

# Report of External Evaluation and Review

Fairview Educational Services Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 1 October 2015

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	4
3. Conduct of external evaluation and review.....	5
Summary of Results .....	6
Findings .....	8
Recommendations .....	15
Appendix .....	16

MoE Number: 7265  
NZQA Reference: C18568  
Date of EER visit: 5 and 6 May 2015

*Final Report*

# Purpose of this Report

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

## Introduction

### 1. TEO in context

Name of TEO:	Fairview Educational Services Limited
Type:	Private training establishment (PTE)
First registered:	24 July 1998
Location:	473 Te Rapa Road, Te Rapa, Hamilton
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Certificate in Motor Industry (Foundation Skills) (Level 1)</li><li>• National Certificate in Motor Industry (Entry Skills) (Level 2)</li><li>• Certificate in Automotive Services (Technician) (Level 3)</li><li>• Ministry of Social Development Training for Work</li></ul>
Code of Practice signatory:	No
Number of students:	Domestic: 66 equivalent full-time students; in 2014 39 per cent of Youth Guarantee Learners were Māori and 8 per cent were Pasifika.
Number of staff:	Eight full-time equivalents
Distinctive characteristics:	Fairview Education Services Limited is based at Fairview Motors Limited in Hamilton. The students study on site at what is a large Ford and Mazda franchise dealership and service centre. There are a number of purpose-built workshops, including

one dedicated to training.

Recent significant changes: Fairview has recently received Student Achievement Component (SAC) funding to deliver the level 2 automotive programme. The organisation has chosen to discontinue delivering the Certificate in Automotive Panel Beating.

Previous quality assurance history: At the previous external evaluation and review (EER) of Fairview, NZQA was Highly Confident in the PTE's educational performance and Confident in its capability in self-assessment. NZQA National External Moderation Results are positive, with all units moderated meeting national standards for three consecutive year. The Motor Industry Training Organisation has exempted Fairview from moderation since the previous EER.

## 2. Scope of external evaluation and review

The EER examined the following focus areas:

- Governance, management and strategy. This is a mandatory focus area.
- Youth Guarantee programmes – this focus area was chosen to cover the scope of training delivered by Fairview. The largest number of learners who study with Fairview are funded through Youth Guarantee, so the decision was made to look at the programmes delivered to these learners, including:
  - National Certificate in Motor Industry (Foundation Skills) (Level 1)
  - National Certificate in Motor Industry (Entry Skills) (Level 2)
- Resource development – this focus area was chosen as Fairview has been developing resources for use by schools to support their Gateway programmes.

### 3. Conduct of external evaluation and review

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

Fairview supplied the evaluation team with a self-assessment summary in the form of a management review report. The evaluation team spent two days at Fairview in Te Rapa, Hamilton. During the visit, the evaluation team met with key staff, including the training services manager, the directors, the Foundation Skills tutor and automotive tutors and a number of key stakeholders including learners, graduates and employers. While on site, the evaluation team viewed a range of documentation including student feedback, review documents, meeting minutes, stakeholder feedback, moderation records, programme resources and an employer survey.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Fairview Educational Services Limited**.

- There is good evidence of valued outcomes for key stakeholders. Employment outcomes data indicates that a significant proportion (91 per cent in 2013) of graduates are moving into relevant employment and apprenticeships. Feedback from graduates and employers is positive about the impact that Fairview had on their knowledge and skills and work-readiness.
- Achievement is well understood and benchmarking data supplied by the PTE shows that achievement at Fairview compares strongly, over a number of years, with other providers offering similar programmes at a similar level.
- Achievement dipped for the Youth Guarantee learners in 2014 (see Table 1), but the reasons are well understood and relate to the skills of learners upon entry to the programme being significantly lower in 2014. Achievement has improved in 2015.

<b>Course completion rates</b>	<b>SAC-funded learners</b>	<b>Youth Guarantee</b>
2013	84%	88%
2014	80%	63%

- The increasing demand for the educational resources, and feedback from the secondary schools using the resources, show they are clearly meeting a need in that community.
- Educational processes are strong. Student learning is individualised and combines theory and workshop-based practice. In addition, the organisation has embedded literacy and numeracy into the programmes and resources and has well-developed assessment practices.
- The tutors work well with the learners and are appropriately skilled to work within the automotive content. Tutors are supported to develop in their roles.
- Shifting the resources to online is positive and matches the needs of stakeholders, and the review and development processes that support these resources are strong. Students' feedback suggests they are well guided and supported to achieve and are clear about what they need to do to achieve their goals.

- There is a clear vision for the organisation which is effectively put into practice through the delivery of programmes and activities. The organisation is responsive to shifts in government policy and proactive at engaging with a range of stakeholders to match their needs. The managed shift from the former Youth Training and Targeted Training funding regimes to programme-based Youth Guarantee and the awarding by the Tertiary Education Commission of competitive level 1 and 2 funding are examples of this.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Fairview Educational Services Limited**.

- Learner achievement is being closely monitored at the individual and cohort levels. Evidence presented to the evaluation team showed that the data is analysed by cohort group, programme, ethnicity and across years. This enables the organisation to direct resources and support to where they are most needed.
- The organisation has benchmarked the students' achievement against other PTEs offering similar SAC-funded and Youth Guarantee programmes, which helps build a picture of strong performance.
- Systematic self-reviews are integrated into the business. All staff are engaged in the reviews with responsibility for specific areas and resulting actions. These include assessment policies, literacy and numeracy provision, industry engagement and student achievement.
- An analysis of achievement identified a disparity between completions for Māori and those for the overall student population and resulted in an initiative to liaise more closely with a Youth Service contractor, to provide better support for Māori learners to succeed.
- Tutors are reflective about their teaching and the impact of resources on learning. Constant reviews and updates on resources have led to improvements. The evaluation team saw strong evidence of ongoing, robust moderation of assessments and resources to ensure quality.
- There is ongoing, purposeful stakeholder engagement with graduates, employers, learners, tutors, Fairview Motors staff, the wider industry, schools and government organisations. This feedback is used to enhance processes and practices. Therefore, the evaluation team was able to be highly confident that there is ongoing self-assessment that is authentic and robust and leading to worthwhile changes.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

As noted above, achievement at Fairview is strong, with benchmarking data showing good comparable success rates for learners in both the SAC and Youth Guarantee programmes. In 2013, Fairview achieved a course completion rate of 88 per cent with Youth Guarantee learners. Fairview has compared this with the sector median of 61 per cent for other providers offering similar programmes, and this shows strong performance. Course completions in the SAC-funded programme have increased from 71 per cent in 2011 to 80 per cent in 2014.

While achievement is generally strong, course completions dropped significantly for Youth Guarantee programmes in 2014. Analysis indicates that there was a significant drop in the educational abilities of the learners who enrolled in the programme. Nearly 40 per cent of the cohort had fewer than five credits on entry, and 79 per cent were assessed as sitting below Step 4 in literacy as measured against the Adult Literacy and Numeracy progressions. Of note is that for 2014, the retention rate was 81 per cent against the sector median of 53 per cent, meaning many of those who did not pass their courses first time still have a chance to succeed.

The organisation has also identified that Māori are not achieving as well as all learners across some programmes. This is significant in that approximately 40 per cent of all learners at Fairview in 2014 are Māori. As a result of the analysis, the organisation has formed stronger links with a Māori Youth Service provider, who is supporting learners with retention and success. It has been noted that the enrolled cohort for 2015 is stronger educationally and achieving at a faster rate.

Achievement is closely monitored, with all learners having an individual learning plan that represents their credits gained and their target credits. Credit achievement is also visually tracked on wall charts, and stimulates a sense of competition to achieve. Because of this close tracking, the organisation has a good understanding of those learners who do not succeed. Issues for 2014 included poor attendance, transience and rule-breaking.

The organisation has a strong focus on and is developing capability in supporting learners with their literacy and numeracy.

---

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



All learners are assessed using the Literacy and Numeracy for Adults Assessment Tool and a significant number are reassessed, with results showing good gains for some learners.

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

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

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

There is strong evidence of good value for all key stakeholders. This includes graduates for whom data has been systematically collected for a number of years. For 2013 graduates, 91 per cent moved to either further training or employment. A significant number move into apprenticeships in the motor industry. The 2014 data looks similar, although some learners are still being supported to find employment. Work experience is an important part of the learners' programme, and it was evident that for many learners this turns into work opportunities.

There is regular consultation with employers and Fairview is closely affiliated with Fairview Motors, which employs a significant number of graduates. Fairview supports graduates to find work and is in regular contact with a number of employers in the region. An industry survey sought feedback on what skills they valued, with work experience and industry qualifications rating most highly, and this information has been shared with learners. Employers spoken to by the evaluation team confirmed the data held by the organisation that Fairview graduates arrive with relevant skills and are 'work-ready'.

The resources developed by Fairview are valued by more than 150 schools across the country. The growing number of schools continuing to use the resources is an indicator of value as is the response of schools to a survey, in which the vast majority were extremely positive about the resources, the variety of assessments offered, the service and the value for money.

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

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

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

Programmes and activities are designed to meet individual learners' needs for vocational training that provides entry to the motor industry. Every learner has an individual learning plan which documents the credits already achieved and the credits yet to be gained. These learning plans are reviewed regularly by tutors and learners. Learners' literacy and numeracy abilities are also assessed and those requiring extra support are identified. Learners who need literacy and numeracy credits to complete their NCEA level 2 are currently offered support to enrol and complete these credits through distance learning. Fairview has also embedded level 1 numeracy credits into the unit standards offered through the automotive programme and plans to extend this work further. Learners' feedback indicates that the Youth Guarantee programmes are meeting their needs, many of whom have disengaged from school with low or no formal qualifications.

As noted above, employers were surveyed to understand what they wanted from graduates, and that the information is shared with learners and the programme team. Improved communication with work placement employers was one of the outcomes of the 2013 self-review. Training in a modern workshop environment gives learners good understanding of industry needs, and this is supplemented by the work placement experience that is part of the programmes delivered.

Fairview has strong links with schools both locally and across New Zealand. For local schools the PTE offers STAR and Gateway programmes, giving students a taste of the industry while they earn some credits. Feedback from schools is positive about the programme and organisation. A number of students studying with Fairview have come via Gateway or STAR. Students who pathway from these programmes have some understanding of the industry. This helps their engagement with the training.

The teaching and assessment resources are constantly updated to ensure they are current and matching the needs of learners. Schools' feedback, gathered by Fairview, shows that the workbooks are well laid out, with the content at an appropriate level, preparing learners well for their assessments. In terms of the whole service offered to schools, including the workbooks, online supplementary teaching resources, assessments, marking and feedback, schools are strongly positive about these resources matching their needs.

## 1.4 How effective is the teaching?

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

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

Fairview is committed to ensuring there is effective teaching. Tutors have good industry expertise and are supported to develop in their roles as tutors. For example, all but one tutor have their National Certificate in Adult Literacy Education, and professional development is ongoing. Achievement data, feedback from learners, and the tutors' self-assessment all feed into tutor performance appraisals.

Teaching is a mix of theory and practice, with a training workshop being used with the learners at least half of their learning time. Formative assessment is deliberately built into all the learning materials, resulting in learners feeling well prepared for assessments. Student feedback, collected by Fairview and viewed by the evaluation team, noted that tutors were approachable, down to earth, and supported them to understand industry knowledge.

Moderation practices are strong. The evaluation team saw good evidence that feedback from internal moderation is used to improve resources and teaching. External moderation, with assessors from other organisations using Fairview material, has been recently implemented. This process could be better documented with a tracking document detailing the coverage and outcomes of moderation across the unit standards delivered.

As noted above, given the nature of the learners, Fairview has responded through embedding literacy and numeracy into all programme materials and appointing a specialist tutor to work on developing resources and supporting learners who may need extra support. In addition, the organisation has participated in professional development in working with youth.

Self-assessment of teaching is strong. For example, feedback from learners is regularly sought and there is ongoing monitoring of credit achievement and individual learning plans. There is strong evidence that resources and assessments are regularly reviewed and this feeds into improvements.

## 1.5 How well are learners guided and supported?

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

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

There is good wrap-around support for learners to achieve. On entry, all learners are given an induction that sets out expectations and rules, maps their current achievement, and determines their individual learning plans. All learners are given a trial period which gives them and Fairview the opportunity to determine whether the study pathway is right for them. During their programme, any learners who

*Final Report*

require extra support are given one-to-one support. Attendance is closely monitored both at the course and during work experience, and non-attendance is followed up promptly.

Strong health and safety practices ensure the safety and wellbeing of learners and are a standing agenda item for all staff meetings. Health and safety modules are compulsory at the beginning of all programmes to ensure learners understand how to operate safely in and around the workshops.

The organisation also has strong links with community organisations, including youth support services. The use of guest speakers, including the police, family planning and the hearing services was introduced following the 2013 Fairview self-review.

Learners are monitored initially for their suitability for work experience. When it is deemed that they are ready, they are supported to find work experience in industry. Upon completing their programme, graduates who have not already found work are supported to find industry-related employment. There was evidence that, if necessary, this support continues well after the programme has completed.

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

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

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

The purpose and direction of Fairview are clearly stated in the quality management system and management review documents. The Board members have a passion for supporting youth who might need a 'leg up' and have struggled at school. There is a commitment to supporting learners to gain the necessary skills, knowledge and work experience to enable them to find useful work within the automotive industry. There is regular communication between Fairview and the Board, and this ensures there is support for these goals to be met.

There is a strong commitment to staff, reflected in the support for ongoing professional development and good staff retention. All staff are involved in self-reviews and reported that they felt included in the key decisions made about programmes and development. Sufficient resources are allocated for teaching and learning, including a separate training workshop. Recent feedback noted the issue of theft from the workshop, and security cameras were installed in response.

As noted above, the organisation has strong links with key stakeholders, including learners, graduates, schools and other education organisations and industry, and undertakes regular consultation to ensure it can anticipate and respond to change when necessary. The successful shift from the Youth Training-funded model to the

Youth Guarantee framework demonstrates this, as does the PTE's active participation in the regional Youth Guarantee network.

The organisation is regularly reviewing its policies and practices, with recent self-reviews taking a focus on assessment policies and the quality management system. Routine compliance audits by NZQA and the Tertiary Education Commission found only minor issues that were easily remedied. It is clear that the organisation welcomes feedback and has taken on board the recommendations embedded in the previous EER report and strengthened its self-assessment processes.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: Youth Guarantee programmes including the National Certificate in Motor Industry (Foundation Skills) (Level 1) and the National Certificate in Motor Industry (Entry Skills) (Level 2)

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

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

### 2.3 Focus area: Resource Development

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

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

# Recommendations

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

# Appendix

## Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

Final Report