

# Report of External Evaluation and Review

## Avon City Ford Training Services

Confident in educational performance

Confident in capability in self-assessment

Date of report: 22 January 2015

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*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:	Avon City Ford Training Services
Type:	Private training establishment (PTE)
Location:	Cnr Epsom and Main South Roads, Sockburn, Christchurch
Delivery sites:	As above
First registered:	27 August 1998
Courses currently delivered:	<ul style="list-style-type: none"><li>• Pre-Trade Automotive Programme (levels 1 and 2)</li><li>• STAR and Gateway programmes</li></ul>
Code of Practice signatory?:	No
Number of students:	Domestic: in 2014, 19 students enrolled on the 40-week Pre-Trade Automotive Programme (Youth Guarantee-funded), including three females, two Māori students and one Pasifika student. Training for this programme was also delivered to 114 secondary students in STAR or Gateway programmes.
Number of staff:	Two full-time and two part-time staff (including three tutors – one full-time and two part-time)
Scope of active accreditation:	Unit standards towards the National Certificate in Motor Industry (Foundation Skills) (Level 1) (42 credits) and National Certificate in Motor Industry (Entry Skills) (Level 2) (Automotive, electrical and

mechanical strand) (80 credits), and driver licence and skills unit standards.

**Distinctive characteristics:** Avon City Ford Training Services (ACFTS) is a PTE within the Avon City Ford motor dealership. Trainees use the company's facilities (including motor vehicle service, collision repair and automotive refinishing, dismantling, grooming, motorcycle services and repair) as well as their own training facilities. ACFTS trains 16 to 19-year-olds who want to gain entry into the automotive and related trades industry. Training is largely self-paced and involves a combination of classroom and practical tasks; secondary students complete coursework by distance learning and attend ACFTS for block courses.

**Recent significant changes:** Since 2012 ACFTS has been funded by the Tertiary Education Commission (TEC) for 13 places under the Youth Guarantee scheme.

**Previous quality assurance history:** ACFTS met the external moderation requirements of the industry training organisation, MITO (Motor Industry Training Organisation) at 18 August 2014<sup>1</sup>, and NZQA's national external moderation.

The previous external evaluation and review (EER) of ACFTS was held in January 2011, when NZQA was Highly Confident in the PTE's educational performance and Confident in its capability in self-assessment.

## 2. Scope of external evaluation and review

The scope of the EER included the following focus areas:

- Governance, management and strategy, which is a mandatory focus area
- Pre-Trade Automotive Programme (Levels 1 and 2), which is the only programme offered.

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<sup>1</sup> MITO conducted a site visit and external moderation during October 2014. The outcome of this activity was not available at the time of the EER.

### 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-eeer/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.*

Two evaluators visited ACFTS over two half-days. Interviews were conducted with the training manager (who is also a tutor), the training administrator, one full-time tutor, the service operations manager and two currently enrolled students. Phone interviews were also conducted with two ex-trainees, a representative from MITO, two secondary school representatives and two employers.

A variety of documents were sighted, including learner records and feedback, teaching and administrative documents, meeting minutes and achievement data.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Avon City Ford Training Services**.

The reasons for this judgement are as follows:

- Many learners are acquiring a pre-employment qualification in automotive (level 1 or level 2) which provides a pathway to entry-level employment or further training in the automotive (or related) industry. This represents a significant achievement for ACFTS' young trainees, many of whom have limited experience of academic success.
- ACFTS has evidence that in addition to acquiring useful knowledge and practical skills, many trainees are also improving their ability to learn, and some are making gains in their literacy and numeracy skills. Trainees are also developing increased confidence and motivation, which enhances their overall well-being.
- External stakeholders confirm the value of the training. Secondary schools report positive outcomes for trainees including improvements in motivation and focus on career goals. Employers interviewed are generally satisfied that trainees have the basic knowledge and skills required to enter the automotive industry, although there is limited information available on employment outcomes since 2012.
- The training, which is delivered on site in an established car dealership by experienced and committed tutors, provides for a high level of individual attention and support and exposure to a real workplace, which are key contributing factors to trainee outcomes.
- ACFTS has established practical management, academic and administrative processes that contribute to learning and other outcomes, and are generally fit-for-purpose for the size and nature of the organisation.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Avon City Ford Training Services**.

The reasons for this judgement are as follows:

- ACFTS is a small training organisation which generally relies on informal self-assessment processes and effective communication with staff to maintain quality. Practical processes have been established for monitoring individual trainee progress in the pre-trade automotive programme on a day-to-day basis. However the PTE's approach does not allow for identifying trends across groups or over time.
- ACFTS confines its focus on learner outcomes to those required by the TEC, namely unit standard and qualification completions, although some information on employment outcomes is gathered in the course of routine stakeholder engagement activities.
- ACFTS has a largely informal approach to stakeholder engagement which reflects its size and the tutors' longstanding relationships with industry and secondary schools, and which is generally adequate for ensuring programmes remain relevant and match stakeholder needs. There is some evidence in meeting minutes of regular discussions on key aspects of programme delivery and learner outcomes, and the identification of strategies for improvement. At the end of 2013, welding unit standards were included in the Youth Guarantee programme in response to feedback from learners seeking more practical tasks. However, the impact of changes made, for learners and other key stakeholders, is not always evaluated.
- The quality of self-assessment information could be strengthened (particularly in relation to overall learner achievement and outcomes to understand the effectiveness of the teaching) and used more effectively as a basis for organisational decision-making and ongoing improvements to educational performance.
- Processes for a review of recent changes to programmes delivered will be important to confirm the learning needs of trainees are being met.

# Findings<sup>2</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 **Good**.

Most learners on the Youth Guarantee programme are acquiring useful knowledge and practical skills, successfully completing unit standards and gaining a National Certificate in Motor Industry at either level 1 (Foundation Skills) or level 2 (Entry Skills) (refer Table 1).<sup>3</sup> Approximately half of trainees receive additional assistance with literacy and numeracy, and there is good evidence of gains, particularly in relation to writing skills. In addition, the trainee logbooks provide a record of the development of personal skills and attributes, such as motivation, confidence and increased self-management. The validity of learner achievement at ACFTS is assured by effective internal moderation procedures and compliance with external moderation requirements of standard-setting bodies.

<b>Table 1. Qualification completion rates for ACFTS, 2013 and 2014</b>			
<b>2013 (n=15)</b>		<b>2014 (year to date) (n=19)</b>	
Level 1	Level 2	Level 1	Level 2
40% (6)	13% (2)	47% (9)*	16% (3)**
*One additional student is expected to complete level 1 by the end of 2014.			
**Two additional students are expected to complete level 2 by the end of 2014, which would increase the qualification rate for level 2 to 26%.			

Student achievement of unit standards on the STAR and Gateway programmes is variable. ACFTS staff report that approximately 25 per cent of these learners gain sufficient unit standards to achieve NCEA level 2. Apart from continued engagement of schools with ACFTS in the delivery, there is little information available for evaluating learner achievement in these programmes.

The small size of the Youth Guarantee programme and the extended course duration enables a high level of awareness of individual progress and outcomes, including literacy and numeracy. However, ACFTS does not analyse learner achievement, other than to monitor performance against funding targets.<sup>4</sup> In 2014,

<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> 2012 was the first year of the Youth Guarantee programme, but ACFTS was unable to provide data due to a change in the student management system.

<sup>4</sup> Funding under the Youth Guarantee scheme is based on achievement of unit standard credits and qualification completion.



a more structured teaching approach was introduced to increase the completion of unit standards towards the level 1 qualification. Data for 2014 to date suggests that this is an effective strategy, although it has not been formally evaluated as yet.

While learner achievement at ACFTS is good, on the basis of the evidence available ACFTS' self-assessment processes for collating and analysing data on learner achievement are not systematic and do not provide a strong basis for identifying improvements or making decisions.

## 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 **Good**.

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

There is anecdotal evidence that the training provided by ACFTS is meeting employers' needs for entry-level staff who have a basic level of automotive knowledge and an understanding of health and safety and are familiar with a workshop environment. It is also reported that some trainees achieve employment in a variety of automotive or related trades and that some also progress to apprenticeships (at the Avon City Ford motor dealership and elsewhere). Stakeholders observe that these outcomes also represent social value in providing development and career opportunities to disaffected and/or disadvantaged learners. ACFTS is generally meeting its obligations to its funder for learner outcomes. Taken together, the evidence suggests outcomes are valued by a variety of stakeholders, including learners who value the opportunity to achieve a foundation-level qualification that prepares them for further study and/or supports their efforts in seeking employment.

Overall self-assessment activities in relation to this key evaluation question do not reflect a systematic approach to gathering evidence of the outcomes for trainees and industry. Although staff provide encouragement and support to trainees in identifying opportunities for further study and/or job search, they have limited evidence of the outcomes for trainees in recent years. ACFTS staff regularly visit and talk with employers in the automotive and related trades, which does provide some opportunities to follow up with ex-trainees, and this information is shared informally within the team.

### 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 **Good**.

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

ACFTS' programme is suitable for the learner cohort, is at the right level, and combines theory and practical tasks in a workshop environment that is engaging and motivating for trainees. Different rates of learning are accommodated within a flexible and student-focused approach to delivery, with a mix of whole-class, group and individual work, and targeted assistance for literacy and numeracy as required. The approach also enables trainees to work part-time if they wish, and to attend the course for tutorial assistance and to complete practical tasks and assessments. Learning activities and course materials are up-to-date and appropriate, including an online resource which provides opportunities for revision of content. It is evident from meeting notes that tutors are regularly reviewing programme content and resources to maintain currency and relevance.

In addition to daily conversations with individuals and groups, ACFTS collects trainee feedback via class meetings (twice in 2014) and learner surveys (completed by each trainee as they leave the course). Changes were made to the programme for 2014 in response to trainee feedback to increase the practical component (such as the inclusion of MIG Welding). However, ACFTS is not systematically collating trainee feedback or reviewing it periodically to identify themes or evaluate the impact of changes made.

### 1.4 How effective is the teaching?

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 **Adequate**.

Teaching is generally effective, as evidenced by the good levels of achievement by a cohort that has previously experienced very little academic success. ACFTS has a small group of longstanding staff who have extensive motor industry experience and appropriate adult education qualifications. Specialist literacy and numeracy support is provided by a trained teacher who has the National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace). Tutors report that a more structured approach to teaching unit standards leading to the level 1 automotive qualification has been effective in engaging with learners and fostering achievement. There is good evidence that tutors and trainees relate effectively to one another and trainees report that they are well prepared and supported in their assessments and that they receive constructive feedback.

ACFTS relies on regular meetings and information-sharing among teachers about programme delivery and learner progress. However, the evaluators found little evidence of systematic reflection, either by individuals or as a group, on the effectiveness of their teaching practice. Performance appraisals are undertaken for some, but not all, teaching staff. For a variety of reasons, there has been limited opportunity for professional development and for exposure to fresh ideas and new approaches to enhance the capability of this established team in responding to the changing environment.

## 1.5 How well are learners guided and supported?

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 **Adequate**.

ACFTS is effective in its provision of support to its Youth Guarantee trainees. Staff draw on their experience to support trainees to make good choices and to succeed. Initial interviews and the enrolment process provide opportunities to ensure trainees understand the course requirements and expectations, as well as to assess their learning needs. Attendance is a key requirement for success, and absentees are followed up promptly, with the assistance of whānau as required. One-to-one discussions between trainees and the tutor occur regularly to review their progress and provide encouragement.

The commitment of the staff to mentoring their learners includes broadening their horizons and developing life skills, such as goal-setting and decision-making, and extending their general knowledge. Trainees receive help with curriculum vitae preparation and are supported by staff industry networks in their job search. Evidence of the effectiveness of the role-modelling and guidance provided by ACFTS tutors is found in learner outcomes and unsolicited feedback from schools, families and employers.

ACFTS collects feedback on learner support as part of the end-of-course survey. However, while there are many examples of guidance and support activities, there is no evidence that ACFTS is evaluating the effectiveness of interventions for improving learner outcomes.

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

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 **Adequate**.

ACFTS receives effective support from the principal and senior management of the dealership in which it is located. Senior management confirmed its ongoing commitment to the training despite the challenges associated with changes to funding and the impact of the Christchurch rebuild on recruitment of trainees. Staff report that they feel valued and supported by management. ACFTS staff and trainees benefit from day-to-day exposure to current motor technologies and modern facilities and vehicles within the dealership, and this helps to prepare the trainees for work.

A suitable framework for monitoring educational and financial performance has been established, and there is good evidence of regular meetings at all levels during which activities and outcomes are reviewed. Information on learner progress is available to support discussions of performance in relation to funding obligations. A review of outcomes at the end of 2013 resulted in the identification of several strategies for improvement, which appear to have had some impact on learner achievement. A new student management system has been implemented which has the potential to support improved reporting, but this remains a work in progress.

Self-assessment at ACFTS is generally informal and focused on day-to-day activities. Staff are responding to information gathered through trainee surveys and are using it to ensure they meet trainee learning and support needs. However, the quality of self-assessment information could be strengthened, particularly in relation to overall learner achievement and outcomes to understand the effectiveness of the teaching. A more systematic and purposeful approach to gathering and using information and monitoring the impact of changes would provide a stronger basis for organisational decision-making and improving educational performance.

## 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 **Good**.

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

### 2.2 Focus area: Pre-Trade Automotive Programme

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

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

# Recommendations

NZQA recommends that ACFTS:

- Continue to develop self-assessment capability through establishing practical processes for capturing and sharing information and developing reporting functions of the student management system to support analysis and greater understanding of overall educational performance
- Continue to support all tutors with professional development, including establishing regular opportunities for all teachers to receive collegial and management feedback on their teaching effectiveness.

# 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/>.*

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