

Report of External Evaluation and Review

NZ Training Assessments

Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 June 2014

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MoE Number: 7136
NZQA Reference: C14388
Date of EER visit: 1 and 2 April 2014

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	NZ Training Assessments
Type:	Private training establishment (PTE)
Location:	1b/163 Stoddard Road, Mount Roskill, Auckland
Delivery sites:	One
First registered:	23 July 2012
Courses currently delivered:	<ul style="list-style-type: none">• Passenger (licence endorsement)• Area Knowledge (taxi)• Total Mobility
Code of Practice signatory?:	The PTE is not a signatory to the Code of Practice for the Pastoral Care of International Students.
Number of students:	Domestic: over the past 12 months, 215 students have attended one of the short courses on offer. All were domestic learners.
Number of staff:	Four full-time trainers, four part-time assessors and one administration staff member
Scope of active accreditation:	In November 2013, the organisation received programme approval from NZQA and was approved to deliver: National Certificate in Goods Service; National Certificate in Passenger Service; and a training scheme (passenger services). At the time of the external evaluation and review (EER), the organisation was not running any NZQA-approved programmes or training schemes. However, the organisation is a Registered Course

Provider with the New Zealand Transport Agency (NZTA) to deliver the following licences or endorsements:

- Passenger (licence endorsement)
- Area Knowledge (taxi)
- Total Mobility (five unit standards relating to the transport of disabled people)
- Logbook (endorsement)
- Class 2 (licence)

Distinctive characteristics: All training delivered is related to driver licensing. The courses are two-day short courses and learners gain relevant endorsements or licences. The organisation delivers training to fee-paying customers (individuals and company employees) on an as-needs basis.

Recent significant changes: The organisation was registered as a PTE in July 2012. This is the organisation's first EER since being registered.

Previous quality assurance history: NZQA does not have any current compliance concerns relating to the organisation's registration as a PTE.

NZ Assessment Training was audited by NZTA in 2012, resulting in NZTA issuing a positive audit report.

In 2012, external moderation by the Motor Industry Training Organisation (MITO) verified that assessor decisions for the two unit standards met the national standard.

2. Scope of external evaluation and review

Two focus areas were selected:

- Governance, management and strategy
- Passenger (licence endorsement) course; Driver Fatigue course

The governance, management and strategy focus area is mandatory for all EERs. The other focus area comprises the formally assessed training offered by NZ Training Assessment, and covers all student enrolments and the main activities of the organisation.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction>. 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.

Two evaluators carried out the EER on-site visit over one and half-days at the PTE's Mount Roskill, Auckland office. Meetings were held with one director, the operations manager, the senior manager, senior assessors, two assessors and one administration assistant, recent course graduates and industry stakeholders representing the taxi sector. Key industry training organisations (ITOs) and industry stakeholders were contacted by phone.

Documents considered by the evaluators during the EER included the PTE's organisational chart, business plan documents, ITO moderation and NZTA audit reports, learner completion data, teaching and assessment materials, student feedback and related correspondence.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **NZ Training Assessments**.

- Trainees achieve very high levels of course completion (96 per cent) in the passenger licence and endorsement and driver fatigue short courses, and similarly high levels of unit standard achievement.
- Training is clearly effective and most of the graduates achieve their aim of gaining a passenger licence or endorsement.
- The steady flow of repeat business from graduates who refresh their licences and endorsements, combined with the accessibility and relevance of the training, shows that the training meets the ongoing needs of stakeholders.
- Employers are provided with a pre-assessment service option for their potential employees who are not trainees, which indicates a good level of confidence in the training by employers.
- The training has wide value for trainees seeking to upgrade, renew or gain either appropriate driver licences or endorsements, and to gain employment. Key stakeholders include taxi companies and associated driver transport industries, for example bus and courier services.
- Regular quality assurance checks, including audits, validation of assessment material and programme approvals by NZTA, MITO and NZQA confirm that quality and regulatory programme requirements have either been met, or outstanding matters are being addressed.
- The good performance reflects the determined effort, aims and commitment of those connected with the PTE – training and non-training staff, trainees, trustees and managers. The organisation is also active and purposeful in understanding changing sector requirements, and responding accordingly.
- The PTE's educational performance outcomes are good, but there is room for improvement in the current trainee entry practices and processes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **NZ Training Assessments**.

- NZ Training Assessments has made a concerted effort to put in place an effective self-assessment process. The PTE has reliable achievement data, and this is being reasonably used to track performance and to inform business direction.
- Review processes used are appropriate for the size, context and complexity of the PTE. Trainee progress is discussed daily and at weekly informal staff meetings. The evaluators noted that the operations manager and senior manager had a good understanding of trainee progress and a developing understanding of patterns of achievement, and trends in the industry. Continued focus on this information may increase the depth of analysis and reflection occurring.
- Recent upgrades to the student management system provide closer electronic tracking of trainee achievement and changes have been made to ensure the trainees have the best opportunity to succeed.
- Continuing to improve and develop internal moderation practice may provide improved assurance that assessments are valid, reliable and consistent.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZ Training Assessments offers two formally assessed short courses: Passenger (licence endorsement) and Driver Fatigue. Both of these are unit standard-assessed courses. As outlined in the table below, for both courses, retention and completions were 96 per cent for 2013. This is a very good level of achievement which has been sustained year on year.

Year	Course completion Unit Standard 17579	Course completion Unit Standard 24089
2011*	90% (249 students)	90% (249 students)
2012*	97% (227 students)	97% (227 students)
2013	96% (215 students)	96% (215 students)

*Pre-PTE status (NZQA-approved in July 2012)

The evaluation team found evidence to indicate that there are very few non-completions. Over the past year, these have occurred because of illness, moving out of the area or non-attendance.

This level of achievement is sustained for several interrelated reasons. The majority of the PTE's trainees are looking to upgrade, refresh or gain either appropriate driver licences or endorsements, and to move into employment. The trainees' existing knowledge and practical experience are incorporated into the training. The trainees have clear goals for their learning, motivated by employment or promotion in the taxi and associated driver transport industries. Graduates interviewed confirmed that they had gained employment and returned to the PTE to pursue further licences and endorsements. They were also well satisfied with the courses and actively promote them to their workmates in the passenger transport industry.

Externally, MITO moderation supports the assessors' decisions being made for the two unit standards, and a taxi company owner described the graduates as

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

particularly well prepared to undertake work in his business, and that the PTE is his preferred provider of training.

NZ Training Assessments' self-assessment activities (gathering achievement data and making decisions for change based on this data) are reasonable and purposeful for the small size of the organisation. Self-assessment is having a positive impact. The two managers and assessors discuss learner progress daily and more formally at weekly staff meetings. While the weekly meetings are not recorded, the evaluation team is assured that the PTE understands its training activities, and useful activities now track trainee progress. An example is the recent upgrade of the student management system to provide closer electronic tracking of trainee achievement. The changes have been made to ensure that the trainees have the best opportunity to succeed. Prospective trainees not yet ready to enrol in the training are referred to other industry training providers who are better able to cater for their particular needs.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Trainees understand that they must have licences and endorsements to gain employment and further training. Many of the trainees are migrants, and through their training acquire the confidence to work in the industry. As a result of ongoing needs assessment, the organisation has implemented a fee-free service for taxi companies to pre-assess potential employees' passenger endorsement knowledge. This approach has resulted in marketing benefits for the PTE – a good proportion (38 per cent²) of trainees are referred through this service. Repeat business from local driver companies and referrals by former trainees indicate the value of the training.

The PTE's location in a working taxi company, assessor experience, the operations manager's presence and close engagement with the passenger transport industry inform the actions of the PTE. Learner and stakeholder feedback is gathered on a regular basis, and is mostly documented and acted on where applicable. Graduate phone survey data³ recently collected by the PTE and confirmed by the evaluators, shows that graduates are satisfied with the quality of training provided. The feedback shows that 80 per cent of graduates are employed in the passenger

² This figure is taken from data gathered in 2013 to understand the reasons for the learners enrolling in the PTE's training courses and is used to develop marketing strategies.

³ Phone survey sample size was 20 per cent of graduates who had completed the course in 2013.

transport industry (taxi, bus, private vehicle hire), and 20 per cent are employed in other areas. This survey data endorses the currency of knowledge the graduates demonstrate.

According to one employer interviewed, the organisation is clearly informed about and understands the needs of particular client groups. This view is supported by the high percentage of learners (see Findings 1.1) achieving licences and endorsements in the passenger transport industry. Because of the small size of the operation and the personal approach to enrolling trainees and meeting stakeholder needs, the organisation provides training that clearly links to the outcomes valued by learners, the passenger transport industry, and NZTA.

NZ Training Assessments' relationship with MITO is newly found and involves provision of workbooks, assessment resources, credit reporting and external moderation. To date, reports confirm the validity and consistency of the value of assessment outcomes. Growing and strengthening this relationship will ensure external input is sought regularly to validate the quality and value of training outcomes.

The PTE is a registered course provider with NZTA. This allows graduates of the programme who have achieved unit standards and endorsements to apply directly to NZTA for licence endorsements. NZ Training Assessments is also regularly audited by NZTA, resulting in positive reports affirming the value of the training outcomes.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Stakeholder needs, particularly those of the passenger transport industry, are clearly understood and engaged by the PTE's flexible, client-focused approach. The value offered by the PTE to its stakeholders is shown by repeat business in a competitive and cost-sensitive training market. As noted, repeat business comprises past trainees returning to refresh their endorsements, and ongoing contracts with client companies. The ease of access and relevance of the training directly respond to and satisfy stakeholder and trainee needs.

Clear evidence was provided to show that the PTE has responded steadily and willingly to feedback from NZQA, MITO, NZTA and industry stakeholders. The PTE is active and purposeful in determining changing sector requirements and responding accordingly. The evaluation team noted that the PTE meets regularly with NZTA to see how well it is matching the needs of the regulatory agency, and also regularly checks the NZTA website for updates to licensing and endorsement regulations. In contrast, the evolving NZQA relationship is yet to be fully realised,
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and satisfying tertiary education and assessment requirements is still a work in progress.

Even so, as a result of the PTE's self-assessment activity, an educational consultancy company has been contracted to help with further development of the new training scheme⁴ (passenger services, a 14-week programme), which is to be piloted later this year. The need to offer this programme was identified by stakeholders – including the local WINZ office – in consultation with the PTE. There is a clear demand for the programme by WINZ clients wanting to gain driver licences and endorsements to improve their employment prospects. The PTE is proactive in gaining an understanding of changing community needs.

The two-day short courses delivered by the PTE focus on preparing the learner to achieve licences and endorsements towards gaining employment. The PTE considers this is too short a time to respond to clients with literacy and numeracy shortcomings. As noted, when these clients are identified they are referred to other providers who deliver longer programmes to enable the learners to access specialist literacy support and training that better matches their individual needs.

As previously stated, many of the learners are migrants. To ensure that the learners understand regulatory requirements for licensed drivers (e.g. full licence requirements, fit and proper person check), the PTE has established an administrative role to assist learners through this process. The PTE also offers a free service to complete applications for membership of the Automobile Association. While the accessibility of the training is critical to learners making informed course decisions, the evaluation team noted some inconsistencies in the written entry documentation and terms used when compared with the one-to-one training needs assessment carried out by the assessors. Remedying this situation would help to minimise barriers to learners' needs being met.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Training at NZ Training Assessments is effective, as evidenced by trainees' completion and achievement results, as well as feedback from employers on the subsequent progression of trainees into employment.

The PTE is well resourced for the number of trainees and range of endorsements and licences offered. Class sizes are small which allows for intensive one-to-one

⁴ Approval was granted by NZQA in November 2013.

sessions to support trainee achievement. The training room environment is bright, well ventilated and spacious, and conducive to teaching and learning.

Training material and assessment tasks and standards are set by NZTA, as the licensing regulator, and by MITO⁵ as the newly assigned standard-setting body. Group activities and scenarios taken from the trainers' extensive experience are valued by trainees. Additional training activities are provided by the assessors to actively engage trainees and provide variation and a mix of delivery, for example videos, sample logbook entry exercises, car diagrams, real scenarios. Low trainer-to-trainee ratios (generally averaging 1:6) also support achievement. In both courses, well-designed MITO materials are supplied for pre-reading at least one week before the face-to-face training delivery.

Externally, NZTA audit reports confirm that the PTE's assessment material is appropriate and fit for purpose. The MITO 2013 moderation report further confirms that the PTE has valid, consistent and fair assessment practice that meets the requirements of the national standard. Internally, moderation practice occurs twice a year and appears to be more of a checking exercise before a certificate is verified. The evaluation team strongly encourages the PTE to consider alignment of internal moderation practice with external moderation best practice. This may ensure a more robust process is established to validate assessor judgements and decisions.

The PTE's assessors retain previous guidelines from MITO on how to assess specific units, and these staff have been with the PTE for many years and bring with them extensive industry knowledge (for example as taxi/truck drivers, taxi dispatchers), providing stability and continuity to the PTE. These strengths are supported by appropriate professional development for the trainers, including working towards gaining the National Certificate in Adult Education and Training, NZQA workshops and conference attendance. In-house teaching observations are carried out, and a summary observation sheet is completed which provides input on the effectiveness of trainer delivery.

The evaluation team encourages the PTE to continue to pursue tertiary teaching qualifications to ensure a better balance between industry and practitioner knowledge and adult teaching methods. This understanding could be used to compare practice and create opportunities for deeper engagement by trainees with the subject matter.

There was some evidence of staff demonstrating reflective practice. While there is anecdotal evidence of formal staff meetings occurring, there is insufficient evidence to determine whether these meetings are recorded for later review.

⁵ Due to recent mergers of industry training organisations, Tranzqual, the former standard-setting body was replaced by MITO in 2011.

The PTE's processes for self-assessment of its training effectiveness are a mix of formal and informal. They are mostly fit for purpose. Seeking further analysis of trainee achievement data to include ethnicity (considering the large numbers of migrant trainees) and gender may add to the robustness of the training review.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Given the very short nature of the course delivery and the focus on achieving knowledge to gain a licence or endorsement, the PTE provides a safe place for prospective trainees to discuss their needs, as well as a good level of support and guidance. Assessing trainee needs begins with the enrolment process, which includes discussions with prospective trainees and formal checks with the Ministry of Justice to ensure trainees meet regulatory and legal requirements for working in the passenger driver industry. Trainees who do not meet the legal requirements are supported to find alternative training options. These aspects are particularly acute for the licence and endorsement courses. Trainees are motivated to succeed and are provided with suitable support, with particular training needs met in appropriate ways.

Given the literacy requirement for passenger transport logbook recording, prospective trainees' literacy skills are assessed at entry through completion of a needs assessment form. Those who require significant literacy support are referred to providers who offer longer courses and access to literacy support. This is an appropriate response for this particular industry in the context of the delivery. Since a large proportion of trainees are migrants (80 per cent in 2013), the PTE should further explore the extent of needs assessment to avoid the pitfalls the trainees may encounter in accessing appropriate support. There is an opportunity to strengthen the entry documents, as staff interviewed held differing ideas about the purpose, sections to fill out, and who completes the form. Clarifying these matters will ensure that obstacles to trainees accessing appropriate support are minimised.

The PTE provides flexible delivery options (time of day, day of week) to meet and support the needs of waged workers. The PTE has an in-house support person (fluent in four languages) to help overcome language barriers. The PTE supports employers and future employees who are not trainees by facilitating a licence and endorsement pre-assessment of potential employees, at no cost to the business owner.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZ Training Assessments is a small operation with a stable business base with a clearly defined niche in the Auckland catchment of the passenger transport industry. The PTE is owned by a trust. The director is an experienced business person who provides ongoing advice and is in regular contact with the operations manager. The PTE is housed in the same premises as an operating taxi company and shares some service and resources costs. Two long-serving staff who worked for the taxi company, and now work for the PTE, provide continuity.

The PTE is appropriately resourced in terms of staff, training rooms and resource and assessment material. The organisation's training scheme application to NZQA was approved in November 2013, and planning and preparation is underway to pilot the programme to four non-fee-paying trainees later this year. Management's insight into the need for guidance in the programme approval and funding areas, resulting in the contracting of the services of an established education consultancy, has been beneficial.

Staff as key stakeholders are valued and provided with opportunities to enhance their skills as trainers and assessors in their industry. Staff interviewed confirmed that management is approachable and always ready to engage with the trainees.

The PTE has invested in a new student management system and there is evidence that staff are keen to use the data it yields in a purposeful way to further develop the PTE's understanding of learner achievement. For example, when it was developing the new training scheme in passenger services, the PTE collected and analysed data on other training provision in this area to understand the gaps in training across the industry.

NZ Training Assessments has developed an appropriate-to-scale, purposeful approach to evaluation and review. There is clear evidence that the value of self-assessment is developing and trainee achievement is more closely monitored. Self-assessment activity is leading to improvements that will continue to benefit trainees and other stakeholders.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.2 Focus area: Passenger Endorsement; Driver Fatigue

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that NZ Training Assessments:

- Review current internal moderation practice to improve alignment with external moderation best practice.
- Undertake a close appraisal of all entry documents used to enrol trainees to ensure there is a clearer understanding among staff of the purpose and use of each document, and greater alignment with the interviews that occur as part of the entry process.
- Consider recording formal staff meetings so that decisions made at these meetings can be more easily tracked and reviewed on an ongoing basis.
- Consider analysing data around ethnicity and gender to note any trends in achievement outcomes across these factors.
- Continue to encourage staff to complete tertiary teaching qualifications as a way to balance industry and practitioner knowledge and enhance understanding of adult teaching methods.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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