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External Evaluation and Review Report

Avon City Motors Limited trading as
Avon City Training Services

Date of report: 15 October 2020

About Avon City Training Services

Avon City Training Services (ACTS) 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, and opportunities for work experience.

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: 150 students – 2020 year to date STAR and Gateway programmes – 125 students (13 Māori and six Pasifika) Trades Academy – 25 students (three Māori and one Pasifika)
Number of staff:	Three full-time and two part-time
TEO profile:	See Avon City Motors on the NZQA website. The training is at levels 1-3 on the New Zealand Qualifications Framework.
Last EER outcome:	NZQA was Confident in the educational performance and Not Yet Confident in the capability in self-assessment of ACTS at the previous external evaluation and review (EER) in 2018.
Scope of evaluation:	Certificate in Automotive Workshop Practices (Level 3). This is ACTS's NZQA-approved training scheme. The certificate was previously delivered under the part-time Dual Pathways-funded training in 2018 and is currently funded through Trades Academy.
MoE number:	7270
NZQA reference:	C41832
Dates of EER visit:	5 and 6 August 2020

Summary of Results

Avon City Training Services (ACTS) has made some significant improvements, ensuring educational performance is based on sound academic systems and processes suitable for the size and context of this PTE. Areas pertaining to governance oversight and compliance continue to require improvement.

Confident in educational performance

- Achievement is consistently strong and monitoring of achievement is systematic and robust. Opportunities for deeper analysis are available and are a work in progress.
- The training delivers significant outcomes for schools, employers and students. Self-assessment is generally strong.

Confident in capability in self-assessment

- The training scheme design, delivery and assessment reflect the reality of the automotive industry, and authentically match the learning needs of students.
- Learners are well supported throughout the training, resulting in most of them remaining in their studies, successfully completing the qualification, and gaining employment.
- The training scheme, teaching and learning aspects of the PTE are well managed. Governance and management capability in self-assessment needs to mature further to demonstrate the full extent of the very good outcomes.
- Knowledge and understanding in relation to NZQA compliance matters continue to require improvement, although there is no evidence that the lack of oversight is impacting educational performance within this small and niche PTE.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Achievement has been generally strong since the last EER. Most Dual Pathways/Trades Academy students successfully complete the Certificate in Automotive Workshop Practices: in 2018, eight of 11 students, and in 2019, 18 of 19, including three of four Māori and Pasifika students. In 2018, 67 STAR and Gateway students achieved 237 unit standards of 242 delivered. In 2019, 37 students achieved 157 unit standards of 158 delivered.</p> <p>Achievement is validated through external moderation results, indicating that assessment materials and assessor judgements are consistently at the required standard.</p> <p>Non-achievement is well understood through systematic monitoring of progress, and efforts are made to support students based on the information gathered. Although literacy and numeracy testing occurs, there is currently no comprehensive measuring or analysis of gains.</p> <p>Clear evidence of improved data gathering, collation and review since 2019 is helping ACTS to understand and improve performance. For example, the PTE closely monitors the performance of the few Māori and Pasifika students. The new student management system recently established processes are providing comprehensive data for year-on-year review. High-level comparable benchmarking indicates that ACTS is on par with similar tertiary education organisations. All improvements since the last EER are now embedded.</p>
Conclusion:	Achievement is consistently strong and monitoring of achievement is systematic and robust. Opportunities for deeper analysis are available and are a work in progress.

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

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Employment, apprenticeships and real-world automotive experience are important outcomes for secondary school students as they prepare to transition to further study or work. Equally, the automotive industry is gaining entry-level, work-ready employees and apprentices.</p> <p>In 2018, 79 per cent of students gained employment (42 per cent of these went into automotive-related apprenticeships). In 2019, 68 per cent gained employment (37 per cent of these went into automotive-related apprenticeships). Capturing data on further study outcomes² would strengthen the judgement for this key evaluation question.</p> <p>Students develop life and work-ready skills and attributes such as understanding and developing a work ethic, problem-solving and decision-making, and communication skills. Students are also successfully gaining units standards that contribute towards their National Certificate in Educational Achievement (NCEA).</p> <p>Stakeholder feedback from schools, trades providers³, employers and students is systematically collected and is very positive. The type and quality of data collected since the last EER has improved. Ongoing review of the survey tools to gather useful feedback from stakeholders is occurring. This is important to ensure data collection does more than just confirm what ACTS already knows and provides a range of useful information to inform training scheme development. The extent to which the collated information has been used is still a work in progress.</p>
Conclusion:	The training delivers significant outcomes for schools, employers and students. Self-assessment is generally strong.

² Further study outcomes in addition to apprenticeship training.

³ National Trade Academy is funded by the Tertiary Education Commission. ACTS deliver and assess ACTS's own programme the Certificate in Automotive Workshop Practices, as part of the collaborative Provider Partnership.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The PTE is incorporated into an operating car dealership to provide authentic, real-world experience of the automotive industry. The training scheme's resources and learning activities are engaging the students; equipment and tools are described as 'top notch'.</p> <p>All three tutors have extensive experience within the automotive industry. Only one has adult teaching and literacy and numeracy qualifications, but the training scheme and students are benefiting from this input. Sustaining the quality of the training scheme and assessment will be more assured once the other primary tutor completes the adult education training programme recently enrolled in.</p> <p>Training scheme design is highly relevant for the ages, learning needs and interests of the students, with a balance of theory and practical learning opportunities. The option for work experience to apply new skills enhances the learning experience. The training scheme also matches the needs of employers, ensuring students understand and demonstrate the entry-level skills and knowledge required for the industry when they are on work placement.</p> <p>Academic standards are maintained. Improved systematic internal moderation systems ensure all unit standards undergo moderation annually and external moderation is meeting national standards. There is evidence that feedback from students is leading to training scheme changes, for example the inclusion of a small welding component.</p>
Conclusion:	The training scheme design, delivery and assessment reflect the reality of the automotive industry, and authentically match the learning needs of the students.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students divide their time between secondary school and two days a week at ACTS or in work placement. ACTS works effectively with stakeholders to schedule training days to aid engagement, working around school sports events for example. Attendance is monitored, and students are able to make up time if absent.</p> <p>Well-established relationships with schools and the provision of progress reports each term, as well as communication and visits to work placements, assist appropriate responses and support for students.</p> <p>The grouping of small numbers of students within each class ensures a lower ratio of students to tutors and promotes individual attention academically as well as practical experience within the workshop. Students' learning needs are met through the provision of additional time and practice if needed, and the PTE provides opportunities for re-assessment.</p> <p>Feedback on progress is informally provided every day at ACTS. Formal reports are provided each term to students and the school, tracking academic progress and attendance. Every student has an interview with the training manager around this time to discuss and review the report as well as to prepare for transition to further study or work.</p>
Conclusion:	Learners are well supported throughout the training, resulting in most of them remaining in their studies, successfully completing the qualification, and gaining employment.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>ACTS has a clear and established purpose, vision and strategy to direct the focus of the PTE. Partnership with a high-performing trades provider, the NZQA improvement plan and new staff members are contributing to ACTS' strengthened focus on achievement, systems and processes. This is improving the quality of stakeholder feedback and supporting the PTE's educational achievement.</p> <p>Initiatives are heading in the right direction, with evidence of sound, systematic and more robust processes becoming embedded. Input and an increase in communication and reporting between management and governance is evident and beneficial. However, educational expertise within management has not been sufficiently built on as recommended in the last EER.</p> <p>Self-assessment is building on a good foundation. However, collated feedback and meaningful analysis to support decision-making is still a work in progress and is not yet generally strong or comprehensive.</p>
Conclusion:	The training scheme, teaching and learning aspects of the PTE are well managed and effectively support educational performance. However, governance and management capability in self-assessment needs to be more developed to demonstrate the full extent of the outcomes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Improvements in compliance monitoring are evident, such as the use of a calendar to schedule and track important requirements. Understanding in some areas has been strengthened, such as credit reporting, and the annual fee return is now completed accurately. ACTS is more proactive in approaching and seeking information and clarification from NZQA than previously.</p> <p>ACTS is delivering the training scheme as approved and is participating in external moderation. Processes and monitoring of health and safety within the dealership, and appropriate police vetting and compliance with the Vulnerable Children Act is occurring. Relevant memorandums of understanding, memorandums of agreement and workplace agreements are appropriately in place with the partner Trades Academy, schools and workplaces.</p> <p>However, the pattern of ongoing non-compliance with NZQA requirements has continued. ACTS is generally responding quickly to external prompts to address any shortfalls, such as completing required fit and proper person attestations, and revisiting the numerous errors in the Annual Return Statutory Declaration. The Independent Assurance Practitioner’s Review was not submitted as required in 2019, but an agreement has been reached with NZQA to address this in 2020. These non-compliances undermine the improvements made and illustrate variable performance.</p>
Conclusion:	Knowledge and understanding in relation to NZQA compliance matters continue to require improvement. There is no evidence that this lack of oversight is impacting educational performance within this small and niche PTE.

Focus Areas

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

2.1 Focus area: Certificate in Automotive Workshop Practices

Performance:	Good
Self-assessment:	Good

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 Motors Limited trading as Avon City Training Services:

- Build on the educational expertise of the management team who monitor and review training delivery.
- Review the effectiveness of current processes for ensuring that all important compliance requirements are being met; ensure that the annual statutory declaration is made on the basis of robust evidence.
- Develop robust and comprehensive self-assessment practices involving both management and staff, to inform decisions and improvements.
- Complete the Annual Return Statutory Declaration correctly and resubmit to NZQA.

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.

NZQA requires Avon City Motors Limited trading as Avon City Training Services to:

- Complete statutory declarations as a fit and proper person and conflicts of interest. Refer to [Section 233B\(3\)](#) of the Education Act.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- *Identify organisational fraud⁴*
- *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.*

⁴ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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