



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# Te Pūrongo Aromātai me te Arotake ā-Waho

C Hayes Engineering Limited

Date of report: 26 November 2025

# Kupu Whakataki | Introduction

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*C Hayes Engineering (C Hayes) 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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Type of organisation:	Private training establishment (PTE)
Location:	Waioeka Road, Opotiki, Bay of Plenty
Eligible to enrol international students:	No
Number of students:	Domestic: 20 equivalent full-time students International: nil
Number of staff:	Four full-time equivalents
TEO profile:	<a href="#">C Hayes Engineering Limited</a>
Last EER outcome:	Te Pounamu Kahurangi/Te Pounamu Kahurangi
Scope of evaluation:	Whanaungatanga and Manaakitanga
MoE number:	9310
NZQA reference:	C63222
Date of EER visit:	21 August 2025

# Ngā whakatauranga | Summary of results

*Kaupapa are exemplified across the organisation, supported by highly effective self-reflective processes and practices. Gaps and weaknesses are not significant and are being managed.*

## **Ngā hua o te whare ako - He Pounamu Kahurangi**

## **Ngā whakairinga kōrero - He Pounamu Kahurangi**

- C Hayes has effective systems and capability in place to maintain viability, deliver quality, and manage important compliance accountabilities.
- Manaakitanga is expressed through genuine care and aroha for young people and their whakapapa; responsive and relational pedagogy; experiential learning (learning by doing); reducing barriers to learning; setting high standards and expectations; and realising success.
- Whanaungatanga is evident in the meaningful community and industry relationships nurtured over the past 30 years that support the whare ako; and in the positive, learning-focused relationships between ākonga.
- Manaakitanga and whanaungatanga practices contribute to the performance of the whare ako and to ākonga success (evident in the skills, knowledge and qualifications gained by ākonga). Inherent in these practices are also responsibilities based on reciprocity and ongoing reflection and improvement.

# Ngā pātai aromātai | Key evaluation question<sup>1</sup>

## 1.1 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:	<p><b>Kaitiakitanga</b></p> <p>Established in 1988, and registered as a PTE in 1993, C Hayes Engineering Ltd (C Hayes) is the only training provider of mechanical engineering in the Eastern Bay of Plenty. Based in Opotiki, the training division is situated within a commercial engineering workshop and is whānau-owned and operated.</p> <p>The PTE is well managed and governed by the two owners/directors; processes are in place to ensure compliance requirements are met; and succession planning is intentional to ensure the whare ako maintains quality and viability in future years. C Hayes works well with external agencies to ensure compliance and quality. For many years, management has sought external advice which has helped to grow professional teaching practice and improve systems.</p> <p><b>Manaakitanga</b></p> <p>The learning environment is carefully planned, integrating theory and practice. Ākonga progress at their own pace, gradually developing the agency to work independently, ask questions when needed, and support others through tuakana-teina relationships.</p> <p>Induction and enrolment are grounded in whakapapa conversations that build connections between ākonga, the whare ako, fellow students and the kaupapa of C Hayes. A holistic whānau approach to educational</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>success is a central tenet of C Hayes. Daily transport is provided to ensure attendance, appropriate gear is supplied, and clear communication channels and expectations are in place. Academic and pastoral needs are identified by observing how ākonga engage and learn, with access to support facilitated through strong community relationships with service providers. Every ākonga is given the opportunity to succeed, regardless of prior schooling, personal circumstances, ethnicity or neurodiversity.</p> <p>Training numbers are capped at 20 each year to ensure high-quality learning through one-on-one support and safe workplace practices, particularly when using specialist equipment. Ākonga report receiving constructive feedback on assessments that helps them learn and grow. Tutors closely monitor progress to ensure ākonga readiness for assessment. External moderation is generally satisfactory; areas requiring improvement are being addressed with external support. A director with extensive industry experience internally moderates practical assessments to ensure consistent quality.</p> <p>Pedagogy is relational. Tutors invest time in understanding their ākonga – their stories, whakapapa, contexts, values, and academic and pastoral needs. With small cohorts, ākonga are expected to demonstrate an ability to align with the culture and expectations of C Hayes. Relationships often continue beyond training, with C Hayes maintaining contact with, and in some cases employing, recent graduates.</p> <p>Tutors model positive mindsets, safe work practices and hard work, while building both technical skills for industry readiness and transferable skills such as self-belief, confidence, communication, time management, attention to detail and personal leadership. Ākonga graduate with at least one qualification, and around half the cohort complete the full year, leaving with two qualifications. Most importantly, they leave C Hayes with a stronger sense of accomplishment and direction.</p> <p><b>Whanaungatanga</b></p> <p>Whanaungatanga is a strength. C Hayes has been serving its local community and region for over 30 years and has developed connections through whanaungatanga and whakapapa to people and organisations in the</p>
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	<p>community. A culture of tuakana-teina is actively encouraged, with senior ākonga (level 3) guiding new learners, past graduates returning to visit, and some gaining employment with C Hayes. Whānau, graduates, employers and community members spoke highly of the provider, valuing its contribution and dedication to young people in the community. As a training provider, C Hayes is responsive to feedback, well known for delivering a high-quality and well-supported training experience, and committed to working with any young person who wants to grow, learn and contribute positively to their whānau and community.</p> <p>The use of te reo Māori is naturally occurring through greetings, karakia and mihi.</p>
He whakarāpopoto	Kaitiakitanga, manaakitanga and whanaungatanga are clearly expressed and contributing positively to ākonga experience and success.

## Ngā kaupapa ka arotahitia | Focus areas

*The focus areas were whanaungatanga and manaakitanga which have not been rated separately.*

## Ngā Tūtohu | 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 arising from the external evaluation and review.

## 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 arising from the external evaluation and review.

# Tāpiritanga 1 | Appendix 1

## C Hayes Engineering academic success

**Table 1 | Ākonga qualification completion**

New Zealand Certificate in Foundation Skills (Level 2) Mechanical Engineering			New Zealand Certificate in in Study and Career Preparation (Level 3) Welding and Fabrication*		
Year	Enrolments	Completions	Year	Enrolments	Completions
2021	19	74%	2021	24	96%
2022	15	93%	2022	23	65%
2023	19	84%	2023	20	75%
2024	19	79%	2024	21	81%

Source: C Hayes Engineering

\*Some of the level 3 enrolments are the same students as those who completed level 2.



# Tāpiritanga 2 | 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>2</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>2</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 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](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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