



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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# Te Pūrongo Aromātai me te Arotake ā-Waho



C Hayes Engineering

Date of report: 16 November 2021

# He Whakataki | Introduction

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*C Hayes Engineering is a small niche provider of level 2 and 3 engineering, welding and fabrication training based in the Eastern Bay of Plenty.*

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Te whare ako	C Hayes Engineering
Te momo:	Private training establishment (PTE)
Te wāhi:	Waioeka Road, Opotiki
Code of Practice signatory:	No
Ngā ākonga:	2021 – seven (level 2) and 12 (level 3); all identify as Māori
Ngā kaimahi:	Four full-time staff
Ngā āhuatanga o te whare ako:	<a href="#">C Hayes Engineering Limited</a>
Ngā hua i mua:	Confident; Confident
Ngā wā arotahi:	Mechanical Engineering (Level 2) (ID 125423) leading to the New Zealand Certificate in Foundation Skills (Level 2)
Tau MoE:	9310
Tohu NZQA:	C39379
Te rā i tae atu ai te roopu EER:	14 and 15 September 2021

# Ngā Whakataau | Summary of Results

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*Ngā hua o te Whare Ako: Kaupapa are clearly exemplary and imbue performance across the organisation; there are no significant gaps or weaknesses.*

*Ngā Whakairinga Kōrero: Kaupapa are clearly exemplary and inform highly effective self-reflective practice which is appropriate to the context of C Hayes. The PTE has a comprehensive understanding of performance.*

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## **He Pounamu Kahurangi - Ngā hua o te Whare Ako**

Kaupapa are clearly exemplary for the context of C Hayes as expressed through:

- The industry experience and expertise of the management and training staff; and the successes (skills, knowledge and attributes) gained by learners (Pūkengatanga).
- C Hayes' commitment to reducing barriers to learning; and involving and supporting ākonga in their learning (Manaakitanga).
- The PTE's relational approach to teaching and learning; and the networks they draw on in the community to provide pastoral support, learning support and employment (Whanaungatanga).
- The creation of a learning context which is authentic, project-based and underpinned by careful attention to quality and precision, health and safety, personal growth and work-readiness (Rangatiratanga).

## **He Pounamu Kahurangi - Ngā Whakairinga Kōrero**

Self-reflective practice is an iterative process evident in daily conversations focused on ākonga learning and supported by robust data management and reporting.

# Ngā Hua | Findings<sup>1</sup>

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te Whare Ako:	<b>He Pounamu Kahurangi</b>
Ngā Whakairinga Kōrero	<b>He Pounamu Kahurangi</b>
Ngā Kitenga/ Findings and supporting evidence:	<p>C Hayes Engineering is a small training provider based in the Eastern Bay of Plenty. Since the last EER, C Hayes has continued to solidify its place as a quality provider of basic engineering, welding and fabrication skills to ākonga, evident in consistent enrolment numbers and qualification results.</p> <p>The owners are pragmatic, focused and passionate about contributing to young people achieving success in their lives. C Hayes’ distributed approach to leadership has contributed to a strong, whānau-based team which functions well. Compliance, including health and safety, is well managed; resources are safe and appropriate to the learning context; service to community is an inherent part of the training model; and quality is paramount as evident in the PTE’s assessment and moderation processes.</p> <p>As a small, whānau-based business in a small community, relationships within the PTE are critical. The office manager is proactive in engaging stakeholders and funders to ensure C Hayes is up to date with current requirements and changes in the sector. C Hayes has a defined training niche which they stay within and collaborate to fill gaps; they also know and connect well with social service providers and employers.</p> <p>The small training team is in constant communication with each other about objectives, ākonga progress and outcomes, supported by a new student management system which provides relevant data and reports on progress as needed. The values of the organisation (including quality, service, care to others, loyalty) are embedded throughout the organisation as a</p>

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

	<p>result of years of demonstration and mentoring by the owners to their staff.</p> <p>C Hayes' approach to te reo Māori and tikanga Māori within the organisation and training programmes is relaxed and organic. C Hayes is well established but is also looking for ways to innovate in order to be responsive to the changing needs of its community and ākonga.</p> <p><b>Learning context</b></p> <p>The learning context is authentic. Ākonga have the opportunity to gain skills and knowledge in a safe training facility which includes a commercial workshop. The majority of level 2 ākonga progress to the level 3 programme<sup>2</sup>. A small number of ākonga who demonstrate the skills, knowledge and attributes required to continue in the engineering industry are offered an in-house apprenticeship.</p> <p>Engagement and involvement in learning is facilitated through project-based assessment reinforcing theory and practice; repetition of practical tasks to ensure consistent accuracy; and constant feedback on how to improve the learners' practical skills. Assessment is valid and fit for purpose as evidenced by standard setting bodies external moderation results<sup>3</sup>.</p> <p>Work-readiness skills are embedded in the training, including communication skills, self-responsibility and punctuality.</p> <p>Ākonga enjoy attending C Hayes and value the skills and knowledge gained, which contribute to their pathways into a range of occupations once they graduate.</p> <p>Manaakitanga is a value demonstrated at all levels of the whare ako, evident in the support provided to young ākonga including transport to and from the course, PPE gear, kai (daily refreshments as well as a shared kai one day a week), support to gain a class 1 driver's licence<sup>4</sup>, support to register with</p>
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<sup>2</sup> Welding and Fabrication leading to the New Zealand Certificate in Study and Career Preparation (Level 3)

<sup>3</sup> This includes NZQA and Competenz.

<sup>4</sup> C Hayes has an arrangement with external providers to provide driver licensing training to ākonga and C Hayes also pays the licensing fee. This is not part of the course but an added benefit for ākonga.

	<p>medical practitioners including dentists, and transport to and from appointments.</p> <p>C Hayes is thorough in its enrolment processes<sup>5</sup> to ensure potential candidates fit the whānau culture established by kaiako and ākonga. Kaiako are attuned to the needs of individual ākonga and are thoughtful and responsive to meeting their learning needs. All known barriers to learning are addressed individually and/or collectively.</p>
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## Te Wā Arotahi | Focus area

### 1. Mechanical Engineering (Level 2)

Ngā hua o te Whare Ako:	<b>He Pounamu Kahurangi</b>
Ngā Whakairinga Kōrero:	<b>He Pounamu Kahurangi</b>

## Ngā Tūtohunga | 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.*

There are no recommendations.

## Ngā Ture | 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.

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<sup>5</sup> Enrolments are rolling.

# Āpiti hanga Tuatahi | Appendix 1

**Table 1. Qualification completion numbers for C Hayes' Mechanical Engineering ākonga**

Mechanical Engineering Level 2	2018	2019	2020	2021 (as at July)
Number of enrolments	22	21	19	17
Number who completed the qualification	19	15	13	9
Progressed to Level 3	-	13	13	-
Outcome - employment/further education	-	18	15	-

Source: C Hayes Engineering Student Management System

**Table 2. Course completion and qualification completion results, all C Hayes ākonga (Tertiary Education Commission)**

Mechanical Engineering Level 2	2018	2019	2020	2021 (as at July)
Number of enrolments	22	21	19	17
Number who completed the qualification	19	15	13	9

Source: Tertiary Education Commission interactive reports [www.tec.govt.nz](http://www.tec.govt.nz)

# Āpiti hanga Tuarua | 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 fraud<sup>6</sup>
- 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.

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<sup>6</sup> 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. 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)). 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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