



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

On Demand Training Limited

Date of report: 28 March 2024

About On Demand Training Limited

On Demand Training Ltd focuses on delivering courses that enable students to gain the key knowledge, skills, confidence and attitudes they need to secure and retain sustainable employment, primarily in the transport and logistics industry.

Type of organisation:	Private training establishment (PTE)
Location:	53F Cavendish Drive, Manukau, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic: 140 equivalent full-time students in 2023; Māori 25 per cent, Pasifika 40 per cent; male 80 per cent, female 20 per cent International: nil
Number of staff:	10 full-time equivalents
TEO profile:	See On Demand Training on the NZQA website.
Last EER outcome:	This is On Demand Training's first EER since registration as a PTE. ¹
Scope of evaluation:	<ul style="list-style-type: none">• Short courses for industry• School partnership programmes
MoE number:	6045
NZQA reference:	C55992
Dates of EER on-line visit:	19 and 20 February 2024

¹ On Demand Training was approved for registration as PTE in November 2021. The organisation operated for several years prior to this date as the training arm of On Demand Logistics Ltd, delivering industry courses and Ministry of Social Development (MSD) employment training contracts.

Summary of results

On Demand Training is providing quality education and training leading to positive outcomes for its students, their families and the community. Self-assessment is well embedded and used insightfully to continuously improve outcomes.

Confident in educational performance

- Students are highly engaged in their learning and are well supported to succeed in gaining both confidence and interpersonal skills. School partnership students are gaining credits towards NCEA.² Industry short course students are gaining qualifications, licences and endorsements important to their current or future employment in the transport and logistics industry.

Highly Confident in capability in self-assessment

- The PTE delivers education in contexts appropriate to student and community needs. Stakeholders confirm that students and graduates are making positive changes in their lives and the lives of their families and communities because of the education and training they gain at On Demand Training.
- On Demand Training is using its professional networks and community relationships effectively to develop and deliver programmes that meet student and stakeholder needs. Long-term relationships with government agencies and employers signify that the outcomes for students are valued.
- Programmes are taught by experienced, qualified staff who use their significant industry, educational and community experience to ensure the education is relevant and engaging. Staff are involved in regular reflection and review, leading to continuous improvement of teaching.

² National Certificate in Educational Achievement

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- Students are well supported in their study. The student voice is well received and acted on by the PTE management.
 - The organisation is effectively managed, with strong academic leadership. It has a clear philosophy and purpose which is reflected throughout the operation. Educational delivery is well planned and resourced. Important compliance accountabilities are being effectively managed.
 - On Demand Training has effective self-assessment that evaluates the programmes and learning activities on an ongoing basis. The practice of self-assessment is comprehensive and soundly embedded, reinforced by good data and effective systems which are universally understood and applied.

Key evaluation question findings³

1.1 How well do students achieve?

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are improving their wellbeing and acquiring useful skills and knowledge, including 'soft skills' such as teamwork, communication and confidence through their study at On Demand Training. Importantly, students' strengths are validated, to help them plan for their future education and other priorities.</p> <p>Māori make up approximately 25 per cent of the student cohort. There remains a persistent parity gap in achievement for Māori compared with non-Māori students in some courses, although this is being responded to through a concerted effort by the PTE.</p> <p>On Demand Training has not formally recorded and analysed the educational performance of students with disabilities, finding that many students do not disclose disability information on enrolment. A significant number of students at On Demand Training are likely to have some form of learning, mental health and/or physical disability that has not been disclosed. The PTE provides sound support for those students where a disability is identified.</p> <p>On Demand Training is strongly student focussed and committed to ensuring that short course students, partner schools and employers receive high value from the training and services. Interviews with external stakeholders indicate that the students are acquiring useful skills and knowledge appropriate to entry-level employment in the transport and logistics industry. This enables the graduates to apply their learning and work more safely and effectively immediately upon</p>

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

	<p>employment. Students in school partnership programmes are achieving credits towards NCEA.⁴</p> <p>On Demand Training also views repeat business with employer organisations as a key measure of the value of the outcomes. On Demand Training has a core of clients, with whom they have had a relationship over several years. The fact that several employers repeatedly employ graduates from On Demand Training is evidence of the perceived value of the training.</p> <p>Staff at On Demand Training demonstrate a good understanding of the factors that lead to student achievement, and regularly analyse and discuss ideas for improving achievement. The PTE has weekly staff meetings where ideas for improving course delivery and student achievement are discussed and agreed. These discussions are underpinned by comprehensive, real-time data showing individual student and cohort achievement.</p> <p>The quality and utility of data sets available to, and used by staff at all levels of the organisation ensures that staff are able to understand and further analyse what does and does not contribute to this good performance.</p>
<p>Conclusion:</p>	<p>On Demand Training students are achieving well across the programmes it delivers. Achievement data is regularly monitored and analysed to identify, and act on, areas of potential improvement. On Demand Training is strongly student focussed and committed to ensuring that students, partner schools and employers receive value from the programmes and services delivered.</p>

⁴ Refer Appendix 1.

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>On Demand Training's efforts to meet the personal and academic goals of every student is a compelling feature of the organisation. The organisation also understands and meets the needs of partner schools, industry and employers. The mix of programmes and the delivery styles are relevant to the students, stakeholders and the communities they serve. The organisation is well attuned to the needs of the students through constantly seeking feedback from students, industry, schools and social service agencies. Stakeholder relationships are enduring and strong.</p> <p>Every potential student is interviewed prior to committing to study, and from that discussion individual goals are set with the student and reviewed at intervals throughout the programme. Students regularly complete surveys to provide feedback on the learning methods, course delivery and their learning environment. The results of this feedback are analysed and used effectively to inform improvements to course delivery.</p> <p>On Demand Training teaching staff have extensive industry, community and professional experience, along with a commitment and ability to engage with a range of students. Staff are participating in formal professional development relating to teaching, and there are regular structured opportunities for staff to discuss teaching practice. Management and peer observation of teaching is regular and documented, and examples demonstrate how it has led to improvements.</p> <p>Teaching staff either hold an adult teaching qualification or are studying towards adult teaching qualifications. Ongoing professional development linked to performance appraisal for teaching staff helps to keep teaching strategies current and ultimately leads to an improved experience for students.</p> <p>Academic standards are clear, understood and maintained. There was evidence of strong internal and external</p>

	<p>moderation processes leading to valid and reliable assessment practices. The PTE regularly reviews and updates programmes to meet the changing needs of stakeholders, and relies on long-established relationships with stakeholders to canvass their views.</p>
Conclusion:	<p>On Demand Training has received very positive feedback from stakeholders, including partner schools and employers. MSD has also retained On Demand Training as a preferred provider. This affirms that the organisation is identifying and responding well to student and stakeholder needs.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at On Demand Training receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. Comprehensive and timely study information ensures that intending students are well guided into courses that are appropriate to their aspirations and capabilities. MSD referrals are vetted and drug-screened to ensure that they have a reasonable chance of success in their transition into employment at the end of their studies.</p> <p>Students are provided with regular and timely feedback on their progress and fully understand what they need to do to pass their programmes. Staff teach small groups of students which enables them to have a good understanding of both progress and learning barriers and to provide individual support when needed.</p> <p>Staff have developed strategies to address the literacy and language challenges common to many students in the demographic they serve. Two of the current management staff have formal training or qualifications in literacy and numeracy teaching. Literacy and numeracy education training for a wider group of teaching staff should be considered in the next round of staff development planning.</p>

	<p>Attendance expectations are effectively communicated to the students, their families, schools and referral agencies. Attendance is monitored closely by On Demand Training staff, with timely and appropriate follow-up as required.</p> <p>The student voice is well heard. In addition to formal feedback processes, students can engage directly with PTE management on a daily basis. This not only empowers the students but also ensures that PTE management gets unfiltered feedback from the student body.</p> <p>The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice.⁵ On Demand Training has completed a thorough self-review of their implementation of the Code. The self-review identified areas for further development, listed in an action plan which is publicly available on the On Demand Training website.</p> <p>Student feedback about the organisation and teaching is all positive. The close rapport between students and staff was evident from stakeholder discussions and evaluation survey outcomes. Staff have strong cultural competency which enables robust educational support for students and a very inclusive environment.</p>
<p>Conclusion:</p>	<p>From initial enrolment through to and beyond course completion, students receive high quality and appropriate learning and pastoral support from On Demand Training teaching and administrative staff.</p>

⁵ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>On Demand Training is a private company owned and governed by its four shareholder/directors, all of whom also hold operational positions within the company. A documented governance and reporting structure ensures that the roles and accountabilities of governance, management and operations are clearly delineated and understood. Independent input by a finance/business mentor at governance level strengthens this structure. On Demand Training should also consider the merits of appointing an independent member to the academic committee to add objectivity and rigour. The collaborative relationship between On Demand Training and On Demand Logistics Ltd adds value to both organisations.</p> <p>The PTE is well managed and has a clear philosophy, purpose and values which are evident throughout the organisation. Academic leadership is strong and succession planning is evident. The campus is ideally located for accessibility, and is welcoming and well resourced.</p> <p>On Demand Training employs qualified and experienced staff, whom it manages effectively and actively develops. Staff retention is high. Staff are valued for their expertise and are provided with support and opportunities for professional development to support them in their roles. Professional development is well planned and linked to staff appraisal and student feedback.</p> <p>On Demand Training has well-established administration and management systems and procedures in place, with ethical practices. Decision-making is informed by effective data analysis and feedback from students and stakeholders. The comprehensive course review process is typical of this inclusive decision-making.</p> <p>The organisation encourages reflection on its role to continue to make ongoing and continuous improvements to how it meets the needs of students and other</p>

	stakeholders. Self-assessment is being well led by management.
Conclusion:	On Demand Training has a clear vision and understanding of its enterprise, and has strong leadership committed to providing effective support for educational achievement. Monitoring of performance within On Demand Training is regular, transparent and effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>On Demand Training has a clear understanding of its compliance accountabilities and manages them effectively to ensure obligations are met and that all staff are aware of their part in compliance. The PTE is accustomed to operating in a regulated environment and has a culture that includes an emphasis on being compliant. Compliance is overseen by the academic director using a detailed spreadsheet to identify, schedule, monitor and report on a wide range of compliance obligations, quality assurance events, and risks.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. There is no 'risk' history with NZQA. • The courses at On Demand Training are being delivered consistently with the requirements of their NZQA-approved micro-credential. • The organisation has several client and/or regulatory organisations⁶ that require regular evaluation and reporting. On Demand Training has effective systems to ensure that these reporting accountabilities are met in a timely and accurate manner.

⁶ For example: MSD; New Zealand Transport Agency Waka Kotahi; Manurewa Trades Academy; and 17 partner schools.

	<ul style="list-style-type: none"> • On Demand Training is meeting its obligations with respect to the Code of Practice. The PTE submitted an attestation to NZQA that it had completed a self-review of their implementation of the Code within required timeframes. • All staff are police vetted to meet the requirements of the Children’s Act 2014.
Conclusion:	On Demand Training has a clear understanding of its compliance accountabilities and manages them proactively and effectively.

Focus areas

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

2.1 Short courses for industry

Performance:	Good
Self-assessment:	Excellent

2.2 School partnership programmes

Performance:	Good
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 On Demand Training Limited:

- Consider appointing an independent member to the academic committee.
- Explore opportunities for professional development in literacy and numeracy education for On Demand Training staff.

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. Student achievement rates 2022-23⁷

Driver Training Courses:							
Micro-credential: Number of students: Course Completion %							
Year	Overall	Asian	Maori	Not stated	NZ Eur/Pakeha	Other	Pasifika
2022	23: 65%	<i>Not enough ethnic data was collected to warrant this breakdown</i>					
2023	78: 91%	2: 100%	28: 93%	6: 100%	13: 92%	4: 75%	25: 88%
Class 2, OSH & F Block Course: Number of students: Course Completion %							
Year	Overall	Asian	Maori	Not stated	NZ Eur/Pakeha	Other	Pasifika
2022	86: 91%	<i>Not enough ethnic data was collected to warrant this breakdown</i>					
2023	151: 74%	8: 88%	55: 69%	12: 75%	30: 87%	14: 64%	32: 72%
High school programmes:							
Level 2 Trades, Gateway & Block Courses: Number of students: Average Credits gained/25 credits							
Year	Overall	Asian	Maori	Not stated	NZ Eur/Pakeha	Other	Pasifika
2022	366: 19.2cr	<i>Not enough ethnic data was collected to warrant this breakdown</i>					
2023	393: 18.9cr	21: 20.9cr	146: 16.6cr	39: 14.4cr	14: 19.9cr	16: 21cr	174: 20cr
Level 3 Trades Courses: Number of students: Average Credits gained/19 credits							
Year	Overall	Asian	Maori	Not stated	NZ Eur/Pakeha	Other	Pasifika
2022	95: 11.1cr	<i>Not enough ethnic data was collected to warrant this breakdown</i>					
2023	66: 9.9cr	0	13: 10.2cr	33: 10.1cr	0	1: 14cr	24: 9.5cr

⁷ Data supplied by On Demand Training Ltd.

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 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz