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External Evaluation and Review Report

Fairview Educational Services Limited

Date of report: 21 November 2019

About Fairview Educational Services Limited

Fairview Education Services Limited (FEDS) is based at Fairview Motors Limited in Hamilton. Most students study on site alongside the large motor vehicle dealership and service centre. FEDS also delivers training for Ara Poutama Aotearoa Department of Corrections clients, and supplies training resources for use in secondary and tertiary education across New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	473 Te Rapa Road, Te Rapa, Hamilton
Code of Practice signatory:	No
Number of students:	Domestic: 61 students enrolled at the time of the on-site visit; 70 EFTS (equivalent full-time students) in 2018. Māori students are approximately 40 per cent of annual enrolments, and Pasifika are approximately 10 per cent. Around 70 per cent of students are aged under 25.
Number of staff:	Seven full-time equivalents
TEO profile:	See Fairview Educational Services Ltd
Last EER outcome:	At the previous external evaluation and review (EER) of FEDS (October 2015), NZQA was Highly Confident in the PTE's educational performance and in its capability in self-assessment.
Scope of evaluation:	New Zealand Certificate in Automotive Engineering (Level 3); and Youth Guarantee-funded delivery (Vocational Pathway in Manufacturing and Technology – levels 2 and 3) ¹
MoE number:	7265
NZQA reference:	C33685
Dates of EER visit:	1 and 2 October 2019

¹ In the body of this report, achievement in these programmes will be referred to as 'course completion'.

Summary of Results

Fairview Educational Services has had stable management, staffing and training delivery since the last EER. Students are introduced to automotive industry skills and work practices, and this is supplemented by carefully managed work experience. Students are appropriately trained and supported in their learning. This leads to strong achievement and positive employment outcomes for many.

Highly Confident in educational performance

Achievement, value and matched student needs are strong. This is reflected in retention, course pass rates, qualification achievement and entry to employment.

Stakeholder relationships are sound and engagement is ongoing. Stakeholder needs are well matched by FEDS.

The context of embedding training within a long-established automotive business (in close proximity to many other related employers) adds a realism to the training and assists with providing work experience that may lead to employment and an apprenticeship.

Highly Confident in capability in self-assessment

The structuring and oversight of the work experience, which is tailored to each student's interests and attributes, is a standout feature of the training.

The more recent extension of training to people involved with the Corrections system is working well, broadens the scope of training for trainers, and allows FEDS to have contact with a broader range of students and stakeholders.

By developing and supplying quality learning and assessment resources and teaching, FEDS plays an important part in supporting the Gateway and STAR programmes in schools across New Zealand.

Many aspects of self-assessment are formal, documented and routine (year-on-year). Equally, numerous aspects are embedded, intuitive and focus on learner needs and situations. The quality of data used is reliable, well understood and effectively used. Changes and innovations are well considered and the PTE monitors its systems for improvements.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>For 2015-2018, course completion averaged 80 per cent for all students, compared with a PTE sector median of 61 per cent. The Youth Guarantee qualification achievement rate in the same period was 58 per cent, compared with a sector median of 44 per cent. FEDS exceeded their contractual commitments to the Tertiary Education Commission (TEC) in both course and qualification completions in 2018 (see Appendix 1).</p> <p>The achievement of students enrolled under SAC³ level 1 and 2 funding has been considerably weaker than the PTE sector median, which FEDS uses as a comparator. Reasons for this variability are discussed in the organisation's self-assessment, and the actions taken to improve it are reasonable. More recently, the Corrections clients enrolled are achieving well. There is a persistent 5 per cent differential between Māori and non-Māori achievement rates overall. However, pass rates generally exceed the sector median as a broad comparator.</p> <p>The achievement data used is reliable and is shared with staff. Review of achievement includes daily and weekly monitoring of each student's progress, and clear and factual annual reporting to the board of directors. Many students have achieved few NCEA credits previously, and many achieve a first qualification at FEDS.</p> <p>To some extent, the different ways achievement data is analysed and reported makes comparisons difficult. There is an opportunity to build a stronger profile of what is working well in relation to considering student support and involvement and changes (see 1.4). FEDS could also better quantify NCEA achievement and apprenticeships achieved.</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 Student Achievement Component

Conclusion:	Students gain useful, transferable skills and achieve qualifications. Self-assessment is useful and ongoing.
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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 main goal and desired outcome for most full-time students studying with FEDS is a first qualification and employment in an automotive-related field. In 2018, 63 per cent of the Youth Guarantee level 2 and 84 per cent of the Youth Guarantee level 3 students transitioned to employment, a high proportion of them into automotive-related fields.⁴ The level 3 programme also has strong employment outcomes, with 16 of the 17 students now employed, and 13 of these in the automotive industry.</p> <p>Day-to-day monitoring of employment trends is strong, and this is linked to the mission and objectives for which the PTE was established in 1998. Industry stakeholders contacted by the evaluators were told that there is high demand for suitable young staff, and that FEDS graduates come with sound preparation.</p> <p>Records of employment outcomes are reliable due to the structured, ongoing contact with employers through the work experience phase and afterwards. A 'success wall' displays multiple examples of graduates and their employment outcomes.</p> <p>FEDS' participation with secondary schools at careers expos and in servicing Gateway and STAR is highly valued.⁵ FEDS supports the promotion of knowledge of vocational pathways and informed choice within the field. Delivery for Corrections clients has also added value since the last EER – four recently graduated from a programme for those on probation, and 14 from the Vocational Pathways programme at Spring Hill prison.</p>
Conclusion:	FEDS' programmes provide many students with the skills, knowledge and industry contacts that can lead to employment. This helps with the transition from school to work, and services

⁴ This includes jobs in parts, servicing, auto electrical, panel beating, mechanical, welding and the like.

⁵ Local high schools attested to this. Approximately 200 schools and some PTEs throughout New Zealand are using Fairview learning and assessment resources.

	an industry area with a need for new staff.
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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>Within a programme and planned sequence of delivery, students progress at their own pace. This is enabled by well-designed learning resources and/or appropriate physical resources in the workshop. Online resources are also provided to support self-directed and self-paced learning. Tutors work across different groups of learners. Students interviewed said that tutors are readily available to answer their questions.</p> <p>Industry contact is frequent. Work experience is embedded in some programmes. This is monitored for quality by tutor visits. Related documentation structuring is sound. Ongoing contact with stakeholders is appropriate, and employers also contact FEDS with staffing needs.</p> <p>All tutors have appropriate trade qualifications as well as qualifications in adult education. Many have completed the New Zealand Certificate in Adult Literacy and Numeracy Education (Level 5) or its earlier equivalent. The PTE supports the students' literacy, numeracy and language needs. Professional conversations about teaching and student progress occur informally as well as at formal staff meetings.</p> <p>Six Waikato secondary school stakeholders with knowledge of the PTE provided the evaluators with positive comments about how FEDS is matching their students' needs in a variety of ways.</p> <p>In 2017, FEDS gained approval for the New Zealand Certificate in Automotive Engineering (Level 3) for delivery in 2018. This programme is only delivered at FEDS in Te Rapa. Training at Spring Hill prison started in 2017 and is theory-based. Training for students on probation at the new London Street site in Hamilton incorporates theory and practical elements. MITO⁶ visited FEDS in 2018 and was satisfied with the facilities and approach to training and assessment. Programmes delivered are</p>

⁶ Motor Industry Training Organisation

	approved and current.
Conclusion:	FEDS delivers a suitable portfolio of training with modifications and updates to content, assessment, resources and delivery as required. Appropriate self-assessment supports this. Students can progress from STAR or Gateway programmes to NZQA-approved programmes at level 2 and 3 and on to apprenticeships. The move into Corrections training is being well managed and adds a new dimension to the programme design and delivery. Student and industry needs are being met.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>FEDS' approach to supporting and involving students is often intuitive and embedded in daily contact with tutors. The values of the wider Fairview dealership are evident in the approach taken to supporting students and involving them as active participants in their learning. This is reflected, for example, in the way management and staff interact, and the approach taken when students have concerns or barriers to their learning. The business operates within franchise requirements and students are introduced to the inter-related safety and servicing requirements within this framework. FEDS' training is workplace orientated, and students are mentored and encouraged to adapt to those conditions to prepare them for employment.</p> <p>Expectations are set from the time of the mandatory pre-enrolment student interview. Good needs analysis occurs, and students' previous educational experience is discussed, as well as any prior learning or any other issues that may hinder progress. One example of aligning guidance to workplace culture is the feedback sought from employers about the attributes they look for when hiring staff – this is summarised and shared with students verbally and using posters.</p> <p>FEDS has worked closely with the local Youth Services programme. Budgeting, family planning and other external speakers have also been included in the programmes. Because of a change in staffing, and limited self-assessment, it was difficult to establish the effectiveness of these and other inputs. FEDS is responsive to health and special needs, and examples</p>

	<p>of this were documented and sighted.</p> <p>Records of progress are used by tutors to guide students. These record achievement and encourage self-management of progress. Student feedback is regularly sought by survey, is analysed, and is used to improve the programmes.</p>
Conclusion:	There is a focus on student needs and capabilities and ongoing guidance and support leading to retention and success for many.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Aside from the positive student achievement (reported under 1.1 above) the primary evidence for answering this key evaluation question is the annual management review which is a comprehensive report provided to the FEDS board. It contains: a running record of ongoing investment in plant and resources; staff professional development; achievement and outcomes; and financial and operational matters. Board minutes sampled by the evaluators indicate that the performance of the PTE is closely considered, along with qualitative aspects as reported in a structured way through management reviews.</p> <p>FEDS has a collegial and collaborative working environment. Suitably experienced and qualified staff are employed. Staff report feeling valued and supported, with clear expectations and support for professional development. Resources for training are sound and have recently been considerably upgraded. Investment in plant and facilities benefits the students.</p> <p>The extension into a new area of training for Corrections is going well. There is an implicit extension of 'matched needs' and 'value' for a wider group of students, and positive impacts for the associated stakeholders.</p> <p>Board minutes reflect an appropriate delegation of operational decision-making under a formal governance structure. There are sound examples of self-assessment in use to monitor, review and carefully plan the future direction of the PTE. Many aspects of self-assessment are formal, documented and routine – such as the management review, surveys of students and employers,</p>

	moderation meetings and board meetings. Numerous aspects are embedded, intuitive and focus on specific learner needs and situations that arise.
Conclusion:	FEDS' stated mission and objectives accord with the activities and outcomes being achieved. Students are achieving well. Self-assessment is ongoing and effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The manager of FEDS is familiar with all aspects of PTE accountability to the three primary stakeholders relating to compliance: NZQA, the Tertiary Education Commission (TEC) and MITO. It is effectively overseeing these accountabilities. Annual reports to the board contain comments on each aspect.</p> <p>The delivery of the focus area programmes is in line with the allocated and funded hours (based on timetabled days and weeks, hours of learning/student attendance, and the content being covered). The TEC audit also concluded that 'based on the timetables provided, programmes are being taught in accordance with the hours recorded in [the funder's database]'.⁷</p> <p>FEDS complies with NZQA processes, such as providing attestations, gaining approval for new sites (most recently the Department of Corrections site at 150 London Street, Hamilton, in 2017), timely results reporting, and maintaining student records. FEDS also met national external moderation requirements for NZQA-managed standards in 2018.</p> <p>The TEC audit outcomes were positive, with two improvement areas and no non-compliances detected.</p> <p>The MITO site visit of November 2018 found no issues or concerns; training delivery and assessment requirements are being met. Fairview participates in the required external moderation.</p> <p>Interaction with Ara Poutama Aotearoa Department of Corrections is positive. A range of their compliance</p>

⁷ Conducted June 2018

	requirements, such as staff reference checks, security clearances and site inductions have been successfully completed.
Conclusion:	No concerns, complaints, or compliance-related issues were encountered in this evaluation.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Automotive Engineering (Level 3)

Performance:	Excellent
Self-assessment:	Good
Comment:	Although the self-assessment involved in developing the new programme (first delivered in 2018) in collaboration with two other PTEs was notable and successful, programme self-assessment was less comprehensive in terms of the detail and depth of analysis of the achievement data by comparison with the other focus area. There is an opportunity to gather evidence for a more comprehensive picture of achievement and outcomes, which may also usefully align with the requirements of NZQA consistency reviews.

2.2 Focus area: Youth Guarantee programmes

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 Fairview Educational Services Limited:

- Better quantify NCEA achievement data and successful entry to apprenticeships so as to broaden the picture of student achievement.
- Consider developing a more comprehensive evidence profile of what is working well in relation to student support, and why.

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

Fairview Educational Services Ltd – course and qualification completion data (2015-2018)

Table 1. Course completions – all Fairview delivery

Course completions (PTE sector median)	2015	2016	2017	2018
All students	74% (75%)	91% (73%)	74% (73%)	81% (73%)
Not Māori or Pasifika	76% (80%)	94% (78%)	75% (79%)	82% (78%)
Female	78% (77%)	76% (75%)	82% (74%)	78% (75%)
Under 25 years	71% (71%)	90% (69%)	79% (70%)	85% (70%)
Māori	71% (71%)	85% (67%)	70% (69%)	77% (68%)
Pasifika	87% (73%)	55% (70%)	72% (67%)	76% (70%)

Table 2. Qualification completions – all Fairview delivery

Qualification completions (PTE sector median)	2015	2016	2017	2018
SAC level 3	73% (64%)	77% (65%)	94% (63%)	71% (65%)
SAC level 1 and 2	n/a	46% (63%)	55% (63%)	32% (66%)
Youth Guarantee	47% (49%)	49% (56%)	76% (55%)	63% (58%)
Youth Guarantee level 2	47% (51%)	44% (52%)	77% (51%)	61% (55%)
Youth Guarantee level 3	n/a	75% (67%)	70% (66%)	67% (66%)

Source: Fairview Educational Services Ltd, from Nga Kete – Tertiary Performance SDR information on tertiary education organisation educational performance and learner achievement.

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 fraud⁸*
- *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.*

⁸ NZQA and the 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). 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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