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# External Evaluation and Review Report

## Avon City Ford Training Services

Date of report: 22 January 2019

# About Avon City Ford Training Services

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*Avon City Ford trains secondary school students who are exploring working in the automotive or related industries. The part-time training includes classroom and hands-on learning at an operating car dealership, as well as distance learning coursework.*

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Type of organisation:	Private training establishment (PTE)
Location:	Cnr Epsom and Main South Roads, Sockburn, Christchurch
Code of Practice signatory:	No
Number of students:	Domestic: 198 (22 equivalent full-time students); Youth Guarantee programme: Māori 11 per cent (two), Pasifika 5 per cent (one)
Number of staff:	3.5 full-time equivalents
TEO profile:	<a href="#">See NZQA - Avon City Ford Training Services</a>  The training is at levels 1-3 on the New Zealand Qualification Framework.
Last EER outcome:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of Avon City Ford at the previous external evaluation and review (EER) in 2014.
Scope of evaluation:	All training <sup>1</sup>
MoE number:	7270
NZQA reference:	C31831
Dates of EER visit:	26 October 2018

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<sup>1</sup> Part-time Dual Pathways-funded training replaced the full-time Youth Guarantee-funded training in 2018. STAR and Gateway funding has continued.

# Summary of Results

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*Students learn valued entry-level auto-trades knowledge, skills and attitudes through sound training, including experiencing an industry workplace. Understanding of individual progress and outcomes is strong, but the coverage and quality of other self-assessment varies.*

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## **Confident in educational performance**

- Educational achievement is strong for many students, and generally strong for the distance-based learning.
- Students achieve unit standards, learning entry-level auto-trades knowledge, skills and attitudes. Schools, employers and most students gain valued outcomes.
- Students gain a hands-on learning experience and are exposed to a workplace; the longer-duration training offers work placements and pathways.

## **Not Yet Confident in capability in self-assessment**

- Assessment and moderation is generally sound and well organised. The tutors have industry and teaching experience; the primary tutor has a teaching qualification.
- The support of on-site learning is effective, and mostly effective for distance learning.
- The quality, understanding and use of achievement information is mixed. Individual achievement is well monitored. Aggregate trends are not well analysed. Programme reviews are basic and not strongly linked to improvements.
- The leadership has strong and responsive relationships with industry and schools but lacks educational expertise in some areas.
- The management of important compliance requirements is variable. No significant gaps emerged, but self-review processes need strengthening.

## Key evaluation question findings<sup>2</sup>

<b>1.1 How well do students achieve?</b>	
Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Avon City Ford students undertake automotive trades training on part-time block courses and via distance learning at school.</p> <p>Youth Guarantee students completed around 80 per cent of the unit standards offered from 2015-2017, and the same proportion in 2017, gained a qualification. These are strong results.<sup>3</sup> Tertiary Education Commission data shows that the small number of Māori and Pasifika students achieved at similar rates, which is also a good result. But the monitoring of their achievement and outcomes is basic.</p> <p>The unit standard completion rate of the Dual Pathway students to date is similar but is not well analysed.</p> <p>The average credit achievement rate of the Gateway and some STAR-funded programmes has been steady, but one has declined since 2016.<sup>4</sup> The rates are not benchmarked.</p> <p>While there is sound tracking and reporting of individual results, the analysis and understanding of cohort and programme achievement is limited. The impact of changes is not reported. However, generally sound assessment and moderation give overall confidence in the reliability of the achievement results.</p>
Conclusion:	Results are generally strong for most programmes. The quality, coverage, understanding and use of achievement information is mixed.

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>3</sup> Avon City Ford completed delivering this full-time training in 2017 and began delivery of the part-time Dual Pathway-funded programme in 2018.

<sup>4</sup> See 1.3 and 1.4 for further details.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The key Avon City Ford stakeholders are secondary school students, trade employers and partner secondary schools.</p> <p>Students learn relevant entry-level automotive trades knowledge and skills, as well as ‘soft’ skills including teamwork, communication and appropriate workplace behaviour. The students are well satisfied, valuing what they learn while gaining units standards that contribute towards their National Certificate in Educational Achievement.<sup>5</sup> Those on longer-duration training also value gaining work placements. A few progressed to apprenticeships and employment in the dealership or the wider industry.</p> <p>Employers highly value that Avon City Ford selects and trains students who arrive with an entry-level capability. They also value being able to trial students on work placements while having no legal employment obligations or direct costs.</p> <p>Schools value students achieving recognised unit standards and being exposed to learning in a real-world automotive dealership, offering a pathway to further trades training or related employment for those that desire this option.</p> <p>The PTE has strong and often established relationships with schools and employers. The PTE is responsive to the needs of schools, employers and students. Student, employer and school surveys confirm the value of the outcomes. The tracking of Youth Guarantee graduates was minimal; however, this has improved for the Dual Pathway students.</p>
Conclusion:	The training delivers significant outcomes for schools, employers and most students. Self-assessment is generally strong.

<sup>5</sup> The variable quality of the achievement information (see 1.1 for details) has a negative impact on the value rating of these outcomes.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Avon City Ford operates within an automotive dealership. This provides the students with an effective, hands-on, practical learning experience. They are exposed to workplace practices and expectations, learning entry-level tasks such as how to repair a punctured tyre using industry equipment. Structured content is introduced, often using video clips, then the task is demonstrated. Students are encouraged to take a trial and error, problem-solving approach, working in small groups at their own pace. Students can attempt well-designed formative assessments before undertaking a formal assessment. Students like this approach which is well suited for this context.</p> <p>Self-assessment of the training delivery and design is variable. The PTE has sound internal moderation which supported improvements in assessment. Students undertake theory coursework at school. The PTE has introduced pre-entry assessment and relevant training resources as more applicants present with weaker literacy and numeracy. It is too early to judge the effectiveness of these changes. However, programme reviews overly rely on general student feedback. They do not analyse achievement trends, attendance, student feedback on the problematic unit standards, or input from the tutor or school teachers to support the students.</p> <p>The PTE submitted two programme applications that were subsequently withdrawn, as they showed 'a lack of understanding of NZQA programme requirements'. The training scheme approved in mid-2018 appears to better match the needs of students, schools and employers.</p>
Conclusion:	Avon City Ford's training and assessment activities match the needs of schools and employers and many students. Self-assessment is a mix of strengths and weaknesses; the latter have not been effectively managed.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>An experienced and qualified mechanic, who has recently completed an adult education qualification, effectively supports most students to learn and complete their on-site unit standards. The manager is also an experienced but unqualified part-time tutor. He provides additional one-on-one pastoral support and closely liaises with schools and employers when students are on work placements. Attendance and achievement are closely monitored, and the PTE responds when students are not performing. Individual reports capture well the progress of the longer-duration students.</p> <p>The students and the schools rate highly the teaching and support provided. The students who were interviewed were complimentary about being treated as responsible adults. They also value meeting and observing ex-students who are now in apprenticeships and working each day at the dealership. These individuals are effective role models, showing the students pathways into employment and further training.</p> <p>However, the effectiveness of the support of distance learning has varied and has been one factor that contributed to lower credit achievement rate. The PTE is working collaboratively to make improvements to the 2019 programme. The impact of these changes need to be monitored.</p>
Conclusion:	Most students are well supported to stay involved and complete their studies. Self-assessment is used when supporting individual students to achieve. The support of some distance-based learning has been mixed and the PTE is making changes.

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Avon City Ford has a clear and established purpose, providing trades training to secondary school students and a pathway for some into entry-level roles in industry. The PTE's considerable industry experience and strong relationships with schools effectively support the achievement of this purpose. This small PTE has invested in a new student management system, learning materials and new equipment, and has recruited a capable key tutor and supported his professional development.</p> <p>Administrative processes have improved in 2018, such as monitoring moderation. Major changes in funding have been negotiated. A new partnership has just been developed with a high-performing trades provider; this will help build the management team's capability as it delivers training in 2019.</p> <p>However, some self-assessment capability gaps, as identified in this report, have not been sufficiently addressed and some were also identified in the last EER. Self-assessment information remains mixed and coverage is patchy.</p> <p>The manager has considerable and recognised experience in automotive trade training. The governance group itself has no direct training background and relies heavily on the manager for assuring the ongoing quality of the training. However, the manager has insufficient educational currency and expertise in some areas.</p>
Conclusion:	Avon City Ford leadership has been effective in supporting core performance. However, there are areas of weakness, including self-assessment that varies in quality and coverage, that require more effective management.



## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Avon City Ford has maintained NZQA registration by delivering one approved programme until the end of 2017 which it belatedly replaced with a training scheme in mid-2018. Its annual delivery schedule and active monitoring of attendance helps ensure the required hours are being delivered.</p> <p>The PTE has active and well-organised internal moderation procedures and has participated in external moderation, generally meeting the national standard. It has employed an experienced and appropriately qualified tutor. However, as previously noted, the PTE has not sufficiently monitored the performance of its Māori and Pasifika students.</p> <p>Health and safety is a key regulatory requirement for trades training delivery. The PTE complies with the health and safety standards of the car dealership in which is located. The organisation has formal and detailed memorandums of understanding with its school partners.</p> <p>However, the EER interview with the governance representatives revealed little understanding or oversight of NZQA's annual statutory declaration requirements. There is no systematic overarching review to ensure the PTE is meeting its important regulatory requirements. That said, this evaluation did not identify any significant compliance gaps.</p>
Conclusion:	The systems, processes and practices for managing important compliance requirements are variable. The gaps identified have not had a significant impact, but the self-review processes are not systematic and do not have full coverage and need to be strengthened.

# Focus Areas

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

## 2.1 Focus area: Automotive Training

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Avon City Ford Training Services:

- Improve the analysis of achievement, including completion rates for individual unit standards, as well as the achievement and outcomes of Māori and Pasifika students.<sup>6</sup>
- Strengthen the review of student cohorts, especially when performance is weaker. Include a broader range of evidence. Record any changes made and the impact of any previous changes on key performance measures. Review all types of delivery: on-site learning, workplace, and distance learning in schools. Periodically review all delivery at a school or of multiple cohorts.
- Build on the educational expertise of the management team who monitor and review training delivery.
- Review the effectiveness of current processes at ensuring that all important compliance requirements are being met; ensure that the annual statutory declaration is made on the basis of robust evidence.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

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<sup>6</sup> [How NZQA evaluates educational performance in external evaluation and review](#)

# Appendix

## Conduct of external evaluation and review

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

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>7</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>7</sup> NZQA and the Tertiary Education Commission comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

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

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

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

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

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

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