



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Fairview Educational Services
Limited

Date of report: 16 January 2024

About Fairview Educational Services Limited

Fairview Educational Services Limited (Fairview Education) delivers automotive trade training. A motor vehicle dealership owns the training organisation. The delivery site sits alongside the large dealership and service centre. Fairview Education supplies training resources (and assesses student work) for many secondary schools and some tertiary education providers.

Type of organisation:	Private training establishment (PTE)
Location:	473 Te Rapa Road, Te Rapa, Hamilton
Eligible to enrol intl students:	No
Number of students:	Domestic: 57 (41 equivalent full-time students in 2022); Māori 17 (30 per cent), Pasifika two (4 per cent), disabled three (5 per cent) ¹
Number of staff:	Seven full-time equivalents
TEO profile:	Fairview Educational Services – NZQA profile
Last EER outcome:	At the previous external evaluation and review (EER), NZQA was Highly Confident in Fairview Education's educational performance and in its capability in self-assessment (October 2019).
Scope of evaluation:	All training and related activity
MoE number:	7265
NZQA reference:	C54503
Dates of EER visit:	20-22 September 2023

¹ This report does not provide analysis of Pasifika and students with a disability due to the very low enrolments of these groups.

Summary of results

Fairview Education is meeting many of the important needs of its students, industry and schools. However, self-assessment information, processes and capability vary in quality and require attention.

Confident in educational performance

- Fairview Education's operating environment has been significantly disrupted since the last EER. The PTE continues to offer sound automotive training in an industry-like environment. This offers pathways into the automotive industry for many school students through on-site learning and/or using the PTE's training materials. Fairview Education is piloting blended delivery in partnership with local schools.

Not Yet Confident in capability in self-assessment

- Fairview Education's students achieve high rates of unit standard completions, although these declined in 2022. Students learn and apply relevant knowledge, skills and attitudes. Graduates demonstrate the entry-level capabilities that employers seek.
- Experienced auto technician tutors with adult education credentials train students in the classroom and workshop. However, recent external moderation and, more recently, NZQA monitoring² has identified multiple and significant concerns regarding assessment and moderation practice.
- Effective support has enabled many students to complete their learning. Student wellbeing needs have become more complex and challenging in 2022. The PTE's self-assessment response has been mixed in quality.
- The owners continue to financially support the PTE but need to strengthen their oversight.

² NZQA Programme Monitoring Report: Internal Moderation Automotive Foundation Skills (Level 2) [125491-1] leading to the New Zealand Certificate in Foundation Skills (Level 2) [2862-1] 10 October 2023

There are gaps in educational leadership (particularly moderation). Besides moderation, compliance is mostly effectively managed.

- Self-assessment information, processes and capability vary in quality across the organisation and require attention.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Students learn foundation-level automotive trades training full-time on site. In the Automotive Foundation Skills programme, unit and qualification completions were high for all students, including Māori in 2020 and 2021.⁴ However, completions fell significantly in 2022, even more so for Māori students. For the New Zealand Certificate in Automotive Engineering, unit and qualification completions have been mostly high since 2019, but fell somewhat in 2022.</p> <p>Vocational Pathways students were prisoners inside Corrections facilities. They completed at sound rates until 2021, when restrictions within the facilities prevented completions.⁵ On balance, achievement was generally sound.</p> <p>The PTE monitors individual progress. It has a good understanding of non-completions, including that industry is increasingly offering work to non-graduates. However, analysis of completions was patchy and not benchmarked against Tertiary Education Commission commitments or sector medians. The PTE tracks completions school by school for Gateway-funded provision.</p> <p>There have been some poor moderation results and practice.⁶ However, the evaluators remain mostly confident in the validity of the completion results. Several factors contribute to this confidence: auto technician tutors train and assess the students in an industry-like work environment, employers rate student capabilities on</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ See Appendix 1 for completion details.

⁵ The PTE decided in July 2023 to end its delivery inside Corrections facilities.

⁶ See 1.3 for more details.

	work placement as sound, and the PTE submitted a robust level 3 consistency review report in 2020. On balance, there is sufficient evidence to conclude that students are learning relevant automotive knowledge, skills and workplace attitudes.
Conclusion:	Overall, students were mostly completing at strong rates – particularly high unit standard completions. However, these rates declined in 2022, including a continued disparity in Māori qualification completion rates. Students are learning relevant and applied knowledge, skills and attitudes. The understanding and use of achievement information is variable in addressing the completion gaps.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The mission of Fairview Education is to support capable people to enter the automotive industry workforce. There is some good evidence that this mission is being fulfilled.</p> <p>The 2020 consistency review for the level 3 programme provided convincing evidence that the 58 graduates had the required capabilities. Three-quarters of them (43) had gained industry-related work after six months, seven to unrelated work, and one to further study. However, the quality of data has not been maintained. More recent data collected from employers shows that 71 per cent agreed that the students on work placements had met or exceeded their workplace expectations.</p> <p>Moderate-quality destination data showed that some graduates had gained related work. Student feedback data for 2022 (no response rate) showed that all student respondents (28/28) rated their training as 'excellent' or 'very good'. The outcomes for priority groups were not analysed.</p> <p>Employers interviewed during the EER said they respected the quality of the training Fairview offered. They saw the organisation as understanding well their expectations, and that their training supported industry development.</p> <p>Schools took up Gateway's on-site learning opportunities.</p>

	There is a large demand from over 200 schools for Fairview's training materials. The PTE engages with many schools, but it does not systematically collect feedback on how it meets their important needs.
Conclusion:	There is some good evidence that Fairview Education is supporting capable people into the automotive industry. However, some self-assessment gaps require attention, and some are significant.

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:	Marginal
Findings and supporting evidence:	<p>Fairview Education designs and delivers training that matches the important needs of industry. Training takes place in classrooms and workshops situated within an operating car dealership and service centre. The dealership strongly influences the PTE's practices with student learning workplace expectations. For example, the PTE and dealership share the same health and safety procedures. Students see auto technicians working in the dealership, some of whom are graduates. Level 3 students also undertake supervised work placements one day a week. Gateway students gain an on-site, hands-on taster of an automobile workshop.</p> <p>Fairview is piloting blending online interactive learning with on-site delivery; 2024 Trades Academy funding has been secured, with four Hamilton schools signed on as partners. The workforce development council (Hanga Ara Rau) views the PTE as a key industry trainer that engages constructively with them.</p> <p>However, Fairview Education has some significant self-assessment challenges. Seventeen (71 per cent) of 24 sets of materials that Hanga Ara Rau moderated required resubmission. On the other hand, six unit standards that were post-moderated all met the required standard.</p>

	An NZQA monitoring report reviewing internal moderation systems ⁷ found a range of significant issues. ⁸ A recent internal programme review, while systematic, did not evaluate all key data. The student feedback on training while positive, had data limitations (see 1.4).
Conclusion:	Fairview Education's training and resources match the most important needs of students and industry. However various self-assessment gaps present significant challenges that need to be addressed.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Fairview Education tutors are auto technicians who mentor students to adapt to industry workplace practices. Post-COVID, the PTE has experienced more students with complex wellbeing needs; external agencies have offered little assistance. The tutors in the EER interviews were reflective and conscious of student wellbeing and culture. They monitor individual student progress. Staff have received relevant professional development that builds on their existing cultural and pastoral capability.</p> <p>The PTE has also begun to adapt its teaching, implementing research-informed approaches of 'ako', 'tuākana/teina' and 'project-based learning'. These approaches aim to build more supportive, effective and inclusive learning communities.</p> <p>However, self-assessment has only been partly effective in identifying and responding to student needs. End-of-course student evaluations sighted were positive about the support received. However, this feedback was not</p>

⁷ The NZQA Programme Monitoring Report Internal Moderation Automotive Foundation Skills (Level 2) [125491-1] 10 October 2023 identified the absence of internal moderation (including pre-moderation of materials), inadequate tracking of actions, no marking schedules and insufficient evidence to support learner competence.

⁸ 1.1 outlines how the embedded training context somewhat limits the negative impact on learning.

	anonymous and was infrequent. Also, some students raised concerns in their interviews with the EER team. Some concerns had not surfaced in the student evaluations. These issues reduce confidence in this mechanism. A class representative process has not proved an effective student voice approach to date. On the other hand, the Code ⁹ review was meaningful. It identified relevant actions that are being or will be progressively implemented.
Conclusion:	Support has been effective in enabling many students to complete their study, although 2022 was more challenging. Self-assessment has been partly effective in identifying and addressing these more complex pastoral needs.

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Disruptions in its external operating environment, along with the departure of long-term management, has presented Fairview Education with considerable challenges.¹⁰ While maintaining its core purpose, management has responded with a revised approach and a coherent strategic plan. The board has been supportive with a handover period for new management, investment in revamped facilities, enhanced online capability (an innovative initiative) and establishing a new student liaison role.</p> <p>However, governance oversight, particularly during this change process, needed to be more frequent and systematic, and some educational expertise would be an advantage.¹¹ There have been gaps in the educational</p>

⁹ The Tertiary and International Learners Code of Practice.

¹⁰ Key external disruptions included the COVID pandemic contributing to a sudden temporary shift to online delivery, industry no longer requiring the level 3 qualification due to staff shortages, Department of Corrections restrictions leading to ending that programme delivery, students enrolling with more complex wellbeing needs, and a significant decline in enrolments.

¹¹ See the report recommendations.

	<p>leadership, most notably in moderation practice. Pastoral capability has been strained by the changing student makeup. To date, professional development and additional capacity have been insufficient to effectively respond to the above educational and wellbeing concerns.</p> <p>This report has identified variable self-assessment in a range of areas as requiring significant attention. Despite these gaps, Fairview Education continues to deliver industry-relevant training introducing young people to the automotive industry. Its pilot blended delivery shows some promise. This report offers some key recommendations to address the various challenges the PTE faces.</p>
Conclusion:	Major changes have challenged this PTE, which has an extended track record of strong performance. Leadership and self-assessment gaps require significant attention.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Fairview Education has roles and responsibilities and some sound processes in place to support consistent and compliant practice. The EER enquiry found:</p> <ul style="list-style-type: none"> • NZQA attestations and submissions were timely • random sampling indicates that approved programme hours were delivered • periodic programme reviews had been undertaken, though some areas needed strengthening • a substantive Code review was completed in 2022 • an NZQA-approved memorandum had been signed with Department of Corrections facilities for the training delivered • processes were in place for working with at-risk youth (EER verified that police had vetted all tutors) • health and safety processes were in place for the automotive workshop and training facility.

	<p>There were, however, compliance gaps:</p> <ul style="list-style-type: none"> • Hanga Aro Rau external pre-moderation results were unsatisfactory in 2022 and 2023. Post-moderation results met requirements. Fairview is addressing these concerns. • An NZQA programme monitoring report (10 October 2023) found Fairview’s internal moderation system did not meet the evaluation criteria. There were multiple and significant gaps.¹² • There was some late reporting of unit standard results, explained as due to extensions.
Conclusion:	Management of compliance is often effective. However, external parties identified some significant moderation weaknesses. These gaps are being or need to be resolved.

¹² See 1.3 for details. The PTE is actively addressing these gaps.

Focus areas

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

2.1 All training

Performance:	Good
Self-assessment:	Marginal

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 Fairview Educational Services Limited:

- review and strengthen internal moderation practice¹³ (see 1.3 and 1.5)
- review and strengthen self-assessment capability¹⁴
- enhance governance and management oversight (see 1.5)
- ensure there is sufficient expertise to enable these improvements in performance and self-assessment (see 1.5).

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.

¹³ The NZQA Programme Monitoring Report Internal Moderation Automotive Foundation Skills (Level 2) [125491-1] 12 September 2023 (Draft report) has made a range of specific recommendations to strengthen moderation practice.

¹⁴ Each section of the report identifies self-assessment gaps that require attention.

Appendix 1

Table 1. Unit standard and qualification completions for Automotive Foundation Skills (Level 2) 2020-22 (percentage) ID 125491

Measure	Year			
	2019 ¹⁵	2020	2021	2022
Unit completions all learners	NA	94	88	50
Unit completions Māori	NA	100	87	25
Unit completions Pasifika	NA	100	100	0
Other	NA	90	88	50
Qualification completions all learners	NA	88	81	53
Qualification completions Māori	NA	88	70	25
Qualification completions Pasifika	NA	100	100	0
Other	NA	86	88	64

Source: Fairview Education data

Table 2. Unit standard and qualification completions for New Zealand Certificate in Automotive Engineering (Level 3) 2019-22 (percentage) ID 122072

Measure	Year			
	2019	2020	2021	2022
Unit completions all learners	94	98	95	80
Unit completions Māori	72	100	92	0
Unit completions Pasifika	84	100	75	100
Unit completions other	80	98	99	90
Qualification completions all learners	67	81	80	83
Qualification completions Māori	62	70	69	0
Qualification completions Pasifika	33	100	67	100
Qualification completions other	75	84	89	72

Source: Fairview Education data

¹⁵ The first programme completions took place in 2020.

Table 3. Unit standard and qualification completions for Vocational Pathways Manufacturing and Technology programmes 2019-22 (percentage) ID: 119974 and 122320

Measure	Year			
	2019	2020	2021	2022
Unit completions all learners	64	99	67	0
Unit completions Māori	62	100	68	0
Unit completions Pasifika	84	94	66	0
Unit completions other	61	100	69	0
Qualification completions all learners	64	99	67	0
Qualification completions Māori	26	100	68	0
Qualification completions Pasifika	71	94	66	0
Qualification completions other	34	100	69	0

Source: Fairview Education data

Appendix 2

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 fraud¹⁶*
- *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.*

¹⁶ 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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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