



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report



Evolve Professional Services (EPS)  
Limited trading as: Training and  
Mentoring NZ

Date of report: 11 September 2025

# About Training and Mentoring NZ (TMNZ)

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*Training and Mentoring NZ (TMNZ) is owned by Altus Group Holdings Pty Ltd, and so is part of the largest provider of traffic management services in Australasia. Training methods are mainly face-to-face delivery to small groups. TMNZ also runs workplace training and assessments. The training is not government funded, caters to company employees and others in temporary traffic management roles, and is linked to the regulatory requirements that govern traffic management on public roads.*

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Type of organisation:	Private training establishment (PTE)
Location:	10 Aztec Place, Frankton, Hamilton
International students:	N/a
Number of students:	Domestic: 495 students attended training from 1 January 2025 to 30 May 2025. The majority did not specify their ethnicity at enrolment. The PTE states that a large proportion of the workforce are Māori and Pasifika. No student indicated any disability.
Number of staff:	Six full-time equivalents
TEO profile:	<a href="#">Training and Mentoring NZ</a> provider page on the NZQA website
Last EER outcome:	This is the first EER of TMNZ.
Scope of evaluation:	Temporary Traffic Management. This comprises all NZQA-mandated and approved training activities, including the PTE's approved 8-credit Introduction to Temporary Traffic Management (Level 3) (Micro-credential).
MoE number:	6693
NZQA reference:	C61438
Dates of EER virtual visit:	15-17 July 2025

# Summary of results

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*TMNZ is well engaged with its regulators and quality assurers around the PTE's consent to assess, assessment design, and moderation systems. The PTE offers a range of courses which are current and align with industry training needs. The training provides a pathway from entry-level roles to supervisory responsibilities, and to audit roles in temporary traffic management (TTM). Some systems and processes for self-assessment are still to gain traction or full maturity, which limits the accuracy and power of reporting to the parent company, as well as the necessary alignment with NZQA expectations.*

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## **Confident in educational performance**

- TMNZ identifies training needs clearly and appropriately deploys NZQA-approved training in locations across New Zealand.
- The training aligns well with changing regulatory requirements and the human resource needs of the parent company and various other businesses.
- Graduates of the training gain enhanced employment opportunities in TTM, and pathways to increased responsibilities such as supervisory and other responsible roles in TTM.

## **Not Yet Confident in capability in self-assessment**

- The training is sound and the learning resources are suitable. The results of external moderation of assessment have been positive. Oversight and management of academic quality is generally effective.
- There are suitably experienced and qualified management, trainers and other staff. Physical resources are appropriate.
- Overall, TMNZ is still fully developing effective self-assessment. There are limitations in the data to identify strengths and weaknesses and monitor for improvement. Trainee needs assessment is somewhat ad hoc. Some elements of managerial and collaborative self-assessment are lacking substance, and this limits traceability of improvement actions for evaluation purposes.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Successful course achievement is as follows: 2023, 82 per cent (94 enrolments); 2024, 87 per cent (1242 enrolments); 2025 (YTD) 89 per cent (554 enrolments). The Introduction to Temporary Traffic Management (Level 3) (Micro-credential) has had 71 completions and zero non-completions since its first delivery in 2024.</p> <p>Waihanga Ara Rau Workforce Development Council (WDC) conducted a site visit in 2024 which focused on the internal moderation plan for the year and how internal pre- and post-assessment moderations are conducted. The WDC was satisfied with TMNZ's quality assurance of assessment. Connexis is moderating the PTE's assessments on a selected sample basis, and no significant gaps or concerns have been noted. The PTE is well engaged with regulators around consent to assess, assessment design, moderation and marking systems.</p> <p>The self-assessment data supplied to NZQA tabulated all standards being assessed, enrolment numbers and pass rates since the PTE started training. The self-assessment summarised the data for those 'not attended' and those who had 'not yet achieved'. Partial data for priority student group participation and student gender ratios was included. Some discrepancies in student headcounts were identified by NZQA. This undermines the reliability of both the internal PTE data and the numbers provided to NZQA in the PTE's annual fee return. Staff are still learning to use the student management system, gathering accurate demographic information from students at enrolment, and using this convincingly for self-assessment.</p>

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<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.

Conclusion:	Most students achieve the expected outcome of their training course. They acquire useful skills and knowledge in TTM which they then apply on the job. Self-assessment of the patterns of achievement is limited, and data quality is variable. This limits the PTE's understanding of where actions towards improvements are most needed.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>TMNZ is providing essential short-course training, linked primarily to roading infrastructure development, but also for emergency scene and disaster response situations. The PTE operates on the following values:</p> <ul style="list-style-type: none"> <li>• The safety of TTM staff and of other companies who engage with the training and, more broadly, the public.</li> <li>• Providing an entry point to on-call, part-time or full-time employment in TTM. The training pathway also matches workplace safety requirements to more senior roles as supervisor, planner and auditor.</li> <li>• Engagement with communities: training is taken to numerous regional areas, opening the possibility of local, paid, contract employment (initially). This has included unique zones for training such as Chatham Islands and Waiheke Island as well as post-prison job training.</li> </ul> <p>There is evidence from graduates that the training is relevant. Robust evidence comes from those who have been involved in TTM for some time and complete refresher or higher-level courses to maintain employment or gain new skills. The training provides them with a challenge, and enhances their knowledge, teamwork and currency. However, the PTE's own graduate self-assessment is inconsistent.</p> <p>There is some evidence that trainers have been in contact with employers to elicit direct feedback on the PTE's performance. The reporting back of this employer/supervisor feedback is not yet formalised. What</p>

	is lacking is a convincing loop-back to training development across the portfolio to answer the questions: How well are the taught skills and knowledge transferred to the workplace, do they help reduce safety incidents, and are there any gaps?
Conclusion:	The training outcomes are important to safety, workplace efficiency and regulatory requirements. Training volume across the types and levels of training is increasing to match demand. Graduates and industry stakeholders attest to the transfer of the training to the workplace, but the PTE needs to gather more formal evidence to better establish the outcome value and intended safety impacts.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?<sup>2</sup>

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>TMNZ's training method is predominately classroom delivery along with on-site 'live lane' delivery (and assessment) for some courses. The PTE uses flexible delivery for the higher-level training.</p> <p>The trainers have extensive practical experience in traffic management and the roading industry more broadly. This informs their educational practice and readiness to understand the needs of the student demographic and industry practices and challenges. The trainers also have relevant qualifications in the subject areas they are teaching, as well as holding the New Zealand Certificate in Adult and Tertiary Teaching (Level 4 or Level 5).</p> <p>The onboarding process and succession management of the newest trainer interviewed was sound. There is a training 'moderation' process and team teaching, and two assessors collaborate on some practical assessments. There is a collegial approach to training and assessment,</p>

<sup>2</sup> 'Programmes' in this context cover: the PTE's training and assessment against the NZQA-approved Temporary Traffic Management Design (Micro-credential) (128362-1); 11 unit standards; and three New Zealand Transport Agency-aligned courses in 2025.

	<p>with assessment technically checked on submission to the course registrar.</p> <p>There is good central control of training resources, including trainer guides, trainee guides and assessment materials. Trainers have ready access to print, and provide the guides to students as appropriate in a timely manner. Upkeep of training resources is ongoing and suitably overseen by the PTE manager. Maintaining training material alignment with all current legislation, regulations and other industry guidelines and company needs is a particularly challenging task. Very notably, TMNZ is undertaking a complex regulatory shift from a compliance to a risk assessment-based regime.</p> <p>The evaluators suggest that the PTE review as a priority the details of responsibilities around academic oversight, the registry function, and the sufficiency of the job description and role size for each of the central administrative staff. Rapid growth in student numbers, increases in the number of sites serviced, and turbulence in scheduling contribute to this view. (On occasion, equipment or plant has not been available when the trainers arrived on site to deliver a course.)</p> <p>The PTE has multiple key stakeholders: the Evolve parent company, Waihanga Ara Rau, Connexis, NZTA Waka Kotahi, and some other TTM employers. WDC interviews triangulate the strong and intentional alignment of the PTE to regulatory stakeholders' needs.</p>
Conclusion:	<p>Relevant training pathways within the PTE's scope of delivery are easy to access and are a highlight of the programme. The experience, qualifications and teamwork of the trainers are also strengths. There are challenges in aligning the training material while moving from a compliance regime to one based on risk assessment, but the PTE is managing this well. Rapid growth in student numbers, increases in the number of sites serviced, and turbulence in scheduling are risk factors that need attention.</p>



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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>TMNZ trainers are adept at quickly developing a rapport with students, identifying and offering support and encouragement where needed. The trainers intentionally 'scaffold' trainees through each course but apparently do not 'coach to pass'; some students receive outcomes of 'not yet competent' and 'not yet achieved'. Graduates interviewed say they have confidence that they have learned, and are able to deploy, the required skills and knowledge in the workplace.</p> <p>Students receive some pre-course learning material. Graduate interviews indicate that there is also significant non-formal 'pre-training' in the workplace before the formal training with the PTE trainers, and this also contributes to preparatory knowledge. Students are also supported in the workplace.</p> <p>Given that the focus of the training is on safety, the evaluators strongly suggest a more structured process to take account of trainees' readiness for undertaking each course, and to provide sufficient time to embed the learning into workplace practice between course levels. These requirements should be made mandatory for admission. Currently this aspect is not well managed.</p> <p>Limited information on the learning needs and previous training and experience of new trainees is available to or used by the PTE. There is an opportunity to extend this, particularly for needs analysis and targeting support for the students. For example, a not insignificant proportion of students have challenges with literacy and numeracy, but some parts of the training involve use of relatively technical documentation and a clear understanding of spatial dimensions.</p>
Conclusion:	Trainers have suitable training and experience to effectively involve students in the training and generally assist those with learning needs. Student pre-course needs assessment is somewhat ad hoc; there are



	pressures on trainers (and students) from the increasing number of courses and the unpredictability of course schedules. Numerous aspects need improvement.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The PTE's national training and competency manager has appropriate qualifications and experience well aligned to the purpose and programming of the PTE. Staff collaborate well and are supported with professional development and networking opportunities such as the annual Traffic and Road Management Action Conference. This investment aligns to the PTE's professional development policy. Staff indicate that they have the required resources.</p> <p>Logistical support to the trainers seems well managed by the multiple role of 'senior administrator/national training coordinator/registrar'. There is appropriate academic oversight, resources and staffing to support assessment quality and operate the required quality management system. The PTE has good capability in resource writing. The development of the Temporary Traffic Management Design micro-credential provides a good example of collaborative work with industry stakeholders.</p> <p>The training is to a good standard and is well connected to both industry and regulatory requirements. Management and staff consult and share information on an ongoing basis, but records of meetings are inadequate. Data oversight and management and use for self-assessment is still evolving.</p> <p>As stated earlier, course scheduling appears ad hoc, and primarily operationally determined. This limits the ability of the PTE to plan, and places reactive pressure on trainers to deploy at short notice. TMNZ needs to provide better evidence that the trainees have gained the requisite knowledge and skills. The PTE also needs ensure the training is not only meeting legislated requirements but is also leading to competency and safety in the workplace.</p>

Conclusion:	Most students achieve the expected outcome of their training course which supports the organisation's TTM function. Most of the fundamental elements of self-assessment supporting trainee achievement are in place. Key operational and management meetings within the PTE are not well recorded, limiting the traceability of actions toward improvement.
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## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>All attestations and other required documentation to NZQA have been submitted in a timely manner. Site approval activity reflects scheduling and is busy. This activity meets the notification requirements set by NZQA. The new PTE had a positive validation visit (June 2024) which found: 'At this validation visit, Evolve Professional Services (EPS) Limited met all requirements of the Private Training Establishment Registration Rules'.</p> <p>Self-review of the Code of Practice for pastoral care has been completed as required. The PTE also submitted a self-review of its micro-credential in December 2024. TMNZ has delivered this approved micro-credential in the past year as required and is currently developing new TTM skill standards in collaboration with Waihangara Rau to replace some current unit standards-based courses.</p> <p>The minimum standards for trainers/assessors and moderators are clearly stated in recruitment policy and include: 'Trainers, Assessors and/or Moderators must be able to meet the requirements of the relevant Consent and Moderation Requirements (CMR). Hold or be working towards Level 4 Adult Education (CAT). Assessors must hold the unit standards (or higher) they will assess'. PTE records show that the trainers match these thresholds, and they participate in appropriate professional development, formally and non-formally.</p> <p>Trainee results are most often reported to NZQA within the required three-month timeline, based on matching the PTE achievement data to the credits reported to NZQA.</p>

	However, it is not clear that all trainee credits are being reported. Furthermore, it is not clear that the annual fee return statement to NZQA is accurate. This has resulted in a requirement (see Requirements).
Conclusion:	The PTE is mostly effectively managing its important compliance accountabilities. Data accuracy concerns limit the ratings to Good only for this key evaluation question.

# Focus areas

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

## 2.1 (TTM) Temporary Traffic Management

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	The PTE is working well and at pace to serve the parent company's wider training needs. But it needs to strengthen the strategic, operational and training-focused self-assessment data and actions to better evidence oversight and impact. As a priority, TMNZ needs to seek and better document comprehensive feedback from students, graduates, branches and all external companies sending staff for training. As stated above, most of the fundamental elements of self-assessment supporting trainee achievement are in place, but a clearer orientation towards impacts and safety outcomes and training improvements is needed.

# Recommendations

*Recommendations are not mandatory 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 Evolve Professional Services (EPS) Limited:

- Improve trainee data accuracy and comprehensiveness to better support self-assessment, including analysis of patterns in priority student group<sup>3</sup> achievement and accuracy of results reporting to NZQA (relates to key evaluation questions 1, 3, 4, 6).
- Review the job description for the 'senior administrator/national training coordinator/registrar' role and ensure that the job size and function is well aligned with other PTE central administrative roles and is adequately supported by administrative staffing (relates to key evaluation questions 1 and 5).
- Better document key strategic, managerial and operational meetings to capture evidence of the process of self-assessment decisions; clearly document the lines of responsibility, accountability, timeframes and expected outcomes for all actions requiring fulfilment (relates to all key evaluation questions).

# Requirement

*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.*

NZQA requires Evolve Professional Services (EPS) Limited to:

- Accurately report credits for students within three months of assessment in accordance with NZQA Rule – Consent to Assess Against Standards on the Directory of Assessment Standards Rule 2022, Section 10, 1 (b).

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<sup>3</sup> Tertiary Education Strategy (TES). Priority student groups are those who have historically faced barriers to success in tertiary education and are the focus of targeted support to improve outcomes. These groups are central to the TES's goal of creating a more inclusive and equitable education system. Priority student groups include: Māori students, Pasifika students, disabled students and students from low socio-economic backgrounds.

# Appendix

## 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>4</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>4</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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