



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Mainland Driving School Limited

Date of report: 31 July 2025

About Mainland Driving School Limited

Mainland Driving School delivers a range of driver training that leads to driver licences and endorsements for operating heavy vehicles and the transportation of bulk and dangerous goods.

Type of organisation:	Private training establishment (PTE)
Location:	3/6 William Lewis Drive, Sockburn Christchurch
Eligible to enrol international students:	No
Number of students:	Domestic: 2024 – 8108 equivalent full-time students; Māori 859, Pasifika 300; disabled numbers not recorded International: nil
Number of staff:	7.5 full-time equivalents
TEO profile:	Mainland Driving School is a New Zealand Transport Agency (NZTA)-approved course provider. In January 2024, an NZTA audit found failures to comply with important areas in reporting and assessment practice in accordance with the 'statement of approval conditions' governing the delivery of NZTA-approved driver licensing courses. An action plan was submitted on 16 February 2024 and a follow-up visit in May 2024. A number of important non-compliance issues were still not being adequately addressed.
Last EER outcome:	At the previous external evaluation and review (EER), conducted in April 2021, NZQA was Confident in Mainland Driving School's educational performance and capability in self-assessment.
Scope of evaluation:	Forklift Training Scheme (ID 114894); unit standards 10851 and 18496

MoE number:	7418
NZQA reference:	C60654
Dates of EER visit:	25 and 26 March 2025

Summary of results

Mainland Driving School provides valuable driver training that enables favourable outcomes for students and stakeholders, which contributes positively to individuals and the workplace. However, there are gaps in processes for managing some academic compliances. Evidence of recent improvements is still to be seen. More comprehensive oversight of training delivery and achievement is needed to understand overall educational performance.

Not Yet Confident in educational performance

- Students are gaining useful theoretical knowledge and practical skills. Mainland Driving School has consistently high achievement. However, a recent NZTA audit identified significant issues with assessment practices that raise concerns about the validity of assessment outcomes for the reporting period. This reduces confidence in the validity of achievement. Systems and processes to analyse and use data to inform overall decisions are limited.

Not Yet Confident in capability in self-assessment

- Mainland Driving School has strong, longstanding relationships with key industry stakeholders and government agencies, who value the training. The training is meeting employer and student needs. However, the value of the training is reduced due to potential safety risks if student learning outcomes are not authentically achieved.
- The PTE uses approved NZTA resources for training within prescribed courses. Informal programme review focuses on delivery methods. However, programme review did not identify assessment issues due to limited moderation of assessor practice and decisions. Staff training has been conducted to address weaknesses in assessment practice. Evidence of the effectiveness of improvements is still to be seen.
- Students are well supported in their training, with additional student support provided for students with barriers to learning. However, assistance provided to some students during

assessments may indicate issues with understanding appropriate support for learning.

- Governance and management provide clear purpose and direction. Academic leadership has focused on improving processes to strengthen assessment and moderation practices; however, these are slow to be embedded.
- Compliance has been variable. Late credit reporting is a concern and quality management system policies and procedures require a comprehensive revision.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>All student groups are consistently achieving high pass rates (approximately 99 per cent across all short programmes).² Students are gaining useful theoretical knowledge and practical skills relevant to their employment.</p> <p>However, the findings of the 2024 NZTA audit report expose some variable assessment practices, undermining the validity of the achievement results. The impact of recent interventions to strengthen assessment practices is yet to be seen.</p> <p>It is unclear how many students are required to re-sit assessments or are non-completions. This data would provide management with further insights into student needs and support interventions where required to help the students achieve.</p> <p>Although the achievement of students with a disability is not formally tracked, staff have oversight of student learning challenges during training. Formally tracking students with a disability is recommended to understand the resources required to support these students to achieve.</p> <p>Self-assessment could be strengthened with a focus on the number of re-sits, non-attendance and non-completions. A review of achievement data and its validity across the three sites would also be beneficial.</p>
Conclusion:	Achievement is generally strong across all offerings. However, self-assessment could benefit from in-depth review of educational practices overall to validate achievement-related data.

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

² Refer to Appendix 1 for all short course results.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are gaining confidence and required competencies in relation to driver and heavy-duty transport work practices, and meeting employer needs for licensed drivers. Students gain knowledge that can be applied immediately in the workplace. Successful completion of the various types of driver training leads to endorsement for the relevant driver's licence.</p> <p>There is evidence of positive feedback from employers on the value and utility of the training. Feedback is gathered through regular student surveys and ongoing engagement in person with employers. Mainland Driving School is a preferred provider for some employers as the school offers endorsements that other PTEs do not offer. The PTE also offers on-site training on client premises, enabling students to become accustomed to using their company's equipment.</p> <p>Mainland Driving School engages collaboratively with industry organisations, including workforce development councils, to ensure training meets industry standards.</p> <p>Mainland Driving School has longstanding contracts to train clients referred by Work and Income and Accident Compensation Corporation. The courses are valuable to these clients as it gives them new opportunities to gain employment and improve their self-worth and confidence. However, the value of the training is somewhat diminished if assessments are not validated.</p> <p>Mainland Driving School routinely reviews stakeholder feedback and uses it to inform programme delivery. Improved systems for collecting, collating and analysing feedback information would strengthen self-assessment evidence.</p>
Conclusion:	Students gain valuable real-world skills that support industry needs. Systematic collation and analysis of feedback could lead to improved understanding of outcomes and inform overall decision-making.

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Mainland Driving School's programme review is mainly focused on the delivery aspect of courses, which use standardised, NZTA-approved training and assessment materials. Management and staff use feedback from stakeholders to review delivery materials and make changes as requested by industry clients.</p> <p>Trainers plan their teaching around the structured training materials and understanding of student experiences and needs. Consistency of delivery is maintained across the three delivery sites through regular management visits. All Mainland Driving School staff meet monthly to discuss programme challenges and share ideas for improving programme delivery.</p> <p>Classroom activities are engaging, and the use of relevant scenarios, discussions and videos allows students to learn from the shared experiences of others. Theory assessments are followed by practical training and assessments, to allow students to apply their theoretical knowledge and gain a holistic learning experience.</p> <p>The teaching team consists of some long-serving staff and industry experts who work well to support new teaching staff. All training staff are involved in peer moderation, and management conducts some formal internal moderation and peer observations. However, assessment practices have not been consistently robust over the last four years. Mainland Driving School has implemented an action plan to strengthen assessment. A training workshop with all teaching staff was conducted to address poor delivery and assessment practices and provide guidance to meet acceptable standards in assessment and NZTA requirements. However, these efforts have not been effective and further actions were required. As these processes have been recently implemented, the incorporation and impact of the changes are yet to be seen. Assessment practices will require continued</p>

	<p>monitoring to establish embedded practices. Formal ongoing professional development in training and assessment would benefit all teaching staff.</p> <p>Programme review is not documented, although staff do reflect on and make some improvements to delivery and teaching practice. Clear oversight and further monitoring will improve the quality and consistency of assessor judgements and assessment practices. This is needed to understand the effectiveness of improvements made.</p>
Conclusion:	<p>Course design and delivery aligns with stakeholder needs, and the training is flexible to meet student contextual needs. Mainland Driving School needs to prioritise improvement in staff capability in assessment practice. Self-assessment would be strengthened with a greater focus on documentation and subsequent information analysis. This should include more regular and documented reviews of assessment and moderation outcomes across the three sites.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The enrolment process and course introductions allow the PTE to identify student goals and disability support needs. Students are well supported in the context of short driver training courses (one day duration) with fit-for-purpose resources. The PTE considers the needs of non-English speaking students and provides translated course materials and, where required, a translator in classroom sessions.</p> <p>Students who identify specific disabilities or barriers to learning can arrange their own appropriate support, such as a deaf interpreter to accompany them on the course. When students indicate special needs prior to the training, Mainland Driving School will reduce student numbers in the class to help the trainers to support student needs.</p> <p>Trainers are developing neurodiverse skills to meet the needs of a growing number of neurodiverse students. Mainland Driving School has developed student-centred</p>

	<p>support strategies to assist students on an individual basis. Trainers mentor students where barriers to learning are identified at the start of the course.</p> <p>Student wellbeing needs are established during the training. Where staff identify a lack of confidence, students work together with more experienced students, which helps build student confidence.</p> <p>Students learn to apply their knowledge in the practical training and get useful opportunities to discuss and understand different working contexts. Students receive feedback during the class time to prepare them for theory assessment and during the practical training sessions.</p> <p>Teaching staff would benefit from guidance on appropriate support during assessments. This would ensure fair assessment practices and help students use independent problem-solving skills.</p> <p>Student feedback is collected after each course and is mostly positive. Management reviews the feedback, and specific areas for improvement are identified and shared with the trainers at monthly meetings, which also informs biannual training days.</p> <p>It would benefit Mainland Driving School to collate and review this data over a period of time to identify recurring issues and monitor how well improvements are being implemented, as well as the overall impact on student learning and educational advancement.</p>
Conclusion:	<p>Student support enables students to overcome barriers to learning. Tutors would benefit from guidance on appropriate support during assessments. Further collation and analysis of feedback data would strengthen self-assessment.</p>

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The organisation's primary purpose is to provide comprehensive training solutions that help individuals gain the skills and knowledge needed to operate various heavy vehicles and obtain relevant licences. This mission is well understood and embraced across all three branches of the organisation.</p> <p>The managing director works closely with the manager to set clear direction and communication for the team. This also allows the managing director to gain oversight of the daily operational activities which in turn informs daily decisions. Regular visits to the other sites ensure there is ongoing communication and that management has some oversight of operational activities.</p> <p>Sustainable and ongoing clientele is evidence that Mainland Driving School has a strong brand, and its industry connections are well maintained. Mainland Driving School responds effectively to stakeholder requests and reviews its resources to align with stakeholder needs.</p> <p>All tutors are recruited for their industry expertise and experience. Professional development is negotiated with staff and learnings shared with peers. New tutors are mentored by experienced peers.</p> <p>Academic leadership has improved over the past year; however, it is not fully effective. Mainland Driving School has met MITO³ expectations for assessment and moderation. However, findings from the NZTA audit identified serious issues with assessment practice that required immediate action. The issues had not been rectified to the satisfaction of NZTA at the time of the EER. Mainland Driving School must work with staff to improve the quality and consistency of assessment practice, and to ensure effective leadership of moderation processes that will assure stakeholders that training outcomes are valid and assured.</p>

³ Motor Industry Training Organisation

	There is inconsistent recording and use of data and information to support effective self-review. Staff identify issues in conversations and more formal meetings, but solutions and actions for follow-up are ineffective. Organisational self-assessment would be improved with clearer processes to document and track issues and improvements.
Conclusion:	An industry-experienced team ensures some stakeholder goals are being met. Self-assessment of academic standards and practices is an area that has recently required strengthening. More effective collation and analysis of data would provide Mainland Driving School with useful information to understand educational performance, and to support organisational decision-making.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Mainland Driving School's monitoring and management of compliance has been variable, with significant non-compliances related to training and assessment, and the recording of evidence related to these activities.</p> <p>Mainland Driving School is meeting some of its NZQA compliance requirements, such as annual attestations to NZQA and completing external moderation requirements. Self-review of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 is a reflective process, involving relevant staff. There were no critical incidents, and just one complaint reported since the last EER.</p> <p>The PTE's quality management system requires comprehensive review to bring processes and policies in line with actual organisational practices. Some areas of the quality management system require significant development to provide clear guidance for staff.</p> <p>Credit reporting over the last four years has been variable, with 12 per cent of results reported late. Strengthening</p>

	<p>processes through some formal oversight of this reporting is needed to address this issue.</p> <p>The PTE has not fully complied with NZQA rules related to programme review, assessment and internal moderation. Compliance with these rules is essential for ensuring adequate and effective processes for monitoring the quality of outcomes for students and stakeholders.</p> <p>The PTE has participated in external moderation with Hanga Ara Rau Workforce Development Council, with most moderation requirements being met. However, some external moderation highlighted inconsistent assessor decisions.</p> <p>Following an NZTA audit in early 2024, NZTA required Mainland Driving School to implement significant changes to address issues related to compromised assessment validity due to poor teaching and assessment practices identified in the audit. Several breaches were noted, reflecting inadequate administrative management of processes necessary to meet NZTA compliance obligations. NZTA has indicated that initial efforts were insufficient, and further improvements are necessary.</p>
Conclusion:	<p>Evidence of non-compliances relate to variable credit reporting, an ineffective and outdated quality management system, poor external moderation, and significant issues in training and assessment practices identified in the routine NZTA audit 2024. In response, Mainland Driving School has developed a series of actions to address the issues. However, these have not yet been effective in meeting NZTA requirements.</p>

Focus areas

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

2.1 Forklift Training Scheme (114894) US 10851 and 18496

Performance:	Good
Self-assessment:	Marginal

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Mainland Driving School Limited:

- Consider seeking external advice to strengthen systems and processes to ensure training and assessment practices are robust.
- Review the quality management system to ensure policies and procedures align with quality practices.
- Continue to strengthen teaching staff capability in teaching and assessment practices, and monitor internal and external moderation processes to ensure outcomes are valid and good practices are being embedded.
- Involve new and inexperienced teaching staff in professional development on educational practices.
- Continue to develop the collection of feedback data for self-assessment to understand performance and make improvements where needed.

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.

NZQA requires Mainland Driving School Limited to:

- Ensure credits for students are reported to NZQA within three months following assessment, as per Section 10(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.
- Operate a coherent system to ensure assessment and moderation requirements are met across all programmes or micro-credentials for which it has accreditation, and across all of its consents to assess as per Part 2 Requirements for maintaining registration, 6.1.8 (a) of the Private Training Establishment Registration Rules 2022.

Appendix 1

Table 1. Focus area Forklift Training Scheme (ID 114894) US 10851 and 18496

	2022			2023			2024			2025 (31/3/25)		
Course	Enrolled	Passed	%	Enrolled	Passed	%	Enrolled	Passed	%	Enrolled	Passed	%
Forklift Operators Certificate	2774	2773	99.96%	3090	3084	99.81%	3407	3392	99.56%	697	694	99.6%
F Endorsement	833	833	100.00%	938	935	99.68%	1132	1131	99.91%	231	231	100%

Table 2. All other short courses

Course	2022	Passed	%	2023	Passed	%	2024	Passed	%
Class 2 Practical Assessment	440	438	99.5%	536	535	99.81%	496	491	98.99%
Logbook	563	562	99.8%	721	721	100.00%	664	664	100.00%
Wheels	352	352	100.0%	423	422	99.76%	445	445	100.00%
Tracks	344	344	100.0%	394	393	99.75%	401	401	100.00%
Rollers	329	329	100.0%	372	371	99.73%	393	393	100.00%
Class 4 Practical Assessment	131	131	100.0%	105	105	100.00%	55	53	96.36%
Class 5 Practical Assessment	123	123	100.0%	196	196	100.00%	181	179	98.90%
Dangerous Goods	527	526	99.8%	569	569	100.00%	629	629	100.00%
Class 4 Lite Assessment	123	122	99.2%	157	157	100.00%	203	198	97.54%
Use a forklift mounted safety platform in the workplace	6	6	100.0%	9	9	100.00%	20	20	100.00%
Class 5 Reassessment	31	31	100.0%	7	6	85.71%	4	4	100.00%
Class 2 Reassessment	9	9	100.0%	18	18	100.00%	11	11	100.00%
Class 4 Reassessment	38	38	100.0%	5	5	100.00%	9	9	100.00%
V Endorsement	6	6	100.0%	19	19	100.00%	13	13	100.00%
Apply risk reduction techniques while driving	2	2	100.0%	10	10	100.00%	3	3	100.00%

Course	2022	Passed	%	2023	Passed	%	2024	Passed	%
Demonstrate knowledge of heavy rigid vehicle dynamics and handling for safe driving	8	8	100.0%	7	7	100.00%	1	1	100.00%
Describe driving hazard and crash risk reduction and respond to driving hazards	18	18	100.0%	13	13	100.00%	3	3	100.00%
Drive a school bus	19	19	100.0%	19	19	100.00%	1	1	100.00%
Load/Unload Training	19	19	100.0%	12	12	100.00%	25	25	100.00%
Forklift Attachments	16	16	100.0%	11	11	100.00%	3	3	100.00%
Sideloader	6711	6705	99.9%	12	12	100.00%	9	9	100.00%

Data supplied by Mainland Driving School

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 fraud⁴*
- 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.*

⁴ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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