



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



Avon City Motors Limited

Date of report: 28 January 2025

About Avon City Motors Limited

Avon City Training Services (ACTS) trains secondary school students who are considering careers in the automotive industry. The part-time training courses include classroom and hands-on learning in workshops located within an operating car dealership, plus work experience opportunities.

Type of organisation:	Private training establishment (PTE)
Location:	Cnr Epsom and Main South Roads, Sockburn, Christchurch
Eligible to enrol international students:	No
Number of students:	Domestic: 219 (22 equivalent full-time students in 2023); Māori and Pasifika 32 (15 per cent), disabled 39 (18 per cent)
Number of staff:	Three full-time equivalents
TEO profile:	Avon City Motors
Last EER outcome:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of ACTS at the previous external evaluation and review (EER) in 2020.
Scope of evaluation:	Automotive training
MoE number:	7270
NZQA reference:	C57586
Dates of EER visit:	19 and 20 November 2024

Summary of results

ACTS meets well the important needs of its key stakeholders: students, employers and school partners. Self-assessment information and processes are robust, leading to improvements.

Highly Confident in educational performance

- Nearly all students are retained and complete their courses. Students acquire work-relevant knowledge, skills and attitudes. Training scheme graduates mostly gain work in the industry.
- Employers gain access to students on work placement who are well prepared for entry-level auto workshop practice. Nearly all 2023 graduates were employed; the rate has increased steadily over time.

Highly Confident in capability in self-assessment

- Schools gain a robust, applied learning option for their students, offering an authentic pathway into the industry. Schools highly rate the training service.
- The training reflects the expectations of the automotive industry workplace. Workshop tutors include experienced and certified auto technicians. Students effectively apply the theory they learn in the automotive workshops. High training standards are maintained.
- ACTS liaises closely with the schools, offering effective pastoral care. Students rate highly their training experience. The Code of Practice review was sound.
- ACTS has developed an effective approach for managing and reviewing its important compliance accountabilities.
- The leadership of ACTS has effective systems that support consistent practice and high performance. The leadership collects a range of data and mostly uses it to inform decision-making. Self-assessment information and processes are robust. Some key improvements

include mental health coaches, offering MITO¹ off-job training, and improved NZQA compliance processes and results since the last EER.

¹ Motor Industry Training Organisation

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>ACTS' students are still enrolled at secondary school. They are trained part-time in automotive industry-related knowledge, skills and workplace attitudes. They are assessed against NZQA-listed unit standards.</p> <p>Student achievement is very strong. The training scheme attendance rate is over 80 per cent, above the agreed target. The overall unit standard achievement rates are typically over 95 per cent for the 2021-23 review period. The training scheme achievement rate is close to 100 per cent.³ These are very high rates. All student priority groups achieve well. Students acquire technical skills and knowledge. They also develop the soft skills, workplace attitudes and behaviour that employers highly value, such as time management and social courtesies. The literacy and numeracy of the training scheme students typically improves.</p> <p>ACTS systematically records and monitors the academic progress of individuals and cohorts. Attendance is well tracked. Training scheme students receive a clear progress report each term. Strong assessment and moderation practice gives confidence in the results. Non-completions are mostly due to a school-level occurrence for these part-time students.</p> <p>There are some self-assessment information gaps that have had some impacts. Māori and Pasifika were tracked as one group instead of separately. The monitoring of literacy and numeracy needs and progress requires some strengthening. ACTS did not use this understanding to support further achievement.</p>

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

³ See Appendix 1 for further details.

Conclusion:	Student achievement is very strong. Nearly all students complete, acquiring work-relevant knowledge, skills and attitudes. Self-assessment is generally robust and effective, but there are improvement opportunities.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The purpose of ACTS is to train young people who are exploring working in the automotive industry, including at Avon City Motors. Core stakeholders are students, employers and school partners. There is a range of convincing evidence that the PTE meets well the important needs of these key stakeholders.</p> <p>Students are offered taster courses, exposing them to industry expectations. They consistently gain their expected unit standard credits, contributing to gaining their National Certificate of Educational Achievement. Some go on to industry work placements. The training scheme offers students an effective pathway into work: 21 (88 per cent) of the 24 students from the 2023 cohort gained related work. This rate has steadily improved, from 61 per cent (2020) to 71 per cent (2021) and 83 per cent (2022). There is some evidence that the graduates later enrol in and complete apprenticeships.</p> <p>Employers gain training scheme students on work placement. ACTS carefully pre-selects the placements to ensure they have the needed workplace attitudes and entry-level capabilities. Nearly all 2023 training scheme work placements led to employment. Employers interviewed confirmed that they valued the placements. Similarly, nearly all employer survey respondents rated the training quality as 'excellent'.</p> <p>ACTS offers schools a hands-on automotive trades training option to students, some of whom are disengaged at school. Eighty-nine per cent of the 45 school survey respondents over the period 2021-23 rated the 'effectiveness of course and student needs addressed' as 'excellent'.</p>

	Interviews conducted with the schools and employers support the above evidence. The training manager's strong, ongoing engagement with key stakeholders was noted.
Conclusion:	There is a range of convincing evidence that ACTS is providing valued outcomes for its three primary stakeholders. Self-assessment is high quality, supporting improved educational performance.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ACTS operates on a car dealership site, offering students a real-world experience of the automotive industry. It has fit-for-purpose workshops and a classroom. The training manager visits schools and carefully interviews applicants to ensure a close fit with the employment focus of the two-day per week training scheme.</p> <p>Two ex-dealership auto-technician tutors deliver the hands-on, workshop-based training. The two other tutors, with more adult education training experience, teach the theory content. Tutors stay current with evolving industry practice operating in the dealership. Students who were interviewed valued learning from experienced technicians familiar with the workplace. The training scheme's resources and learning activities engage the students.</p> <p>Assessment practice is effective. ACTS uses industry standard-setting body assessment materials. External moderation results for 2023 and 2024 confirmed assessor judgments. There is systematic internal moderation practice that identifies and addresses issues needing attention.</p> <p>ACTS offers a suite of automotive training options: three-day STAR⁴ tasters, Gateway options with work experience, the two-day per week training scheme, and off-job training</p>

⁴ Secondary Tertiary Alignment Resource

	<p>for MITO apprentices. There is mostly consistent feedback from students, employers and schools that the training meets their needs well. ACTS makes changes as concerns emerge.</p> <p>ACTS recently reviewed its block courses and changed the content due to student feedback. The core training scheme structure has remained unchanged since 2018. However, the materials and practices are updated to reflect industry expectations, student feedback and issues found through moderation. There might be value gained from an overarching review of the training scheme.</p>
Conclusion:	Training delivery effectively matches the needs of the students, industry and school partners. Robust self-assessment supports high educational performance.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>ACTS' students are all part-time and remain enrolled at secondary school. ACTS therefore liaises closely with the schools to ensure wrap-around support for the students. The PTE has clear formal agreements with schools outlining these pastoral care responsibilities. Training scheme students and the schools receive a formal progress report each term. Student attendance and academic progress is systematically tracked. The school surveys show they rate highly the support given to the students.</p> <p>Classes are small (8:1 ratio) enabling the different tutors to offer students one-on-one support. Tutors have informal interactions (in the workshop or classroom) and regular meetings with each student. ACTS views this individual attention as a critical factor in their success. However, the tutors need to professionally develop their specialist literacy and numeracy training capability. The students who were interviewed valued being treated as adults, in contrast to their school experience. Students (and employers) rated highly the support provided to the students while on work experience. The dealership has</p>

	<p>made its recently established mental health coaches available to students in 2024 to address more complex needs. ACTS described an effective response to a recent pastoral incident.</p> <p>Nearly all students successfully complete their studies. Over 70 per cent of students have rated the training as 'excellent' in survey feedback since 2022. Most work placements lead to employment. These are strong indicators that the support provided is effective. The student voice would be strengthened by collecting more detailed feedback from student meetings to complement survey data.</p> <p>ACTS conducted a sound review of the Code of Practice, identifying what was done in relation to each outcome and some areas for improvement. The PTE reported no critical incidents (including health and safety) or formal complaints in the period 2021-23.</p>
Conclusion:	Students are effectively supported to complete their studies. Feedback from students is positive. Self-assessment is generally robust.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ACTS has a clear and established purpose: to develop entry-level auto technicians for the industry. The ownership decided therefore to operate the PTE on a cost-recovery basis. This has been a sustainable business model. The motor dealership management provides substantive leadership oversight. Facilities, equipment and resources are maintained to ensure the training meets entry-level automotive industry requirements. The leadership hires tutors and staff with relevant experience and qualifications. An experienced administrator has replaced a long-standing administrator who had put in place strong systems. The leadership team often uses data to inform regular staff, management and governance meetings and decision-making. Compliance management is effective.</p>

	ACTS' leadership is embedded within the dealership and industry. The training manager leads the team well. He methodically engages with school partners, responding to their evolving needs. There are mostly systematic processes across key areas, articulated in the quality management systems. Data is used effectively to ensure consistent practice in most core activities. Student, employer and school feedback confirms ACTS is providing valued services.
Conclusion:	The leadership effectively supports the PTE to meet well the important needs of its students, employers and schools. Self-review supports consistent practice and a range of improvements, as noted in this report.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ACTS has a detailed and robust quality management system. This enquiry found operating practices that reflect this system. The PTE has clear roles and responsibilities. The key signs of effective management practice were that ACTS:</p> <ul style="list-style-type: none"> • Delivered the approved training scheme hours and assessed the designated unit standards. • Participated in external moderation requirements. • Employs staff who have the appropriate experience and credentials that meet the consent and moderation requirements. • Ensures staff are police vetted. • Submitted its attestations in a timely fashion. • Maintains a register of formal school memorandums. This enquiry found practices that were consistent with these agreements. • Maintains detailed and accurate records of results and attendance.

	<ul style="list-style-type: none"> • Undertook a Code review and met the publishing requirements (see key evaluation question 4). <p>There was one minor gap. ACTS promptly reported the block courses results to school partners. However, the training scheme results were reported only at the end of each term to the schools. ACTS' quality management system does not refer to the NZQA 90-day requirement to support the schools.⁵ Students' results are significant to their NCEA results.</p>
Conclusion:	<p>ACTS has a coherent and effective approach for managing and reviewing its important compliance accountabilities. This is a significantly improved performance since the last EER.</p>

⁵ The schools are responsible for reporting the unit standard results to NZQA.

Focus areas

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

2.1 All automotive training

Performance:	Excellent
Self-assessment:	Excellent

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:

- Consider the benefits of an overarching review of the training scheme to ensure it remains fit for purpose (see key evaluation question 3).
- Strengthen the literacy and numeracy teaching capability of the tutors to better embed more explicit, informed teaching-learning activities (see key evaluation question 4).

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.

Appendix 1

Table 1. Certificate in Automotive Workshop Practices (Level 3) Training Scheme – paper achievement rate 2021-23 (%)

Year	Group	Achievement rate
2021	Māori/Pasifika	98
	Other ethnicities	100
	Disability	-
	Total	100
2022	Māori/Pasifika	100
	Other ethnicities	98
	Disability	100
	Total	99
2023	Māori/Pasifika	100
	Other ethnicities	100
	Disability	100
	Total	100

Source: Avon City Ford data

Table 2. Star and Gateway-funded training – paper achievement rate 2021-23 (%)

Year	Group	Achievement rate
2021	Māori/Pasifika	100
	Other ethnicities	96
	Disability	-
	Total	98
2022	Māori/Pasifika	95
	Other ethnicities	97
	Disability	91
	Total	97
2023	Māori/Pasifika	97
	Other ethnicities	97
	Disability	98
	Total	97

Source: Avon City Ford 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 fraud⁶*
- *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.*

⁶ 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 2022, 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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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