

Report of External Evaluation and Review

ProDriver Training Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 10 December 2014

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Final Report

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:	ProDriver Training Limited
Type:	Private Training Establishment
Location:	22 Sheffield St, Washdyke, Timaru
Delivery sites:	147 McNulty Road, Cromwell, Central Otago 1/6 Alloy Street, Sockburn, Christchurch 32 McBride Street, South Dunedin
First registered:	10 March 2006
Courses currently delivered:	Driver Licence Classes 2-5 Driver Licence Endorsements for <ul style="list-style-type: none">• Dangerous goods• Forklift• Rollers• Tracks• Wheels• Passenger• Vehicle recovery Powered Industrial Lift Trucks (Forklift) (leading to Department of Labour (OSH) Forklift Certificate) School Bus Programme (limited credit)

	Logbook
	Knuckleboom Crane
	In-cab and pre-employment assessment
Code of Practice signatory:	No
Number of students:	Domestic: In 2013, there were 3,785 students, 6 percent were Māori
Number of staff:	Eight full-time and one part-time staff
Scope of active accreditation:	A wide range of unit standards in the following domains: <ul style="list-style-type: none"> • Core Generic and Personal Financial Management • Service Sector > Lifting Equipment > Powered Industrial Lift Trucks
	Approved Forklift Certificate (Training Scheme)
Distinctive characteristics:	ProDriver Training Limited (ProDriver) delivers short courses (between 0.5 to 2.5 days) to learners at four South Island sites, and also in workplaces, as required. The course content for the driver licensing courses and endorsements is prescribed by the New Zealand Transport Agency's Statement of approval conditions (Version 4, April 2010).
Recent significant changes:	ProDriver previously delivered courses leading to national certificates in commercial road transport under contract to Aoraki Polytechnic. This arrangement stopped in December 2013. Over recent years, activity at the Christchurch site has increased and in 2014 this site has the most enrolments of the four delivery locations.
Previous quality assurance history:	ProDriver met the external moderation requirements of Competenz (in relation to forklift training). When the NZ Motor Industry Training Organisation (MITO) moderated two driving unit standards in 2014, one unit met the national standard, but the other did not, leading to MITO cautioning ProDriver around good assessment practice and compliance with the marking guide. In the previous external evaluation and review (EER) in 2011 NZQA was Highly Confident in the

educational performance of ProDriver and
Confident in the capability in self-assessment.

2. Scope of external evaluation and review

The following focus areas were included in the scope of the external evaluation and review:

- Governance, management and strategy – (a mandatory focus area)
- Forklift Certificate – (the largest number of enrolments)
- Driver licence classes 2-5 – (a focus area at the previous EER, so provides an opportunity for comparison).

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-eer/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 visited the Timaru head office/delivery site. Evaluators held interviews with the owners (including the managing director), office manager, two tutors and 11 trainees. Evaluators also conducted telephone interviews with six trainees, five employers and one representative from each of Competenz and MITO.

The evaluators reviewed a variety of documents, including management records, learner enrolment and course information, teaching resources and assessment materials, external moderation records, survey feedback, achievement records (on-line) and action plan register. ProDriver provided the lead evaluator with additional achievement information after the on-site visit.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **ProDriver Training Limited**.

The reasons for this judgement are as follows:

- ProDriver is highly effective in meeting the needs of learners and other stakeholders for driver training. Clear evidence of this effectiveness is found in learner and stakeholder feedback.
- Employers confirm the value of ProDriver's training for maintaining a skilled and legally compliant workforce, and also report improved business outcomes (such as safety improvements and reduced costs) as a result of the training.
- Learners are gaining (or re-validating) licences and endorsements and useful and relevant skills for employment. This is particularly valuable because of a national shortage of commercial heavy transport drivers.
- Consistently very high pass rates in all courses reflect the transport industry expertise of ProDriver's trainers and the organisation's strong focus on supporting individual learner achievement. However, ProDriver's understanding of educational performance overall and longer-term outcomes for individual learners is limited.
- ProDriver has appropriate teaching and learner support processes in place. These contribute to learning and other important outcomes. There is some evidence that a greater focus on post-assessment moderation activities would strengthen assessment practice.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **ProDriver Training Limited**.

The reasons for this judgement are as follows:

- ProDriver has established practical processes for monitoring learner achievement on a day-to-day basis. However, the TEO's understanding of educational performance is limited to individual course completions. This does not allow for identifying trends across groups, delivery sites, or over time.
- Learner feedback, collected at the end of every course, is collated and analysed regularly. ProDriver uses findings to identify areas for improvement. ProDriver also makes follow-up phone calls to a sample of learners several months after each course, although there is limited evidence that this gathers additional useful information.
- ProDriver has effective mechanisms for determining stakeholder needs. The TEO maintains close relationships with key external stakeholders, particularly employers, through regular visits and calls. An annual employer survey provides good evidence that ProDriver meets stakeholder needs.
- ProDriver is a small owner-operated training organisation, which generally relies on informal self-assessment processes and effective communication with staff to maintain quality and consistency. There is some evidence of information being used to identify improvements, although the impact on outcomes, and for learners and other key stakeholders, is not always evaluated.
- ProDriver is generally identifying issues for learners and other stakeholders as they emerge and responding effectively. The quality of self-assessment information could be strengthened (particularly in relation to overall learner achievement and outcomes) and used as a basis for organisational decision making and ongoing improvements to educational performance.

Findings¹

1.1 How well do learners achieve?

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**.

All categories of learners are achieving very well at ProDriver. Most learners successfully complete short courses in order to obtain heavy vehicle driver licences (classes 2-5) and/or driver licence endorsements for dangerous goods, forklifts, rollers, tracks, wheels, passenger, or vehicle recovery vehicles. Learners are gaining knowledge and practical skills which enable them to operate machinery or drive heavy vehicles safely and with confidence. Learners use these skills to obtain or retain employment. For some individuals course completion is a significant achievement which enhances their overall well-being. ProDriver has limited scope to vary teaching or assessment materials and the evaluators are generally satisfied with the processes in place to ensure valid learner outcomes.

Individual results are recorded in ProDriver's student management database. The TEO gave evaluators a report which showed successful completion rates of between 97 and 100 per cent for courses during 2013. The managing director monitors learner achievement by reviewing the outcomes for every course. ProDriver do not routinely aggregate achievement data. Given the very high achievement rates, year on year, ProDriver instead focusses on identifying individuals who have not completed, following them up and offering additional support.

ProDriver's approach to understanding educational performance overall does not provide for identifying achievement trends across groups, delivery sites, or over time. Improvements emerge in response to individual events or circumstances, rather than as a result of a systematic approach to self-assessment.

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

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 **Excellent**.

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

Employers report the high value they place on ProDriver's training for developing the knowledge and skills of their drivers and machine operators. Good evidence was also available of benefits to businesses, such as improved safety records and reduced vehicle maintenance and fuel costs. The growing demand for in-cab driver assessments (including pre-employment assessments) also reflects the value of the industry expertise offered by ProDriver. Employer feedback, gathered during routine visits or calls or via an annual survey, combined with a high rate of repeat business, confirms the extent to which ProDriver is delivering valued outcomes to these key stakeholders, particularly in the context of a national shortage of commercial drivers.

ProDriver training is providing relevant and useful learning outcomes, both for currently employed learners or those seeking a career in driving. The training enables learners who are in employment to satisfy workplace requirements, including upskilling or re-validating their licences/endorsements. There is also evidence that the courses provide a useful refresher for these learners, increasing their knowledge and practical skills and reinforcing safe practice. Other learners are gaining access to employment opportunities. This is identified through ProDriver's informal contact with some learners through visits to workplaces. However, there is limited evidence of employment outcomes for learners, although the current phone follow-up survey could provide this evidence.

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 **Excellent**.

ProDriver is delivering short courses which meet the needs of employers and learners for hands-on training. The courses are also consistent with the requirements of the New Zealand Transport Agency (heavy vehicle driver licences and endorsements) and the Department of Labour (Forklift certificate and endorsement). ProDriver ensures that their courses remain current and reflect any regulatory or industry changes through regular engagement with standard setting and regulatory bodies.

While ProDriver has limited ability to make changes to course content and assessment activities, there is good evidence that ProDriver is very effective in

gathering and using information to better meet the needs of industry and trainees. For example, ProDriver is increasingly developing customised training and delivering training in workplaces. Employers confirm that this enhances trainees' ability to apply theoretical and practical skills to their work environment, and that the expectations of the workplace can be reinforced.

ProDriver has effective processes which ensure that learners with language, literacy or numeracy difficulties are identified and additional support is provided. This includes one-to-one tutorials and/or assessment as required. All trainees are encouraged to complete the pre-reading, which is useful and relevant to the course content. Tutors draw on their industry experience and use videos and pictures to provide examples which illustrate the course material and maintain learner interest. The PowerPoints are also regularly updated to match changes to course materials (for example, from MITO). Examples of ProDriver's use of trainee feedback to better meet needs include providing additional time for the practical element in forklift courses and free tuition on the New Zealand Road Code. There is good evidence that in these ways ProDriver is highly effective in meeting the needs of their trainees, which is a critical factor in their high achievement rates.

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**.

ProDriver's teachers are highly effective in creating an inclusive learning environment which is motivating and engaging for trainees, who have a wide variety of backgrounds and experience. Teaching activities and resources provide opportunities for learners to acquire and apply theoretical knowledge. Teachers provide prompt and constructive feedback to learners on class exercises and assessments. Learner feedback confirms that they appreciate the ways in which the teachers explain and answer questions, and that the learners enjoy their learning experience. The high achievement rates confirm the effectiveness of the teaching at ProDriver.

All teachers have extensive industry experience, with a comprehensive set of driver licences and endorsements, and are trained workplace assessors. New teachers are supported to develop familiarity with the material and processes, and mentored by the managing director as they develop their classroom skills. Processes to support ongoing teacher development include: monthly collation and review of learner feedback, peer and manager observations and annual performance appraisals. There are some records of these activities, although they more often occur as part of regular and frequent interaction amongst the staff.

ProDriver uses pre-moderated course materials and assessments which are supplied by standard setting bodies, and strives for consistency in teaching

practice. Several times a year, tutors gather to discuss these materials and to provide feedback to the suppliers. However, ProDriver does not undertake internal post-assessment moderation to check for consistency in assessments. The outcomes of a recent external moderation process suggest that developing the capability of tutors in assessment and moderation would be useful for ensuring greater consistency.

1.5 How well are learners guided and supported?

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 **Excellent**.

ProDriver is a learner-centred organisation which provides an excellent level of guidance and support in the context of its provision of short courses. Prospective learners receive individualised advice on which courses to take to achieve their personal and career aspirations, as well as information on employment opportunities. Enrolment forms ensure that learning needs are identified and appropriate support is provided to minimise barriers to learning. Additional services include one-to-one tutorial sessions and the provision of reader-writers. ProDriver also provides free resources for learners to study driver licence theory, prior to attending one of their courses. Through their provision of direction and support ProDriver ensures that learners enrol for the right course and are well supported to succeed.

ProDriver offers several additional services for successful learners. Job vacancies are posted on the noticeboard and potential candidates may be referred directly to employers. ProDriver is also using its student database to support learners' career development by providing reminders about progressing to the next licence class and/or re-validation.

ProDriver has practical and informal ways of sharing information amongst key teaching and office staff which foster high levels of support and service. There are processes in place for responding to learner concerns or complaints. Learner feedback confirms that ProDriver is highly effective in providing support and guidance to its learners, particularly those who are reluctant or anxious about the classroom environment.

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**.

ProDriver is a small owner-operated training organisation which has developed management and administrative processes which are generally fit-for-purpose and appropriate for the context of short course delivery. Historically, there has been a reliance on informal communication and a strong focus on day-to-day monitoring of learner achievement to maintain quality and consistency. There is some evidence of the TEO using information to identify improvements, although the impact on outcomes, for learners and other key stakeholders is not always evaluated. Recent efforts to introduce a greater level of formality include an annual management review of outcomes in 2014 as a basis for business planning. This is a useful first step towards a more systematic approach to self-assessment.

ProDriver is a resilient organisation which has responded effectively to changes in the external environment² and continues to deliver training which is highly valued by its stakeholders. Some useful improvements have been made to facilities and resources, and staff are supported in their professional development. However, ProDriver's understanding of educational performance overall and longer-term outcomes for learners is limited. Gathering and analysing meaningful information to increase understanding of overall learner achievement and outcomes would provide a stronger basis for organisational decision making and ongoing improvements to educational performance. Identifying trends across groups, sites and over time would be particularly helpful to the TEO.

² Including opportunities arising from the Christchurch rebuild and the impact of the cessation of its sub-contracting relationship with Aoraki Polytechnic at the end of 2013.

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: Forklift certificate

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

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

2.3 Focus area: Driver licence classes 2-5

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

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

Recommendations

NZQA recommends that ProDriver:

- Consider strengthening assessment practice through participation in external moderation workshops and a greater focus on internal moderation
- Continue to develop reporting functions of the student management system to support analysis and greater understanding of overall educational performance
- Consider adapting the telephone post-training evaluation to gather evidence of medium-term employment outcomes for learners.

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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