

Report of External Evaluation and Review

PassRite Driving Academy Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 12 April 2016

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	PassRite Driving Academy Limited
Type:	Private training establishment (PTE)
First registered:	7 September 2006
Location:	44-46 Princess Street, Onehunga, Auckland
Delivery sites:	PassRite: Onehunga, Albany, Hamilton Licensees ¹ : Gisborne, Manawatu, Wellington
Courses currently delivered:	PassRite delivers a broad range of training courses relating to the transport industry and driver licensing. The main courses delivered include: Truck Driver Licensing (Classes 2, 4 and 5); Forklift Training (including F Endorsement); Dangerous Goods; and Driver Instructor I Endorsement.
Code of Practice signatory:	N/A
Number of students:	Domestic: 2,800 ² part-time (due to nature of delivering unit standards within short courses, equivalent full-time numbers are unknown) Ethnicity: Māori, 19 per cent; Pasifika, 19 per cent; Indian, 10 per cent; Asian, 6 per cent; European, 45 per cent; Other, 2 per cent

¹ Delivered through licence (sub-contracting) arrangements.

² Estimated, based on data supplied by the PTE.

Number of staff:	16 full-time; three part-time; and 18 contractors (largely used by licensees)
Scope of active accreditation:	<p>PassRite is accredited to deliver the Driver Instructor Endorsement Course, together with a range of unit standards relating to commercial road transport, driver licence training, dangerous goods, forklift training, health and safety, and a range of related skills and knowledge. Full details can be found on the NZQA website:</p> <p>http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=781142001</p>
Distinctive characteristics:	PassRite is a New Zealand Transport Agency (NZTA) approved course provider and its instructors are also NZTA-approved.
Recent significant changes:	<p>There has been significant growth in student numbers since the last (2011) external evaluation and review (EER) (increase from approximately 1,500 to 2,800).</p> <p>PassRite created sub-contracting arrangements with three licensees at different sites during the past three years.</p> <p>PassRite has also gained a number of national contracts with large client organisations.</p>
Previous quality assurance history:	<p>At the 2011 EER conducted by NZQA, PassRite received statements of Highly Confident in educational performance and Confident in capability in self-assessment.</p> <p>PassRite Driving Academy has licence agreements with other business organisations (that are not registered PTEs) to deliver training, including assessment, at licensees' regional sites (Gisborne, Palmerston North and Wellington). Prior to the EER, it became evident that PassRite did not have approval from NZQA for these sub-contracting arrangements.</p> <p>External moderation results for the commercial road transport³ unit standards showed that PassRite had met all requirements in 2013, which</p>

³ The New Zealand Motor Industry Training Organisation (MITO) is the standard-setting body.

was an improvement on the 2012 results which had some assessments that had not fully met requirements.

Competenz (industry training organisation) is the standard-setting body for Forklift Training unit standards. The last external moderation results conducted in 2012 identified that PassRite had met all Competenz requirements. In addition, on-site audit⁴ results identified that all PassRite assessors have met Competenz requirements to continue as certified assessors.

PassRite has also continued to meet NZTA requirements. The last audit that NZTA conducted in November 2014 had positive results, with no issues noted.

National external moderation results for other unit standards showed that PassRite had not met NZQA's full requirements for 2012-2014. This largely related to a small number of courses involving first aid unit standards, which PassRite has since stopped delivering.

2. Scope of external evaluation and review

The scope of the EER included:

- Mandatory focus area of governance, management and strategy
- Truck Driver Licensing (Classes 2, 4 and 5)
- Forklift Training (including F Endorsement, Operators Competency, and Endorsement and Operator Competency)

The non-mandatory focus areas were selected as these are the main courses PassRite has been delivering over the past few years, and account for approximately two-thirds of all course enrolments.

⁴ These are carried out every three years to validate assessor certification.

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.

A team of two evaluators visited PassRite's Auckland (Onehunga) site over two days. While on site, the team met with one of the directors, the general manager, a contracted quality assurance adviser, two instructors, a licensee manager/instructor, a contracted internal assessment moderator, a client employer, and students undertaking Truck Driver Licensing and Forklift Training courses. In addition, during and immediately following the site visit, the team spoke by phone with a licensee manager/instructor, a random selection of past students and clients (employers), and relevant staff at NZTA, the National Road Carriers Association, and industry training organisations. A broad range of PassRite's documentation and records (including electronic data) were also reviewed as part of this evaluation. Following the site visit, PassRite was requested to submit applications for approval of their current sub-contracting arrangements. Consequently the EER report was put on hold until the applications were submitted and analysed by NZQA (final approval given in November 2015).

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **PassRite Driving Academy Limited**.

- Pass rates have been consistently high over the past three years, with the latest overall results of 97.6 per cent in 2013. Māori pass rates were 95 per cent and Pacific pass rates were 94 per cent.
- Student feedback results show very positive feedback on the course training and assessment. This was also confirmed by students interviewed.
- Some information has been gathered to inform PassRite of other types of learner achievement (e.g. transferable/soft skills, motivation, attitude, communication etc.), although reliance is largely placed on occasional feedback provided from the student feedback forms.
- The value of outcomes to learners and stakeholders is, to some extent, apparent from PassRite's considerable growth in course enrolments over the past four years, together with its retention of core customer clients. However, there is limited evidence gathered and collated by PassRite to identify specific details of the outcomes that learners and stakeholders value.
- Through its regular engagement with key industry stakeholders, it was evident that PassRite has kept its course delivery, facilities and materials up-to-date to meet stakeholders' needs.
- While largely meeting the overall needs of its learners and stakeholders, there are some areas that PassRite could improve to strengthen this.
- External moderation results in recent years have largely met industry requirements.
- There are clear and effective management processes in place for recruiting and monitoring staff performance, although currently this is not fully consistent across all licensee sites, with the process still in development.
- Overall, it is evident that PassRite is meeting most of the important needs of its learners and stakeholders. While there are areas for improvement, PassRite is largely aware of these and they are being effectively managed. NZQA is therefore confident in PassRite's educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **PassRite Driving Academy Limited**.

- Learner progression is monitored individually throughout the course, which has enabled PassRite to identify most issues that need to be addressed and to provide related support and guidance. Given the high achievement rates, it is apparent that such responses have worked well for most students.
- PassRite monitors its overall business growth and retention of its main clients, although self-assessment processes are currently not used to establish what is particularly valued by learners and stakeholders and any potential areas where improvements could be made.
- PassRite has good processes in place for monitoring and maintaining consistency of training materials and assessment practices across all delivery sites. While periodic teaching observations are done, gaining a full understanding of teaching effectiveness is not done in a systematic way (e.g. it excludes reviews and analysis of student feedback results by licensee sites). In addition, it was evident following the EER site visit that some trainers employed by PassRite's licensees (sub-contractors) did not meet the minimum education qualification requirements.⁵
- PassRite has a clear commitment to provide quality training to meet the needs of its learners, stakeholders and the broader community, and is responsive to issues as they arise. Given the organisation's recent growth, including an increase in delivery sites, self-assessment practices could be enhanced to ensure performance is maintained at high levels.
- Overall, while PassRite's largely informal and anecdotal self-assessment processes have generally worked well in maintaining high achievement rates and enrolment growth, developing a more coherent and robust self-assessment process would be beneficial in identifying and addressing areas for improvement.

⁵ As specified in the Consent and Moderation Requirements (CMR 045) for NZQA Adult Education and Training, and Generic Education and Training.

Findings⁶

1.1 How well do learners achieve?

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

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

Overall pass rates have been consistently high over the past few years, with a slight increase since 2011 (95.5 per cent in 2011 to 97.6 per cent in 2013). These pass rates exceeded the PTE's key performance indicator (KPI) of 90 per cent, although it was not clear to the evaluators why the KPI was not set higher given overall pass rates have exceeded this over the past three years. The results for 2014 were not available during the site visit because some practical assessments were still to be completed.⁷ Māori pass rates were 95 per cent and Pasifika pass rates were 94 per cent. The achievement rates were supported by the latest external moderation results, which showed PassRite had largely met the requirements set by the industry training organisations (details are shown in Findings 1.4).

PassRite reviews achievement rates by unit standards within each training course. The unit standards 1241 and 18496 delivered for the Forklift Training courses had pass rates of just under 100 per cent during the past three years. For Truck Driver Licensing courses, the 2013 pass rate for the Class 2 course unit standard 17574 (91 per cent) exceeded the key performance indicator, although there was a noticeable drop in pass rates for Class 4 courses (89 per cent) and Class 5 courses (78 per cent), both of which were below the key performance indicator. PassRite identified all non-achievements (approximately 80 students) as being largely due to students not returning (after completing their theory assessments) to undertake their practical assessments because they had left employment and/or moved location. Evidential information to support this is largely based on informal, individual conversations, with no formal documented processes in place to identify whether there were other reasons for non-completion, and how these might be addressed.

While the PTE monitors its unit standard pass rates, it is largely reliant on anecdotal evidence and minimal information to inform itself of other types of learner achievement. For example, while it is documented that the PTE monitors students' broader development (transferable/soft skills, motivation, attitude, communication, etc), reliance is being placed largely on general comments made by students in the end-of-course feedback forms (i.e. no specific questions are asked in relation to these achievements). Developing better processes for acquiring this information

⁶ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁷ Students have a few months flexibility to complete their practical assessments, which is compliant with NZTA regulations.

from students (e.g. through self-assessment) and from employers would provide PassRite with a clearer understanding of learner achievement and learners' broader development.

Overall, PassRite has a clear focus on maximising learner achievement in order for learners to acquire valid certificates that demonstrate they have the related skills and knowledge to meet the road transport and related regulatory requirements. It is evident that achievement rates remain high and that progression is monitored on an individual basis, although having a more systematic process for analysing this in a more structured way (e.g. by course, site, ethnicity, instructor, over time), would inform PassRite of any potential trends and related areas for improvement.

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

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

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

Most PassRite students are already employed in the transport and driving industry, and as a result enrolment bookings largely occur through (client) employers. Therefore, important indicators for PassRite of the value of the training include maintaining a positive industry reputation, repeat business of current clients, and overall business growth. It is evident that PassRite's training business has grown substantially over the past four years, including new contracts with some large client organisations involving a broad range of training for their employees. The main growth in course enrolments during this period relates to the Forklift Training course, the dangerous goods training course, and the Driving Instructor I Endorsement course.

PassRite's ongoing stakeholder engagement has enabled it to gain some understanding of the value of the training, particularly for client employers. Given the growing size of the business, having a more systematic and documented process for gathering and analysing stakeholder feedback would be beneficial in identifying any potential areas for improvement.

An indicator PassRite has documented for measuring the value of outcomes for the smaller number of students who are currently not employed, is that 90 per cent will be accepted for employment within six months. Similarly, another indicator states that 85 per cent of students will achieve their education and/or employment goals. However, no systematic processes were evident for capturing related data to show the extent to which these goals had been met.

Client and past student interviews confirmed that they do value the training provided by PassRite and will continue to use PassRite for future training. Clients consider that the range of courses offered by PassRite (e.g. Truck Driver Licensing Classes 2, 4, and 5) enables their staff to progress to related levels as needed. One client also noted that this has been of particular value to his employees, as it has enabled them

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to gain work promotions which are linked to their level of certified skills and knowledge. A further example of PassRite maintaining its reputation was the successful outcome in gaining a national contract for delivering courses for a large organisation following a tender request. The client confirmed that there were multiple tenders submitted and a due diligence process was used when identifying PassRite as the preferred provider.

The extent to which clients have continued to use PassRite training (e.g. their employees enrol in other courses so they can progress to higher licence class levels), is largely monitored on an individual basis, particularly for the larger clients. Given PassRite's growth having a more formalised process for collating and analysing this information will provide a clearer understanding of client retention and any resulting trends.

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 **Good**.

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

PassRite has regular engagement with a number of key stakeholders, including industry training organisations, the Ministry of Social Development, NZTA, the National Road Carriers Association, and key national clients. Results of these meetings are subsequently discussed with staff on a regular basis, and are also included as part of the annual programme reviews. From stakeholder interviews and documents viewed, it is evident that these stakeholder engagements have been used to ensure course materials remain current and are meeting the needs of learners and stakeholders.

To meet and support community needs, a recent initiative was introduced through a collaborative arrangement between PassRite, the Ministry of Social Development and the National Road Carriers Association, to try and meet the growing demand for qualified drivers, particularly truck drivers (licence classes 2, 4 and 5). The arrangement involved the Ministry of Social Development funding PassRite to train students from a range of backgrounds who had been struggling to find work. This also involved the National Road Carriers Association periodically attending classes to promote employment opportunities, and upon completion of the training arranging 'speed interviews' with employers. While the actual numbers of students who subsequently gain employment is unknown, the National Road Carriers Association confirmed that most do gain employment and that they have received only positive feedback from employers on the value and quality of PassRite's training.

To accommodate the different range of certificate levels needed to meet industry requirements and related employee roles in the workplace, PassRite provides a broad range of courses (e.g. Truck Driver Licensing (Classes 2, 4 and 5) and related endorsements) that facilitate student progression. It was evident that student

progression and achievements are also monitored by PassRite on an individual basis to inform employees when they need to renew or take additional licences or endorsements.

Students and clients interviewed confirmed that courses are delivered in ways that meet their needs. Given the hands-on, practical nature of the courses, and following student feedback, PassRite has adopted an increased focus on using practical situations to help students gain a clearer understanding of, and a connection with, the theory components. Where courses are delivered to employees at a client's site, relevant information is gathered prior to delivery through clients completing a pre-course checklist to ensure delivery is tailored to meet the employee's workplace context.

Effective processes are used to ensure all course materials remain relevant and current. Some materials are provided through the industry training organisation, and those developed by PassRite (e.g. pre-course materials, presentation materials) are reviewed on a regular basis and are also part of their annual programme review, to ensure materials remain relevant and up-to-date.

Overall, PassRite has good processes in place for engaging with industry and community stakeholders to ensure it is meeting their needs. Given the recent growth of PassRite and the broad range of its student demographics, PassRite is currently reviewing its processes to try to ensure it meets the different needs of its learners. However, it also needs to ensure that there are robust and appropriate entry requirements in place, particularly given the recent increase in new migrants who have English as a second language.

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 **Adequate**.

An effective process is used to ensure trainers appointed have the relevant skills, knowledge and experience. From documents viewed, together with staff and stakeholder interviews, it was clear that all PassRite training staff are fully qualified to meet the minimum requirements for delivery of training and assessment of unit standards as set by NZTA and the related industry training organisations. However, following the site visit it became evident that not all licensee (sub-contracting) training staff had met the minimum NZQA education qualification standards.⁸

Prior to delivering courses, PassRite trainers are also expected to complete other relevant training (e.g. unit standard 4098 *Use standards to assess candidate*

⁸ As specified in the Consent and Moderation Requirements (CMR 045) for NZQA Adult Education and Training, and Generic Education and Training.

performance, Driving Instructor I Endorsement training course), and are mentored and peer observed to establish their readiness for training.

Monthly staff meetings enable trainers to share teaching and assessment practices, discuss the currency of course materials and technology, and undertake peer moderation. These meetings are viewed by staff as being valuable, and have resulted in the adoption of consistent delivery materials (standard PowerPoints, YouTube videos, DVDs) and pedagogical approaches (group work, use of practical situations to explain theoretical components, one-to-one questions, etc.). Monthly meetings are recorded, although the impact of any changes initiated are not fully documented, therefore the extent to which they have led to worthwhile improvements is unclear.

It is evident from the student feedback forms viewed that there are high satisfaction levels with PassRite's trainers, resources and assessments. These results are reflected through 'tick box' responses to the questions asked (most being 'excellent' or 'very good'). The results are monitored by management on a regular basis, and any cohorts that drop to lower satisfaction levels are followed up, although no such issues have arisen during the past 12 months.

Class sizes are kept relatively small (maximum 16 for Truck Driver Licensing courses and eight for Forklift Training courses) to ensure sufficient learner engagement. This was validated by staff and students interviewed. An example provided was the one-to-one questions that trainers would use in class to verify that all students were understanding matters, enabling extra guidance to be provided as needed.

To ensure licensees are meeting PassRite's quality moderation systems, PassRite staff undertake periodic site visits involving teacher observations, a review of a random selection of training and assessment materials, an observation of practical assessments, and a review of facilities, resources and administration processes being used. A licensee that currently has more than one instructor undertakes their own pre- and post-moderation of assessment, which is included in the documents viewed by PassRite staff. However, PassRite is currently not monitoring and analysing student feedback results at licensee sites, and how licensees are responding to these.

In addition to the peer observations, PassRite also uses an experienced external contractor to undertake periodic pre- and post-moderation of assessments, involving both the theory and practical components (including observations). No important issues or concerns have been identified in the past few years. However, while a random selection of instructors and unit standards is used, this is not currently undertaken in a systematic way. For example, external moderation results are not reviewed or taken into consideration as part of the process, and the random selection does not ensure all (employed and contracted) instructors and the related unit standards they deliver are moderated over a set period of time. In addition, the internal process is limited to PassRite instructors only, and currently does not include visits to licensee sites.

On-site audits carried out by Competenz over the past three years show that PassRite assessors have met training and assessment requirements to maintain assessor certifications for the Forklift Training occupational safety and health unit standard (10851 *Operate a powered industrial lift truck (forklift)*). The last external moderation results Competenz documented for this unit standard were in 2012, which showed PassRite had met requirements. PassRite's external assessment moderation results for sampled Truck Driver Licensing unit standard assessments submitted to the New Zealand Motor Industry Training Organisation (MITO) have largely met their requirements over the past three years. MITO also requires all registered assessors (including licensee instructors) to attend a cluster group workshop each year and/or present requested assessment materials. MITO reported that in 2014 most PassRite assessors (including licensee assessors) had met their assessment requirements, although it was evident from these cluster group meetings and previous external moderation results that further improvements could be made. For example, although instructors have good technical knowledge there were some gaps in the quality and sufficiency of evidence provided to verify student competence.

1.5 How well are learners guided and supported?

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

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

Student interviews confirmed that the pre-course handbooks and online course materials provided useful guidance and also helped prepare them for the training and subsequent assessments.

PassRite's enrolment forms ask students to specify whether they have any special learning needs. These forms are subsequently used by trainers to identify whether any related support is needed. A theme identified by some trainers was students who have reading and writing difficulties, which required one-to-one support through most of the course to ensure successful completion.

Management staff also identified that there was an increasing number of students who have English as a second language, which may be discovered before or after the students enrol (depending upon the information provided by the student or the client employer). While interpreters are made available as needed to help these students up to the point of assessment, PassRite currently has no minimum English language entry requirements in place. As a result, it is largely reliant on one-to-one interviews to determine whether language levels are at a sufficient level to complete the course, and the required level of support that may be needed. While it is evident that achievement rates remain high, having a process in place to ensure PassRite has a clearer understanding of the effectiveness of the support and guidance provided to students and the resulting outcomes for them, would be beneficial in identifying areas that have worked well and areas for improvement

Students interviewed confirmed that good support is provided throughout the courses, including additional one-to-one time. Also, as noted earlier, the results from the student feedback forms completed showed positive feedback on the course training, although currently there are no specific questions relating to student guidance and support on the feedback forms to inform PassRite of its effectiveness. In addition, PassRite's 2014 annual self-review report states that positive student support is reflected through recommending enrolments to their friends and whānau, although the connection made between the support provided and the subsequent recommendations remains unclear, with no supporting evidence available to validate this.

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 **Adequate**.

It was evident that PassRite has regular connections with its key stakeholders to ensure it is providing training that meets industry and community needs. PassRite is well resourced with relevant facilities and materials to ensure students are fully supported and engaged in their learning in order to achieve their required licences.

There are clear and effective management processes in place for recruiting staff and monitoring their performance. Annual staff performance reviews are conducted, which result in individual professional development plans, which are subsequently monitored by management. From files viewed, it was evident that PassRite has a thorough and well-developed monitoring process that involves staff ratings within different categories, including goals and achievements ('looking back and looking forward') with resulting comments and agreed actions. Instructors interviewed also provided positive feedback on the effective ongoing communication and engagement with their manager and director, which has enabled consistency in delivery and provided appropriate facilities and resources to maximise the effectiveness of their teaching in meeting learner and stakeholder needs. While it was evident that trainer performance is generally strong, because of its recent growth PassRite has yet to fully implement processes across all licensee sites.

PassRite has clear intentions and directions as outlined in its strategic plan. The strategic plan is linked to a set of quality management system goals which are reviewed on an annual basis, based on a set of indicators. Many of the goals' indicators have been met (e.g. course completion rates, course enrolment growth, positive student feedback levels, appropriate professional development plans agreed). However, as noted earlier in this report, for some goal indicators the processes used to demonstrate that the indicators have been met are not always clear.

An integrated self-assessment plan and results record for 2011-2014 was viewed, which outlines the self-review processes PassRite uses to identify changes made and the resulting outcomes. Some good examples were evident (e.g. pre-course checklists sent to employers, developing a wider variety of courses/unit standards to meet stakeholder needs). However, the connections between the changes initiated and the resulting known outcomes are not always clear. For example, many statements indicate that there have been improvements made without specific details to signify the level of improvement and related evidence or indicators to support this.

While PassRite is meeting industry regulatory requirements, currently the policies and practices are not fully aligned with industry training organisation and NZQA educational requirements. For example, as noted earlier in this report, PassRite currently has no specific entry requirements for the minimum levels of English language skills that students must have. As a result, this is not fully compliant with the industry training organisation consent and moderation requirements for the commercial road transport unit standards.⁹ In addition, the PTE's three current licence agreements in operation did not have prior approval in accordance with the Consent to Assess Against Standards on the Directory of Assessment Standard Rules 2011.¹⁰ Also, as noted in Findings 1.4 above, following the site visit it became evident that PassRite's quality monitoring of licensees did not include processes to ensure trainers were meeting the minimum NZQA education qualification requirements, as specified in the Consent and Moderation Requirements (CMR 045).¹¹

Overall, it is evident that PassRite has a clear commitment to provide quality training to meet the needs of its learners, stakeholders and the broader community. While it has good systems in place for responding to issues identified, the self-assessment practices used are not clear and comprehensive. Essentially, there are limited processes in place for gathering, collating and analysing information in ways that would enable PassRite to have a clearer understanding of areas for improvement.

⁹ These require providers to have policies and procedures in place to ensure that students who do not have English as their first language have English language skills that are equivalent to an International English Language Testing System (IELTS) score of 5.0 (General Training).

¹⁰ The licence agreements involve the use of sub-contractors which requires NZQA approval (per Section 8.2 of the Rules). Prior to the EER, visit PassRite was made aware of this and subsequently submitted related applications for approval (approved in November 2015).

¹¹ The approved sub-contracting arrangements included professional development plans for licensee trainers who did not meet the minimum qualification requirements.

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 **Adequate**.

2.2 Focus area: Truck Driver Licensing (Classes 2, 4 and 5)

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

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

2.3 Focus area: Forklift Training (including F Endorsement, Operators Competency, and Endorsement and Operator Competency)

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

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

Recommendations

NZQA recommends that PassRite:

- Create more systematic processes to ensure:
 - it has a clear and comprehensive understanding of its performance, particularly for learner achievement, and the value of outcomes for stakeholders and learners
 - changes initiated from its self-assessment processes are monitored to identify their known impact
 - there is clear, coherent and documented evidence of the self-assessment practices used and resulting outcomes
- Develop a more proactive process for ensuring it is fully compliant with all stakeholder requirements and regulations
- Review and make related changes to learner feedback processes to gain a clearer understanding of areas that have worked well and areas for improvement
- Develop a more robust quality assurance system to ensure there are consistent processes and practices occurring across all sites (including licensees)

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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