



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

NZ Training Assessments Limited

Date of report: 17 April 2024

# About NZ Training Assessments Limited

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*NZ Training Assessments delivers training leading to various classes of driver's licence for light and heavy trucks, forklifts and also the transportation of dangerous goods. Learners must be qualified and competent drivers of regular cars before doing these courses.*

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|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Type of organisation: | Private training establishment (PTE)                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Location:             | 1b/165 Stoddard Road, Mt Roskill, Auckland                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Number of students:   | Domestic: 1,082 (at time of EER)<br>No international students are enrolled                                                                                                                                                                                                                                                                                                                                                                                    |
| Number of staff:      | Eight full-time and four part-time equivalents                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEO profile:          | <a href="#">NZ Training Assessments Ltd</a>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Last EER outcome:     | At the previous external evaluation and review (EER), in May 2022, NZQA was Not Yet Confident in NZ Training Assessments' educational performance and capability in self-assessment.                                                                                                                                                                                                                                                                          |
| Scope of evaluation:  | <ul style="list-style-type: none"><li>• Implementation of the quality improvement plan</li><li>• Class 2 Licence Training, including Safe Operation of Heavy Vehicles (Class 2) (Level 3) Training Scheme [NZQA Ref: 125801]</li></ul> <p>NZ Training Assessments is a New Zealand Transport Agency Waka Kotahi (NZTA) approved course provider and is audited by NZTA. It was audited in 2022, and again in 2023, with positive findings in both audits.</p> |
| MoE number:           | 7136                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| NZQA reference:       | C55217                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Dates of EER visit:   | 27 and 28 November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                       |

# Summary of results

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*NZ Training Assessments has maintained its existing business goals and strategy since the last EER. Significant strengthening of resourcing and a stronger focus on matching regulatory requirements underpins effective training. Academic quality processes (and some business systems) have been revamped or refreshed. There are numerous examples of effective management processes and improvements. Students achieve well and are appropriately assessed.*

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## **Highly Confident in educational performance**

- Course content is clearly aligned with NZTA and industry needs and mandatory requirements. Stakeholders describe a responsive and thorough approach by the PTE which matches their needs. NZQA requirements are also being met.

## **Highly Confident in capability in self-assessment**

- Students/graduates describe the teaching strategies as responsive to their needs. Trainers are especially supportive of second language learners. This is based on an ethos of 'training towards understanding' and having clearly prescribed standards for competence in both theory and practical driving assessments.
- Staff value the teamwork and a supportive, well-organised working environment where goals and expectations are clearly communicated. They gain satisfaction from seeing students developing their skills and confidence and achieving their licences.
- The PTE is maintaining the quality and reliability of assessments, and monitors and documents its adherence to requirements. Policy and procedure are now clearer, and better understood by staff.
- Management oversight has improved. There are now more suitable tools and processes which better align to stakeholder needs, particularly NZTA. Resources are also well aligned with the purpose of the training and student needs.

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

## 1.1 How well do students achieve?

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance:                      | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Self-assessment:                  | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Findings and supporting evidence: | <p>New Zealand Training Assessments has the high pass rates (greater than 95 per cent) typical of short course providers offering training toward achieving mandatory requirements.</p> <p>Self-assessment of achievement includes year-on-year benchmarking and monitoring by ethnicity and by licence type. Monitoring of pass/fail rates occurs on a continual basis through a check-marking process and by management oversight of results using the student management system.</p> <p>The PTE has positive Māori and Pasifika participation and achievement (especially in passing Class 2 and 4 licences). Many of these students aspire to enter the transportation and logistics industry, initially as truck drivers or forklift operators. Their achievement is comparable to the achievement of other student ethnicities. There is high migrant participation and achievement, notably for those from India, Philippines and China.</p> <p>Course content is clearly aligned with the evaluation indicator: 'learning activities and assessment tasks are purposefully aligned with learning outcomes'. NZTA oversees the driver licensing system. The agency approves and audits the approved driver licensing courses: Classes 2, 4 and 5, and Endorsements D and F under the Land Transport Act 1998. Audit outcomes have been positive.</p> |
| Conclusion:                       | All groups of students have equal opportunity to succeed at the PTE and most do, so long as they meet the test requirements. Monitoring, review and quality control of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

<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.

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|  | testing and marking is thorough and has improved since the last EER (see Appendix 1 for pass rates). |
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

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|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance:                      | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Self-assessment:                  | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Findings and supporting evidence: | <p>There is a high demand for people with the licences and skills needed in transportation. Course content is clearly aligned with the driver licensing system’s mandatory requirements. Ninety per cent of all students are already employed when they come to the PTE. Graduates described to NZQA a need to upgrade their licences in their current roles, or a desire to change occupations and enter the industry. Post-pandemic, students are seeking less volatile employment, which plays a part in these trends.</p> <p>There is high migrant participation and achievement. Two stakeholders described a skills pipeline operating to meet critical industry needs, from offshore through the PTE’s training and on to employment. Another stakeholder described a longstanding pipeline of Ministry of Social Development clients to the PTE to gain a driver’s licence and secure employment. This was also the case at the previous EER, indicating enduring stakeholder relationships and continued value for MSD clients.</p> <p>Graduates interviewed are using the skills they learned immediately in various forms of work or in safer driving more generally. The workforce development council and industry representatives interviewed endorsed the PTE: they keep current with changing needs; provide relevant learning and skills; and help meet a need for licensed drivers.</p> <p>The PTE operates in a major transport/logistics hub in Auckland. This proximity of training to industry is important to their value offer. Certain local employers continue to pay for staff to be trained by the PTE. The PTE continues to use a three-member stakeholder group, and data is being consolidated around progression across licence levels and</p> |

|             |                                                                                                                                                                                                                                                                                                |
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|             | repeat business. Self-assessment is appropriate for the types of courses offered.                                                                                                                                                                                                              |
| Conclusion: | The PTE is soundly connected to the sector it serves. Their activity and relationships ensure ongoing updates on latest practice or new rules or guidelines. As attested to by stakeholders, there is evident value gained from the training by individuals, businesses and the wider economy. |

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

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|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance:                      | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Self-assessment:                  | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Findings and supporting evidence: | <p>The courses offered are well aligned with NZTA requirements to pass a specific class of driver's licence. The content includes safe and legal driving practices, and technical knowledge such as safe loading and maintaining accurate records and logbooks. MITO<sup>2</sup>-developed training guides and pre-moderated assessments are used well.</p> <p>Trainers have the appropriate experience and licences for their subject specialisations. Some creative visual, auditory and kinaesthetic approaches to teaching are in use. The proximity of training to a variety of motorway, road and industrial area contexts is important as students must gain experience and be tested in a specified range of conditions. The key requirements summarised here were verified as met in the two recent NZTA audits.</p> <p>The PTE owns its own fleet of vehicles, which has been upgraded since the last EER as new licences are offered and other courses planned for future delivery. Classrooms for theory lessons are suitable and groups are kept small to ensure full attention can be paid and students can get a clear understanding of the content.</p> <p>The PTE appointed a quality lead role after its last EER. A thorough, reflective review resulted in significant new or strengthened process. These changes were primarily around marking practices, but also required the trainers to make sure the students understood the topic and</p> |

<sup>2</sup> Motor Industry Training Organisation

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|             | <p>assessment requirements. The trainers have also recently undertaken a range of in-house training modules. This included PTE assessment protocols and a Treaty of Waitangi workshop in response to the PTE's Code of Practice review. Four staff attended NZQA moderation workshops, and two trainers attended a MITO workshop in 2023.</p> <p>The PTE seeks feedback learner surveys and makes adjustments based on learner feedback where feasible.</p> <p>Staff meet in regular catch-up and team meetings to discuss teaching, learning and student wellbeing. These have a reflection and improvement-focused agenda.</p> |
| Conclusion: | <p>Frequent and ongoing interaction with MITO and industry ensures the training scheme and other courses remain current and relevant. Management and trainers are involved with the industry. Their understanding of industry needs and what is required of learners to pass a licence is reflected in high pass rates. Academic standards are well maintained, and self-assessment is robust. Student feedback is actively sought and responded to.</p>                                                                                                                                                                         |

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

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|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance:                      | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Self-assessment:                  | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Findings and supporting evidence: | <p>As a provider of short course training, NZ Training Assessments' student support is by nature limited. That said, the PTE focuses on providing comprehensive information to prospective students. They receive good pre-course counselling and advice in readiness for each course. This is supplemented by clear website information. A course booklet is also sent out after enrolment, before training starts. Graduates say they continue to use some of these learning resources as reference material in their job.</p> <p>Students and graduates described the trainers as personable, with good knowledge of their subject and responsive to the student demographic in class. They are particularly aware of the challenges faced by learners new to New Zealand, and those whose first language is not</p> |

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|             | <p>English. A range of strategies are used to support this group, and graduates interviewed by NZQA confirmed this.</p> <p>The PTE operates a fair and thorough complaints process. This is important as some students are disgruntled when they fail to pass a driving test. Staff are well prepared to address this situation calmly and constructively.</p> <p>Complaints and incidents registers provided to NZQA clearly recorded the actions or resolution status for each.</p> <p>Staff meeting minutes show use of prompt questions to focus reflection on needs and support: <i>How are learners doing? What do we need to do to make sure learners succeed? What issues have been raised by students about information they need? Any needs that have come up that we need to address?</i> This focus on ongoing reflection and review is a feature of the self-assessment culture. The PTE's Code self-review is similarly thorough. Where improvement opportunities were identified, management has invested in training or refining processes.</p> |
| Conclusion: | <p>Students are well supported and involved in their learning. The PTE has reinvigorated its self-assessment practices and its policies and procedures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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

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|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance:                      | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Self-assessment:                  | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Findings and supporting evidence: | <p>Since the last EER, the PTE's management has used external cues and internal reflection to implement a range of now-embedded improvements: the appointment of a quality lead with a positive impact on assessment practices in particular; adopting more points of monitoring and accountability; introducing a new student management system; and the adoption of some streamlined administration processes. Additional course offerings planned for Class 5 and forklift are now being successfully delivered.</p> <p>The PTE organisational chart now better reflects roles and responsibilities, and the rationale for each was coherently explained to the evaluators. Significant improvements were</p> |



|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|             | <p>noted in fulfilling the action plan created for NZQA (this focus area was rated Excellent).</p> <p>Management has hired suitably qualified and experienced staff. There are levels of leadership and appropriate delegation. The PTE operates a transparent and open culture – one reflective of inclusivity and cultural diversity. This was a theme apparent across interviews. Mandatory trainer development days also reflect the valuing of staff, investment in developing staff, and a commitment to fostering consistency of expected quality practices.</p> <p>The management meeting minutes and staff meeting minutes sampled showed a focus on communication and alignment with the main goals and objectives in the PTE’s strategy. They also reflected a student-centred focus.</p> |
| Conclusion: | <p>Management sets a high standard, encourages teamwork, and provides the resources required to deliver what students and stakeholders value. There is now more robust oversight of each phase of the training, using well-focused tools and processes aligned to stakeholder needs. The results of NZTA audits and MITO external moderation provide evidence that these practices are well embedded (see 1.6).</p>                                                                                                                                                                                                                                                                                                                                                                                  |

## 1.6 How effectively are important compliance accountabilities managed?

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance:                      | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Self-assessment:                  | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Findings and supporting evidence: | <p>The PTE effectively manages all important compliance accountabilities. All attestations and other required documentation to NZQA have been supplied as required since the last EER.</p> <p>Results reporting timeframes to NZQA have improved since the pandemic disruptions. Both unit standards that make up the approved training scheme have been offered each year.</p> <p>The PTE takes part in the required quality assurance and moderation with MITO. External moderation results have been positive, with all samples found to be at the national standard.</p> |

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|                    | <p>The PTE's Code self-review is thorough and fit for purpose according to the shape of this PTE (a short course provider) and is published on their website. Attestation to NZQA of this was timely.</p> <p>Management of compliance is done well. Compliance management is assisted by a risk register and plan. A range of useful tools appropriate to the scale and type of organisation are now in place and being actively used.</p> <p>NZ Training Assessments offers NZTA-approved driver licensing courses. These were subject to audit in April 2022. NZTA found the PTE to be 'Effective', the highest of the four ratings on their scale. A subsequent audit in November 2023 was also positive. This shows that improvements have been well embedded.</p> |
| <p>Conclusion:</p> | <p>Management identified both under-resourcing and patchy adherence to previous internal policies as reasons for non-conformity with NZTA and therefore NZQA requirements in the past. The changes implemented have been effective. They are well understood and followed by staff. This has resulted in positive NZTA audits, as well as successful MITO external moderation. NZQA requirements continue to be well met.</p>                                                                                                                                                                                                                                                                                                                                          |

# Focus areas

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

## 2.1 Implementation of the quality improvement plan

|                  |                  |
|------------------|------------------|
| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Excellent</b> |

## 2.2 Class 2 Licence Training, including Safe Operation of Heavy Vehicles (Class 2) (Level 3) Training Scheme [Ref: 125801]

|                  |                  |
|------------------|------------------|
| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Excellent</b> |

# 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 NZ Training Assessments Limited:

Consider ways of gathering more evidence around the achievement of learners who have a disability, in line with the Tertiary Education Strategy goals.

# 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

## Enrolments and pass rates since last EER

| NZ TRAINING ASSESSMENTS - STATISTICAL DATA 2022 - Oct 2023 |                                |                       |                |     |                   |     |              |      |                |                   |                  |                    |                       |            |
|------------------------------------------------------------|--------------------------------|-----------------------|----------------|-----|-------------------|-----|--------------|------|----------------|-------------------|------------------|--------------------|-----------------------|------------|
| YEAR                                                       | COURSE                         | ENROLLED              |                |     |                   |     | ACHIEVED     |      |                |                   | NOT ACHIEVED     |                    |                       | EFTS VALUE |
|                                                            |                                | Enrolled Students All | Enrolled Māori | %   | Enrolled Pacifica | %   | Achieved All | %    | Māori Achieved | Pacifica Achieved | Not Achieved All | Māori Not Achieved | Pacifica Not Achieved |            |
| 2022                                                       | Dangerous Goods                | 294                   | 9              | 3%  | 12                | 4%  | 289          | 98%  | 9              | 12                | 5                | 0                  | 0                     | 165.68     |
|                                                            | Class 2                        | 1203                  | 117            | 10% | 58                | 5%  | 1180         | 98%  | 114            | 58                | 23               | 3                  | 0                     |            |
|                                                            | Class 4                        | 367                   | 23             | 6%  | 14                | 4%  | 350          | 95%  | 22             | 14                | 17               | 1                  | 0                     |            |
|                                                            | Total Mobility Training Scheme | 36                    | 0              | 0%  | 0                 | 0%  | 35           | 97%  | 0              | 0                 | 1                | 0                  | 0                     |            |
|                                                            | Safe Operation                 | 3                     | 0              | 0%  | 0                 | 0%  | 3            | 100% | 0              | 0                 | 0                | 0                  | 0                     |            |
| 2023 (Jan - Oct)                                           | Dangerous Goods                | 51                    | 5              | 9%  | 6                 | 11% | 49           | 96%  | 5              | 6                 | 2                | 0                  | 0                     | 141.33     |
|                                                            | Class 2                        | 943                   | 108            | 11% | 62                | 7%  | 906          | 96%  | 103            | 59                | 37               | 5                  | 3                     |            |
|                                                            | Class 4                        | 464                   | 59             | 13% | 33                | 7%  | 450          | 97%  | 58             | 33                | 14               | 1                  | 0                     |            |
|                                                            | Class 5                        | 127                   | 7              | 6%  | 4                 | 3%  | 122          | 96%  | 7              | 4                 | 5                | 0                  | 0                     |            |
|                                                            | Forklift                       | 42                    | 7              | 16% | 2                 | 5%  | 42           | 100% | 7              | 2                 | 0                | 0                  | 0                     |            |
|                                                            | Total Mobility Training Scheme | 11                    | 1              | 9%  | 1                 | 9%  | 11           | 100% | 1              | 1                 | 0                | 0                  | 0                     |            |
|                                                            | Safe Operation                 | 2                     | 0              | 0%  | 0                 | 0%  | 2            | 100% | 0              | 0                 | 0                | 0                  | 0                     |            |

Source: NZ Training Assessments

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>3</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>3</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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)