External Evaluation and Review Report

PassRite Driving Academy Limited

Date of report: 23 May 2019

About PassRite Driving Academy Limited

PassRite Driving Academy Limited (PassRite) delivers short courses mainly relating to the transport industry and driver licensing. PassRite has national contracts with some large client organisations. In addition to the head office in Onehunga, PassRite has two branches (Albany and Hamilton), sub-contracting arrangements with three licensees (Gisborne, Palmerston North and Wellington), and several independent contractors who deliver training and assessment.

Type of organisation:	Private training establishment (PTE)
Location:	44-46 Princes St, Onehunga, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 2,839 in 2018 (188 EFTS); Māori 15 per cent; Pasifika 10 per cent
	International: nil
Number of staff:	17 full-time, three part-time staff; eight contractors
TEO profile:	See: NZQA – PassRite Driving Academy Ltd
	PassRite is a New Zealand Transport Agency (NZTA) approved course provider. PassRite is also accredited for Adult Education unit standards.
Last EER outcome:	In 2016, NZQA was Confident in the PTE's educational performance and Confident in its capability in self-assessment.
Scope of evaluation:	• Truck Driver Licensing (Classes 2-5)
	• Forklift Training (including F Endorsement)
MoE number:	7811
NZQA reference:	C34103
Dates of EER visit:	2 and 3 April 2019

Final

Summary of Results

Pass rates are consistently high. Experienced and qualified staff are effectively supporting students to acquire the skills and knowledge required for employment in the transport industry and to satisfy related regulatory requirements. A more comprehensive approach to self-assessment has developed since the previous EER; however, closer monitoring of delivery across the network of sites is required.

Confident in educational performance

- Most students gain practical skills and achieve licences and endorsements which meet regulatory and employment requirements.

- Generally sound assessment and moderation give overall confidence in the reliability of achievement results.

- PassRite is a flexible and responsive provider, drawing on the extensive industry expertise of staff and management to match the needs of client organisations for workforce development.

Confident in capability in self-assessment

- Additional guidance and support is provided to the students, as required, to ensure successful completion.

- Governance and management have improved the use of self-assessment information to understand educational performance. Staff capability and key processes have been reviewed and enhanced.

- PassRite's performance is impacted by a recent adverse NZTA audit[1] which indicates that compliance management processes require further strengthening.

- NZQA is satisfied that PassRite is continuing to develop its self-assessment and is committed to ensuring that students and industry receive good value from the courses and services delivered.

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[1] NZTA conducts two-yearly audits of course providers for compliance against the Statement of Approval Conditions Governing the Delivery of NZ Transport Agency Approved Driver Licensing Courses (conducted under S198 of the Land Transport Act 1998).

Key evaluation question findings[2]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	PassRite students achieve very well overall, averaging 97 per cent successful completion across the last three years. Māori and Pasifika student achievement rates are also very strong (97 per cent and 95 per cent respectively). PassRite reports that students for whom English is a second language are less successful and/or require more time and additional support. Achievement data for these cohorts will be analysed from 2019. PassRite has recently developed and trialled a learner licence course to ensure more timely completion of licences before unit standard training, and expects that 2019 data will confirm improved achievement rates for truck driver training. Achievement rates for class 2-5 truck driver licences were between 77 and 92 per cent in 2018. Pass rates for forklift training were close to 100 per cent in 2018. PassRite tutors provide additional individual tuition and support, as required, to assist students to successfully complete the courses. Achievement data is monitored regularly by management. The target completion rate is 95 per cent. Further analysis of data (for example by site or tutor) and sharing this information with tutors could provide opportunities for further improvements.
Conclusion:	Most students successfully complete their courses and achieve licences and/or endorsements. Results data is systematically collated and analysed. Further analysis and follow-up on the impact of strategies for improvement will strengthen self-assessment.

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[2] 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 students?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	PassRite's strong focus on meeting the needs of industry and client organisations is reflected in a strong reputation, repeat business and steady growth. Nationwide provision and large contracts are delivered via branches and sub-contracts. Regular meetings with stakeholders ensure that employment and regulatory requirements are well understood. PassRite has appointed an account manager and introduced a yearly questionnaire for key stakeholders to enhance the effectiveness of their liaison activities. One stakeholder interviewed by the evaluators reported initial issues and concerns with PassRite training. The issues have been resolved and students are achieving the expected standard. PassRite's training enables clients to meet their compliance obligations and develop their workforce. Examples include collaboration with a client to upskill recent immigrants and to prepare them for driving in New Zealand. In response to industry demand and health and safety obligations, PassRite has increased its focus on delivering competency assessments. PassRite is collaborating with Tainui to support iwi initiatives by increasing access to driver licensing. Students achieve essential skills and credentials to secure or retain employment in the wider transport industry. PassRite has limited opportunities to influence the outcomes for students, as training is delivered under contract to employers. However, regular reminders are dispatched regarding refreshers and opportunities to progress to the next class of licence.
Conclusion:	PassRite is committed to delivering good value to client organisations and students. Graduates gain useful and sought-after skills and credentials which are required for employment.

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	PassRite delivers a variety of targeted short courses which are well matched to the needs of students and related employment requirements. Courses include classroom and practical learning, using activities and resources which are engaging for students.
	Standard procedures describe the requirements for course delivery and assessment across all tutors and sites. In response to an NZTA audit (refer 1.6), PassRite has recently enhanced staff resources and processes for monitoring course delivery and assessment and supporting tutors at all sites, including more regular visits and observations. Two-monthly trainers' meetings are useful for information sharing, course and materials reviews, and internal moderation activities.
	Annual course reviews include information from a range of sources including achievement information and stakeholder and student feedback. PassRite does not gather tutors' reflections on courses and teaching practices as part of this process.
	PassRite has met the requirements of industry training organisations for assessment. PassRite assessors undertaking forklift training are audited regularly by the relevant ITO and are meeting training and assessment requirements. PassRite did not meet moderation requirements for NZQA-managed standards for adult education (2017-18). This is a small component of delivery, which nonetheless requires closer attention by PassRite.
	Tutors have industry experience and adult education qualifications. New tutors are well supported to develop their confidence as teachers and assessors. Records and discussions indicate that tutors are skilled, working successfully with changing student demographics.
Conclusion:	Course design and resources are well matched to the needs of students and stakeholders. Students benefit from the industry experience of their tutors. Ongoing attention to quality and consistency of delivery and assessment is required.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	PassRite provides an inclusive and supportive learning environment within the context of short courses. Tutors build rapport with students quickly to foster their motivation and participation in classroom activities. Practical examples are effective in engaging students. Activity books and assessments are well integrated with delivery. Pre-course reading and online course materials are available to prepare students for training and assessments. PassRite does not monitor the uptake of these resources. PassRite is considering translations for some material to make it more accessible for ESOL (English as second language) students. Students receive feedback on their progress. PassRite has a strong commitment to providing one-to-one support for students who need additional assistance and/or time to work through the material. This is either in-course or in addition (by arrangement with employers). Tutors quickly identify students with learning needs or language difficulties, and have effective strategies for supporting them to succeed. In addition to verbal feedback during class or practical sessions, students regularly complete surveys to provide feedback on the learning methods, course delivery and learning environment. The data is collated and discussed by management.
Conclusion:	Students enjoy small classes and individual attention. Tutors engage well with all students and monitor their learning. PassRite is considering how to improve the process of gathering feedback and understanding areas for improvement.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	PassRite has confirmed its strategic and business direction, based on its organisational strengths and expertise. Responses to changes in industry are informed by effective stakeholder engagement and a long history of training in the transport industry. Governance maintains effective oversight of the operation, including one director retaining day-to-day involvement in course delivery. Staffing capability and key processes have been reviewed. The presentation and analysis of data has improved. Management monitors performance against targets at regular minuted meetings. PassRite has established a quality committee and recently appointed a training manager to strengthen academic leadership. There is a plan in place to enhance the oversight of training, to strengthen compliance and consistency across the network of sites. PassRite has limited opportunities for innovation due to the mandated nature of its short course provision. However, PassRite is responsive and flexible in response to feedback from stakeholders and students. More systematic review of the impact of changes on outcomes would improve self-assessment. PassRite has a collegial culture. Tutors are carefully recruited and supported in their performance, and report feeling valued. PassRite is well resourced with appropriate plant and equipment.
Conclusion:	PassRite is committed to meeting the needs of students and stakeholders. Management has improved its capability to gather and use information to understand educational performance. Some initiatives are quite recent, so as yet there is limited evidence of their impact.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	PassRite's performance in relation to this question is impacted by a recent adverse NZTA audit. Key findings were in relation to tracking course certificates, accuracy of the assessor register, record-keeping of practical training activities, and assessment practices. NZTA expressed concern over PassRite's level of control over the branches outside Auckland. PassRite has developed comprehensive plans and process improvements to address the shortcomings identified by NZTA. PassRite has approved sub-contracting arrangements with three licensees. Discussions and a sampling of documents confirmed general compliance with NZQA requirements. PassRite has introduced a more systematic approach to internal moderation. PassRite generally complies with the moderation requirements of standard-setting bodies. It is not evident that PassRite has taken on board feedback given in the 2017 NZQA external moderation report (refer 1.3). PassRite has an approved training scheme, the Driver Instructor Endorsement Course. Timetables confirm that delivery is consistent with NZQA approval requirements. PassRite has a comprehensive approach to the management of obligations under the Health and Safety at Work Act 2015.
Conclusion:	The management of important compliance accountabilities is variable. Improved management processes and evidence of monitoring compliance is needed.

Focus Areas

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

2.1   Focus area: Truck Driver Licensing (Classes 2-5)

Performance:	**Good**
Self-assessment:	**Good**

2.2   Focus area: Forklift Training (including F Endorsement)

Performance:	**Good**
Self-assessment:	**Good**

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 PassRite Driving Academy Limited:

- Strengthen self-assessment through:

  - An enhanced focus on using information to identify strengths and areas of improvement

  - More systematic review of the impacts of changes on outcomes for students and stakeholders.

- Continue to strengthen systematic oversight of delivery (including assessment and moderation) and all compliance obligations across the network of sites and contractors.

- Consider extending the analysis of achievement data to understand the relative performance of significant student cohorts, and to monitor performance across tutors and sites.

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

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[3]*

- *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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[3] 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.

Final

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 including ITOs but excluding universities, and

maintaining training scheme approval for all TEOs other than universities.

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes 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 2016. 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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