS - Taratahi (12 units)	34	12	12	Three 1 day courses	24	She completed the qualification by doing the 3 courses (51 credits), although she was interested in doing additional courses, but no follow up from Taratahi
69		0.425	\$ 4,393.65	GFS	12	12	12	Three 1 day courses - Chainsaws, fencing, quad bikes	24	Course required to access s6(c) to cut firewood
70		0.425	\$ 4,393.65	GFS	12	12	12	Three 1 day courses - quads, chainsaw, fencing	24	s6(c) no requirement to log hours
71		0.425	\$ 4,393.65	Masters - Vic (1 unit), GFS - Taratahi (12 units)	13	12	12	Intro to farming GFS - four modules; Quads (2 modules in 1 day), Chainsaws (1 day), Fencing (half day)	30	Need to complete four modules to receive certificate
72		0.425	\$ 4,393.65	GFS - Taratahi (12 units), L4 Social Services - Aotearoa (46 units)	58	12	9	Three courses (chainsaws, quads, fencing). Two days a week for 3 weeks	45	s6(c)
73		0.425	\$ 4,393.65	Mechanical Engineering - UCOL (19 units), GFS - Taratahi (12 units)	31	12	12	Chainsaw, ATV and Fencing courses	48	Can't recall much detail but thinks courses were a couple of days s6(c)
74		0.4332	\$ 4,478.42	GFS	13	13	13	s6(c) - Chainsaws, Quad Bikes and LUV. 1 day each	18	Aware of GFS but "too old in the tooth"
75		0.4332	\$ 4,478.42	Cert in Small Bus Mngt - Aotearoa (6 units), GFS - Taratahi (13 units)	19	13	13	Three 1 day courses, Quads, 4x4 & Chainsaws	24	Facilitated by work

76	Withheld under s9(2)(a) of OIA	0.4417	\$ 4,313.12	Cert in Chef Training - UCOL (2 units) GFS - Taratahi (12 units)	14	12	12	Chainsaw (2 days) SPV (2 days) Agrichemicals (1 day)	35	referred to reimbursing the cost for non-residents on the farm. Started in 2009 and did 3 units in 2014
77		0.4582	\$ 4,736.87	L4 Emergency Mgmt - Tai Poutini (2 units), L3 Agriculture - Taratahi (3 units), GFS - Taratahi (15 units)	20	15	18	Three week tailored course for <sup>s6(c)</sup> that included some NZQA stds	approx 124 hours in total, but not all for the GFS units	Specially set up for <sup>s6(c)</sup> - Part of animal welfare inspector training. Qualified vet with 2 undergrad degrees, so didn't require extra time for assignments. <sup>s6(c)</sup> paid for us to go and stay at Taratahi
78		0.4833	\$ 4,996.36	L3 Equine - Taratahi (34 units), GFS - Taratahi (16 units)	50	16	50	NC in Equine L3 and GFS	approx 1384 hours for both quals	1.35 EFTS in total for 2014 at Taratahi
79		0.4999	\$ 5,167.97	Arboriculture - Waikato Institute (3 units), GFS - Taratahi (11 Units)	14	11	11	LUV course (1 day) and Chainsaw & Tree felling (2 days)	24	Through workplace. Aware of GFS but not relevant
80		0.5165	\$ 5,339.58	Bachelor of Health Science - Whitireia (14 units), Cert in Health Sci -SIT (12 units), Tchg Diploma - Akld Uni (2 units), GFS - Taratahi (14 units), First Aid Medic - Academy of Diving (4 units)	43	14	14	Four 1 day courses	32	Found out at chainsaw shop. He was of the view that he had completed the Certificate but NZQA say it is no longer recognised so he can't get the qualification or certificate
81		0.5331	\$ 5,237.15	Six different quals at Taratahi, including GFS (65 units), Vic Uni (8 units)	73	15	81	Couldn't differentiate between GFS and other courses		Full-time student on campus for 1.5 years completing L3 & L4
82		0.5415	\$ 5,598.03	GFS	15	15	13	General Farm Studies course	140	Ride at <sup>s6(c)</sup> someone said going to be a course
83		0.5415	\$ 5,598.03	GFS	15	15	10	One day a week in conjunction with Equestrian course over about 24 wks	168	Works at <sup>s6(c)</sup>

Withheld under  
s9(2)(a) of OIA

84	0.5415	\$ 5,598.03	GFS	15	15	15	Equine Skills Course	240	One year course on a Saturday at s6(c)
85	0.5582	\$ 5,770.67	GFS - Taratahi (19 units), Aotearoa (50 units)	69	19	19	Two week basic intro to farming	100	s6(c) wasn't aware of GFS qualification
86	0.5665	\$ 5,856.48	GFS	15	15	11	Four or five 1 day courses in weekend - quad bikes, LUV, Chainsaws, chainsaw maintenance	40	Has a degree - not concerned with Unit Stds. Aware from the website that he can "do further stuff" but "wouldn't worry about it". Started courses when he bought a block of land and googled chainsaw course, then recommended by a mate
87	0.6333	\$ 4,737.91	GFS	14	14	14	Pastures, farming and vehicle courses. 1 day courses lasting 2-3 hours	15	Boss sorted out different farm workers to do different courses. Think got certificate saying did a safety course
88	0.6414	\$ 6,630.79	GFS	18	18	18	approx 3 mths, three days a week	273	s6(c)
89	0.783	\$ 7,988.57	GFS - Taratahi (26 units), Conservation NMIT (1 unit)	27	26	26	Several 1 or 2 day "beginner courses"	Can't recall how many courses but all 1 or 2 days	Completed with work colleagues at the Council
90	0.7833	\$ 8,097.76	Ag L3 & Ag L4 - Taratahi (18 units), GFS - Taratahi - (22 units)	40	22	25	Couldn't differentiate between GFS and other courses		Has done L3 & L4 at Taratahi. Still referred to courses with one day schedules