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Report of External Evaluation and Review

C Hayes Engineering Training Division

Confident in educational performance

Confident in capability in self-assessment

Date of report: 19 August 2016

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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:	C Hayes Engineering Training Division (C Hayes PTE)
Type:	Private training establishment (PTE)
First registered:	1993
Location and delivery site:	96 Waioeka Rd, Ōpōtiki
Courses currently delivered:	National Certificate in Mechanical Engineering (Level 2) National Certificate in Welding (Level 3)
Number of students:	Domestic: 16 equivalent full-time students (EFTS) in 2016 On average, around 80 per cent of enrolments are Māori students.
Number of staff:	Three full-time equivalent staff, including two owner-directors
Scope of active accreditation:	C Hayes PTE has consent to assess assessment standards on the New Zealand Qualifications Framework (NZQF) within the manufacturing and mechanical engineering and core generic domains.
Distinctive characteristics:	C Hayes PTE operates a general engineering business alongside the training division, and the training is focused primarily on the skills required for entry-level positions in the engineering sector. The PTE is located on the Whakatāne Educational Pathways (Ōpōtiki) infographic, which is the key

publication mapping local tertiary education opportunities. It also participates in educational outreach events facilitated by Toi EDA, the Eastern Bay of Plenty Economic Development Agency.¹

Recent significant changes: Since the previous external evaluation and review (EER), the provider has transitioned completely from receiving Foundation Focused Training Opportunities funding to Youth Guarantee funding from the Tertiary Education Commission (TEC). It also receives Training for Work funding from the Ministry of Social Development. This has required a change in focus for both managing enrolments and more explicitly assisting students towards a qualification rather than an employment goal.

Previous quality assurance history: At the EER in 2012, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of the PTE.

The PTE has met Competenz external moderation requirements since the previous EER. The PTE has not assessed NZQA-managed standards since 2012.

2. Scope of external evaluation and review

Focus areas and rationale for selection		
1.	Governance, management and strategy	This focus area is mandatory in all EERs. It has importance for the quality of the educational experience for students, matching the needs of key stakeholders, the employment experiences of staff, and the legal, ethical and compliance context for operating as a registered PTE.
2.	Youth Guarantee-funded programme	This focus area includes all full-time students enrolled in the PTE. Currently there are 16 students enrolled in this formally assessed, full-year programme leading to NCEA and/or the National Certificate in Mechanical Engineering (Level 2) and the National Certificate in Welding (Level 3).

¹ <http://www.toi-eda.co.nz/>

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.

A pre-scoping visit to the PTE provided the lead evaluator with an overview of the PTE. Some supporting documents were received prior to the on-site visit.

Two evaluators conducted the on-site enquiry phase of the EER on 31 May 2016. The feedback for the visit was provided on 1 June 2016. The evaluators met with or interviewed by phone:

- The two directors and the two tutors
- A group of seven current full-time students selected from a list of 18 in attendance
- External stakeholders/graduates of the PTE, including employers, funders and social sector agencies, were also contacted.

Documentation considered as part of the evaluation included: strategic intent and investment documents; TEC plan commitments performance reports; self-assessment documentation relating to achievement; moderation reports; teaching materials and assessment activities; course outlines. The evaluators were also shown the PTE's facilities.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance, and **Confident** in the capability in self-assessment of **C Hayes Engineering Training Division**.

The reasons for this level of confidence are:

- Course and qualification pass rates have improved since the previous EER, and have now surpassed the sector median for Youth Guarantee provision. The provider's student profile strongly reflects Tertiary Education Strategy priority groups – students under 25, and Māori in particular. These students are well catered for and are achieving well.
- Graduates have developed their key competencies² and are more ready to enter employment. Some do gain employment in roles that use their engineering skills or lead to further training such as apprenticeships.
- Resources and facilities at the PTE reflect the light engineering industry. The opportunity for students to be in a production environment experiencing industrial work processes is valuable. This opportunity is unique to the local region.
- Teaching is practical and hands-on. Students are given the opportunity to learn, make mistakes, and then get it right, to a high standard within a safe environment. There is a good mix of theory and practice, and assessment serves learning rather than driving it. Students are guided, encouraged and supported by tutors and management to attend and achieve.
- This family-run business has a respected place in the local community, and the training offered fills an important niche. Management processes are sound, and in most cases self-assessment actions are appropriate to scale. There are areas that can and should be strengthened, such as more convincing analysis and understanding of educational performance data, more robust capture of students' outcome destination information, and more intentional programme review processes that involve all staff and consider the findings of achievement and outcome analysis. The limitations noted here are not, however, critical gaps affecting educational performance overall.

² The New Zealand Curriculum identifies five useful and transferable key competencies: thinking; relating to others; using language, symbols, and texts; managing self; participating and contributing.

Findings³

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 **Adequate**.

Students achieve a range of engineering and employment-related skills through enrolling with C Hayes PTE. An increasing number (15 students in 2015) achieved a national certificate, and for many this is their first qualification. This achievement is also notable because the provider's student profile strongly reflects Tertiary Education Strategy priority groups – students under 25, and Māori in particular.

Course and qualification pass rates have improved from a very low base since 2013, and surpassed the sector median for Youth Guarantee in 2015. TEC performance commitments are also now being met. According to the directors, this positive trend reflects a growing capability in managing the different requirements of the EFTS-based funding model and the required educational outcomes.

Table 1. C Hayes PTE course and qualification completion rates (Youth Guarantee) 2013-2015

	2013	2014	2015
Enrolments	10	16	25
Course completions	50%	60%	71%
Qualification completions	0%	25%	63%
National certificates at level 2 or 3	0	12	15

Source: TEC performance reports and C Hayes PTE. (The TEC qualification measure does not clearly reflect the number of certificates achieved as some students achieved both qualifications.)

Recording and analysis of student course and qualification results is adequate. Information from TEC educational performance reports, including sector medians, was presented to the evaluators. On that basis, the PTE had reliable information about completion rates for 2013-2015. It is accepted that each student's needs and attributes are known to staff. However, more convincing analysis of educational performance data (to identify any trends, benchmarks, comparing one group of students or qualification with another, etc) is warranted.

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

1.2 What is the value of the outcomes for key stakeholders, including 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**.

The goal for most students is to enter the workforce and gain full-time permanent employment. This is challenging in an area with reasonably high unemployment but high seasonal employment opportunities. Records maintained by the PTE show that most students are in employment some time after concluding their course.⁴ Although the types of employment and their locations seem credible, record-keeping needs to be more robust so that processes for gathering and checking outcomes data are more convincing. More knowledge of how well the programme meets employer and/or graduate needs would be useful. This finding is reflected in the rating for this key evaluation question.

The engineering and employment-related skills gained by graduates are both highly useful and transferable to a range of occupations. Course content includes correct use of power-tools, welding, measurement and materials handling. Students can also obtain a first aid certificate. As noted in Table 1 above, over half of the students enrolled achieve a national certificate qualification. Graduates were noted as working in areas such as kiwifruit packhouses, farming, orchards, light engineering and boat-building. Some have gained apprenticeships. These are valuable outcomes, and the PTE is a direct contributor to the skills base of the local economy.

Little self-assessment information was available about the outcomes from the smaller Training for Work programme, but contact with the funding agency indicated that they are satisfied with the outcomes which are 'on par' with other, similar providers.

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**.

The resources and facilities at the PTE reflect the light engineering industry. The opportunity for students to be in a production environment experiencing industrial work processes is valuable and unique to the local region. Staff qualifications and experience and equipment available also match the National Certificate in Mechanical Engineering and National Certificate in Welding being offered.

⁴ Exactly when the employment outcome was verified was not documented.

Management did express a view that the qualifications do not reflect the outcome skill level they believe is needed to enter industry, which requires a higher degree of competency. This is mitigated to some extent by ensuring students have ample opportunities to practise their skills, and some return for further training.

Students attracted to the provider state a preference for hands-on and practical learning. A key theme of the training approach is to 'keep students busy'. Practical application of techniques and working with tools and materials is therefore emphasised. Good planning by teaching staff, and willing engagement with their learning by students, both within the workshop and classroom, reflect well-matched needs. Student survey records confirm this, as did direct feedback from current students.

As in many small towns in regional New Zealand, school leavers struggle to find paid employment locally. That said, the engineering and employment-related skills gained by graduates are transferable to a range of occupations, as indicated in the employment outcome information gathered by the PTE (as in Findings 1.2). There is also evidently active engagement with social services providers as well as employers in the area. More concrete evidence in terms of recording how this involvement leads to improved outcomes for students would be beneficial.

Overall, the PTE has a clear understanding of what needs they can meet, and has a history of being a steady contributor within their niche of engineering education expertise.

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**.

Teaching at C Hayes PTE is practical and hands-on, matches students' learning needs, and is strengthened by ongoing professional development. Students are given the opportunity to learn, make mistakes, and then get it right, to a high standard within a safe environment. This approach to teaching has been crafted over the many years that the PTE has been in operation. It matches the preferred learning style of the students and links to improving qualification achievement rates. Students stated, 'there is always stuff to do' and, '[the teachers] actually show you...they teach you'. Some indicated that they had not experienced such a positive learning experience at school or with other educational providers.

There is a good mix of theory and practice, with a useful combination of skills and subject areas shared between the two full-time teachers. Students are assessed summatively when ready. In this context, assessment serves learning rather than driving it. Internal moderation of all assessments is carried out by one of the directors. External moderation outcomes support the validity of assessment decisions, and the tutors have qualifications in relevant adult education standards. Both tutors are also near completion of the National Certificate in Adult Literacy and

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Numeracy Education (Vocational) (Level 5), and show a good awareness of embedding practices. Teaching and assessment resources are sourced from Competenz, and appear suitable. The national literacy and numeracy assessment tool is used to determine any additional support required (see Findings 1.5). More could probably be done with this data, within programme review for example (see Recommendations), and so the tutors' current professional development is very relevant here.

Developing students' attitudes to learning, commitment to attendance, and attention to health and safety within the workplace are integrated into the teaching. Similarly, developing work-readiness and confidence are important outcomes of the programme. Within the overall programme, students develop a simple 'individualised programme' with tutor guidance, which is informed by the attributes and goals of each student.

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 **Good**.

C Hayes PTE plays a very important part in serving the education and training needs of youth (and older students, through its smaller Training for Work programme) particularly rangatahi Māori with respect to engineering skills, and perhaps as importantly, soft skills. This evaluation observed that staff provide valuable mentoring and guidance and support to this student group. Students interviewed had a range of goals and aspirations but expressed confidence in the PTE, and all enjoyed the workplace learning environment.

Each student is interviewed by PTE staff prior to enrolment, and some attend informally and observe for a day or two before committing. Once enrolled, students are provided with suitable personal protective equipment, inducted into health and safety protocols and provided with an online literacy and numeracy assessment. Students are also assisted with CV preparation and referral to industry for work experience or recommendation for employment. Throughout these processes, staff are undertaking a needs assessment by getting to know each student's abilities and goals. A Pathway Steps plan is co-constructed with the tutor and student. This is a three-month plan with specific goals that are monitored. Along with strict attendance requirements, these entry and guidance processes seem to lead to strong retention and increasing rates of qualifications completion.

A number of practices and resources enable students to participate in and enjoy their programme. Door-to-door transportation is provided each day by a van from Whakatāne and also from Opotiki, and students and staff have a weekly shared meal. Where students have particular non-learning needs, staff connect them with local social service providers who have appropriate expertise. In one current case, specialist literacy support has been obtained through Whakatāne REAP (Rural

Education Activities Programme). Apart from the ongoing interaction with students by management, the main tool for self-assessment is an annual student satisfaction survey. Results from these provided to the evaluators indicated a positive engagement with students.⁵ An additional one-off survey to determine course timings and breaks was conducted in 2015, and student feedback was acted on. This was a good example of self-assessment: listen to the students, consider findings, match the needs of the students.

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**.

Students are well supported and taught at C Hayes PTE, and many apparently transition to paid employment. This family-run business has a respected place in the local community, and the training offered fills an important niche for entry-level training. According to the local Work and Income office, there are at least 400 young unemployed or only seasonally employed Māori males in the wider area. The PTE has been successful in working with students predominantly from this target group and various industry stakeholders for many years. It is well placed to contribute to meeting skill needs as the Ōpōtiki harbour development project and associated work opportunities come on stream over coming years.

C Hayes PTE appears to adopt a rather pragmatic, year-by-year approach to planning and making investment or other strategic decisions. The key document provided to the evaluators was the statement of intent developed for the TEC 2016 investment plan round. It appears that no formal annual programme review has been in place, and that the main evidence for programme effectiveness comes from the annual student survey and consideration of the educational performance results and outcomes as reported under Findings 1.1 and 1.2.

That aside, management processes appear sound, and in most cases self-assessment actions are appropriate to scale. Management's ability to work through the changes from Foundation Focused Training Opportunities to Youth Guarantee has been proven. This is good evidence of their adaptability and response to change. There are areas which can and should be strengthened, such as more convincing analysis and understanding of educational performance data, and more robust capture of outcomes information. The recent investment in and training for use of a new student management system may assist with self-assessment by providing reliable and easily reportable data.

⁵ The evaluators suggested that the survey required a refresh, and some questions were overly complex or unclear (see Recommendations).

Resources are clearly allocated to support programme delivery and teaching. The PTE meets targets and is a reliable, well-managed educational provider, but needs to strengthen its self-assessment practices.

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: Youth Guarantee funded training

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

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

Recommendations

NZQA recommends that C Hayes PTE:

- Undertake a more thorough analysis of educational performance data, identifying trends and benchmarks.
- Consider revising the student survey to ensure that it captures useful and actionable feedback. An exit survey or interview may also be of value in determining how well the programme is matching student needs and identifying opportunities for improvement.
- Ensure that the programmes offered are reviewed on an annual cycle involving stakeholder input, as well as the views of students and graduates. Analysing robust achievement information on where graduates/former students go to would also strengthen self-assessment as part of that 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).

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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