



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

PassRite Driving Academy Limited

Date of report: 4 July 2023

About PassRite Driving Academy Limited

PassRite Driving Academy Limited predominately offers unit-standard based short courses for driver licensing and endorsements to the transportation and associated industries.

Type of organisation:	Private training establishment (PTE)
Location:	49 Neilson Street, Onehunga, Auckland
Eligible to enrol intl students:	No
Number of students (2022):	Domestic: 2998 students; Māori: 343 (11 per cent); Pasifika: 520 students (17 per cent)
Number of staff:	12 full-time; five part-time
TEO profile:	PassRite Driving Academy (link to provider page on NZQA website) PassRite Driving Academy has NZQA-approved sub-contracting agreements with three other driver instructing businesses in Hamilton, Gisborne and Wellington. These businesses are also approved by Waka Kotahi NZTA. ¹
Last EER outcome:	At the previous external evaluation and review (EER), conducted in May 2019, NZQA was Confident in PassRite Driving Academy's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Driving Instructor Endorsement Training Scheme Level 5 (ID 114919)• Dangerous Goods Endorsement U/S 16718
MoE number:	7811
NZQA reference:	C52431
Dates of virtual EER visit:	22 and 23, 27 March 2023

¹ New Zealand Transport Agency

Summary of results

The training provided by PassRite Driving Academy (PassRite) is highly valued by its stakeholders and students, within the context of a highly regulated industry. Most students are passing and gaining endorsements for heavy vehicle licences. However, there are gaps in academic management and self-assessment processes, with some evidence of improvement implemented but not yet fully embedded.

Not Yet Confident in educational performance

- Students are gaining useful knowledge and skills. Course completion rates are strong for the two Auckland sites. PassRite was unable to provide achievement data for two sub-contracting sites over the reporting period. The inconclusive information has impacted the ratings in educational performance.

Confident in capability in self-assessment

- The value of the training is recognised by the students and their employers. PassRite is highly regarded by several significant logistics and other businesses. Industry and student needs are understood and are being met.
- PassRite has aligned its programmes to industry standards. They are delivered by instructors with extensive industry experience. Stronger systematic processes around instructor observations may better inform variations, trends and staff development needs.
- Learners are well supported on an as-needs basis. Positive instructor-learner relationships are maintained, and any issues are addressed as they occur.
- A newly appointed managing director and quality management team have made improvements to the quality management system and standard operating procedures. PassRite has revised its sub-contracting agreements to include formal quarterly reporting in 2023. The results of these improvements are only now emerging.
- PassRite has not met a number of important NZQA compliance requirements: late student credit

reporting; inadvertent advertising as a Category 1 provider; and some non-compliant results in the national external moderation for the adult education system over the last three years. These non-compliances have impacted the confidence rating in educational performance.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are consistently completing their courses. The rate of completions has been high since the last EER (96-100 per cent). All courses show achievement rates above 90 per cent, consistent with the results of similar courses at similar short-course providers. There is parity of achievement by Pasifika (17 per cent) and Māori (11 per cent) students.³</p> <p>Students gain knowledge that can be applied immediately in the workplace. Successful completion of the various driver training leads to endorsement for the relevant driver's licence.</p> <p>PassRite provided self-assessment data on student achievement for the Auckland site only. The PTE uses achievement data to analyse the performance of students across all ethnic groups and courses each year. This allows comparison of results year on year. PassRite has recently changed its customer relationship management system to better align with reporting requirements and strengthen its self-assessment.</p> <p>There is an opportunity for PassRite to formally analyse all sub-contracting sites and include the number of withdrawals and re-sits for self-review purposes and to gain an overall understanding of student outcomes.</p>
Conclusion:	Achievement is strong across all courses. However, actions taken to improve sub-contracting site reporting are still to be seen. There is an opportunity to improve the analysis and review of achievement-related data across all sites.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ Refer to Appendix 1.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>PassRite courses are highly valued by construction and transport industry employers who enrol their staff for training. A high level of returning clients is a signal of the importance of this training to stakeholders.</p> <p>Most students are already employed and gain practical and useful skills and knowledge which give them confidence on the roads and has a positive impact on their professional and personal development.</p> <p>Employed graduates gain the opportunity to advance or change their careers. Graduates are capable and able to respond to the increasing demand for heavy vehicle drivers in the transport and logistics industry, and are immediately work-ready.</p> <p>Unemployed students who complete courses are placed in employment in driving roles. Some are referred by Work and Income New Zealand. PassRite training also benefits migrants who are required to convert their overseas licence and gain training in driving in New Zealand conditions.</p> <p>PassRite regularly collects and analyses student feedback. Overall, 84 per cent rated the classroom experience as exceptional, and 62 per cent of those completing practical components rated their experience as excellent. Overall, 79 per cent rated the training and learning experience as excellent. PassRite survey for employer feedback six-monthly. It would be beneficial if the employer feedback collected was analysed with the same formality as seen in the student feedback summary. This would further inform PassRite of the value of student learning beyond the training as well as the further gains to stakeholders.</p>
Conclusion:	<p>Effective training leads to students gaining valuable practical skills and knowledge which are in high demand. Systematic collection and analysis of student feedback leads to the understanding of outcomes and informs decision-making. Collection and analysis of employer feedback would inform the long-term value of the training for employers.</p>

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:	Good
Findings and supporting evidence:	<p>PassRite has built an effective delivery of courses around the standardised NZTA training and assessment materials. The quality management team tracks and reviews programme delivery and assessments annually and uses review information to make improvements to policies and procedures.</p> <p>Instructors use a range of planned and structured teaching materials and coaching techniques to cater for different student needs and contexts. PassRite has a strong focus on training to support students to achieve a high standard of skills in operating complex vehicles and maintaining safe driving with the aim that all students pass.</p> <p>Industry-experienced instructors maintain their industry knowledge through regular email updates and training days. All instructors complete an annual driver's assessment to maintain currency. New instructors complete a comprehensive training schedule which includes adult teaching and assessor unit standards before they are allowed to teach.</p> <p>PassRite has good processes to maintain assessment standards. The integrity, validity and consistency of assessment are confirmed through Waihangā Ara Rau, Hanga Aro Rau WDCs⁴ and Skills Organisation external moderation. PassRite could strengthen internal moderation processes and formally document and monitor internal moderation outcomes across the sub-contracting sites to inform overall internal moderation assessment outcomes.</p> <p>Self-assessment involves generally strong programme review and reflections on improving delivery and teaching practice. PassRite's standard operating procedures could be more specific on internal moderation of assessment and outline processes, to ensure greater consistency of practice.</p>
Conclusion:	Courses are well aligned with NZTA and industry needs. Course delivery and assessment are relevant to students and their

⁴ Workforce development councils

	organisations' contexts. Self-assessment would benefit from documented, regular programme reviews and moderation outcomes across all sites.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>PassRite provides clear guidance and entry requirements. The instructor's pre-assessment helps identify students' knowledge levels to ensure they have the appropriate prerequisite knowledge and skills to be enrolled on the course.</p> <p>Training is engaging and well resourced. Downloadable course handbooks and a range of structured teaching and assessment resources are made available during the courses to support student learning.</p> <p>Instructors use a range of techniques to address barriers to learning and support English second-language students with extra time. In some cases, a reader/writer may be provided for students with learning disabilities. Where students have identified a lived experience of disability, PassRite has engaged additional resources such as NZSL⁵ interpreters to support deaf students appropriately. These are commendable actions.</p> <p>Students receive feedback throughout the courses, and assessment is used to ensure students are capable before they undertake the practical driving assessment. If a student requires additional training, they can re-sit the course at an additional cost.</p> <p>Student surveys are collected after the course, and evidence from student surveys and evaluator calls to graduates suggest that information and guidance is highly valued.</p> <p>The PassRite Code of Practice self-review has considered areas for improvement, and the quality management team has developed a range of processes in response to the Code review. Students have very limited time with the organisation, but procedures are in place to ensure that student wellbeing and</p>

⁵ NZSL – New Zealand Sign Language

	<p>needs are considered.</p> <p>PassRite received a small number of student complaints in 2022, mostly relating to non-achievement and one relating to the instructor's teaching strategy. The general manager addressed each complaint immediately with the clients and relevant staff member. PassRite could adopt a whole-organisation approach when considering complaints and taking corrective action. It would be beneficial to have a more accessible complaints register with follow-up actions documented for easy monitoring and self-assessment.</p>
Conclusion:	<p>PassRite is generally effective at providing student support and engaging students in the training. A greater level of analysis of student complaints would be beneficial to ensure that issues are addressed organisation-wide, and are less likely to reoccur.</p>

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

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>PassRite has strong leadership. The founding director has managed well the succession of the general manager, which ensures continued focus and direction to maintain quality training for a highly demanding industry.⁶ The general manager maintains oversight of the operational activities, working closely with the quality team who are well supported to share leadership, contribute to decision-making, and look for opportunities for improvement.</p> <p>Covid impacts have been notable for this PTE in terms of restrictions on their operations, particularly in Auckland.</p> <p>Communication is effective across the organisation, with information shared across teams through regular quality meetings and email communications. Oversight of teaching is maintained through bimonthly trainer days, peer reviews, instructor observations and peer moderation.</p> <p>Management is using effective processes to review and assess educational performance but could be strengthening their scope to include closer review of students covered under the sub-</p>

⁶ The general manager was recently made a shareholder.

	<p>contracting agreements. Oversight of the sub-contracting agreements have been limited to building compliance, file checks and classroom observations. This arrangement has required a different approach to academic quality and quality assurance. Improvements to the new sub-contracting agreements include quarterly reporting which is a good addition to the strengthening of academic oversight.</p> <p>Suitable trainers are in short supply, and the PTE works to identify and develop talent from within the organisation. Professional development is planned according to staff requirements.</p> <p>PassRite has maintained its equipment and facilities and acquired new vehicles to meet training requirements.</p> <p>Management oversight has been variable. There have been some significant non-compliances in credit reporting, advertising PassRite as a Category 1 provider⁷, and inconsistent management of student outcomes for the sub-contracting sites.⁸ This has impacted the educational performance ratings here.</p>
Conclusion:	<p>While continuity of educational delivery has been well managed and structural changes to the mode of operation have been achieved, there are some lapses. The response to the last EER recommendation (to analyse achievement data and monitor performance across tutors and sites), was not broad enough to cover oversight across the network of sites. Self-assessment and monitoring of educational performance across all sites requires strengthening.</p>

⁷ PassRite was a Category 1 provider in 2011. This category status changed to Category 2 in the 2015 EER and remained the same in 2019.

⁸ Refer to 1.6.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Poor
Self-assessment:	Poor
Findings and supporting evidence:	<p>PassRite's monitoring and management of compliance responsibilities has not been robust enough. Non-identified weaknesses highlighted by administrative breaches reflect inadequate management of processes to meet compliance obligations to NZQA.</p> <p>NZQA attestations and returns have been provided; however, in 2022, 39 per cent of credit reporting had not been completed within the required 90 days. This relates to 45 per cent of the students in the year. PassRite has acknowledged that some historical results were not uploaded some years ago due to change of ownership. However, some of this late reporting occurs in 2022.</p> <p>PassRite was also found to be stating NZQA Category 1 status on their website. While the information has since been updated, PassRite's oversight of marketing information has breached NZQA rules and regulations.</p> <p>Courses are being delivered in line with NZTA and NZQA rules. Participation in external moderation with workforce development councils has reported acceptable outcomes. National external moderation in the adult education system has found some non-compliances for the last three years. PassRite has engaged with the workforce development council and NZQA to improve assessment practices.</p> <p>Ineffective record-keeping and monitoring of performance against the sub-contracting arrangement⁹ indicates that PassRite has not maintained sufficient oversight of the sub-contractors' provision to ensure student outcomes are understood and well managed as required under NZQA guidelines for effective self-assessment.</p>
Conclusion:	PassRite has some good processes to meet NZTA and NZQA requirements. Management of some compliance requirements has been weak, resulting in compliance obligations not being

⁹ Refer to 1.1

	met. This was also a weakness at the last EER.
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Focus areas

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

2.1 Driving Instructor Endorsement Training Scheme Level 5 (ID 114919)

Performance:	Good
Self-assessment:	Good

2.2 Dangerous Goods Endorsement (U/S 16718)

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 consider:

- Evaluating all internal policies and procedures relating to reporting student results to ensure that all documents align clearly with NZQA rules and PTE policies. Discuss and communicate these expectations and procedures with all staff. Undertake an audit to gauge conformity with these actions until the organisation can be assured that the requirements are being routinely met.
- Implementing a cyclical, internal audit approach to establish that all sites are maintaining conformity and consistency with the PTE's policies and procedures once they are checked for alignment with all regulatory requirements (including NZTA).
- Analysing the collection of stakeholder feedback data for self-assessment to build organisation-wide capability in analysing and using this data.
- Involving teaching staff in the relevant Ako Aotearoa workshops on educational practice.

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 PassRite Driving Academy Limited to:

- Ensure credits for learners are reported to NZQA within three months following assessment, as per [Part 2 – Maintaining consent and approval Section 13\(1\)\(b\) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021](#). Policies and procedures on credit reporting must be amended, and relevant staff must be advised, to comply with said rules.
- Remain responsible for the sub-contractor meeting all of the obligations for accreditation under the Act; rules made under section 452 of the Act; and to ensure NZQA can fulfil its quality assurance role and exercise its powers and functions in relation to the sub-contractor's provision. Applicant TEO should be aware of their responsibilities to the wellbeing of learners under the [Tertiary and International Learners Code of Practice](#).
- Ensure the public information provided is accurate, clear and not misleading, as per [Part 2 – Requirement for maintaining registration Section 6.1.2 of the Private Training Establishment Registration Rules 2022](#)

Appendix 1

Table 1. Enrolment data supplied by PassRite

	2019	2020	2021	2022
Total students	7653	6639	4537	2998
Māori	1144	956	634	343
Pasifika	815	647	579	520
Asian and Chinese	279	222	190	177
Indian	641	531	386	313
English second	DNC ¹⁰	DNC	236	128
Learning disabilities	DNC	DNC	32	6

Table 2. Auckland achievement data supplied by PassRite

	2019		2020		2021		2022	
	Pass %	NYA ¹¹ %	Pass %	NYA %	Pass %	NYA %	Pass %	NYA %
Total students	96.83	3.16	99.12	0.87	99.73	0.26	100	0
Māori	97.55	2.45	99.68	0.31	99.68	0.31	100	0
Pasifika	96.19	3.80	99.69	0.30	99.30	0.69	100	0
Asian and Chinese	90.68	9.31	100	0	99.47	0.52	100	0
Indian	94.53	5.46	99.62	0.37	100	0	100	0
English second language	DNA ¹²	DNA	DNA	DNA	100	0	100	0
Learning disabilities	DNA	DNA	DNA	DNA	100	0	100	0

¹⁰ DNC – Data not captured

¹¹ NYA – Not yet achieved

¹² DNA – Data not available

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 fraud¹³*
- *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.*

¹³ 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 2021, 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 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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, 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 2021. 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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