External Evaluation and Review Report

PassRite Driving Academy Limited

Date of report: 14 January 2025

About PassRite Driving Academy Limited

PassRite Driving Academy Limited offers predominately unit standard-based short courses for driver licensing and endorsements to the transportation and associated industries. PassRite is also accredited to offer Adult Education unit standards.

Type of organisation:	Private training establishment (PTE)
Location:	49 Neilson Street, Onehunga, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 4870 students – Māori 782 (16 per cent), Pasifika 664 (13 per cent)
Number of staff:	13 full-time; three part-time casual staff
TEO profile:	[PassRite Driving Academy Limited](#)
	PassRite is a New Zealand Transport Agency (NZTA) approved course provider offering short duration courses in driving for endorsement or specialist driving training.
Last EER outcome:	At the previous external evaluation and review (EER), conducted in March 2023, NZQA was Not Yet Confident in PassRite Driving Academy's educational performance and Confident in the PTE's capability in self-assessment.
Scope of evaluation:	Focus area 1: Driving Instructor Endorsement Training Scheme (Level 5) (ID 114919). This course is suitable for candidates who aspire to become driving instructors for car instruction, heavy-vehicle instruction and motor-cycle instruction.
	Focus area 2: Operating a powered industrial lift truck (Forklift) unit standard 10851. One of the four most predominant courses enrolled in in 2023.

MoE number: 7811

NZQA reference: C60145

Dates of virtual EER visit: 30 and 31 July 2024

Summary of results

Pass rates are consistently high for the short courses offered, with students gaining endorsements for heavy vehicle licences. The training provided by PassRite Driving Academy (PassRite) is highly valued by its stakeholders and students within the context of a highly regulated industry. PassRite has introduced significant changes to subcontracting arrangements, tighter academic management, compliance checks and regular effective self-assessment practices. These practices are now embedded into the everyday running of the PTE to ensure quality outcomes for graduates.

Highly Confident in educational performance

Student achievement is consistently high. All students gain specialised practical skills and achieve licences and endorsements which meet regulatory and employment requirements and those of NZTA.

Industry engagement is comprehensive and constant. PassRite maintains solid, well-established relationships with Industry stakeholders. This informs the relevancy and currency of the programmes.

Highly Confident in capability in self-assessment

Student wellbeing, guidance and support is thorough and well managed. PassRite has strived to minimise barriers to learning, including students with English as a second language or a disability.

Programmes remain fit for purpose, aligned to industry standards, and well matched to the needs of the students. Resources are appropriate, well managed, checked and updated. Equipment is kept up to date with the latest industry developments.

PassRite management effectively supports educational achievement through a well-defined purpose and direction, effective leadership, strategic resource allocation, and robust data analysis.

Appropriate systems and functions are in place to manage compliance responsibilities. An updated quality management system ensures new internal and external quality processes and requirements

are followed, are consistent, and build organisation-wide capability.

PassRite has strengthened its use of data and self-assessment since the last EER, which supports the organisation's quality enhancements. There is strong evidence that PassRite will continue to focus on exceptional self-assessment to maintain operations which are suited to their unique context.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	PassRite students have shown strong and consistent achievement over the last year, with a 99.97 per cent completion rate. There was one withdrawal due to sickness. Māori, Pasifika and those students with disabilities are achieving at parity with other students.

The training scheme equips graduates to undertake driver instructor training. For many students the importance of adherence to legislation now supports them to employ quality processes in their everyday work. Forklift graduates become confident and skilled in their ability to operate a forklift safely. Improvements in graduates' practice is acknowledged by their employers.

Achievement is supported by PassRite's tutors who allow students additional time to complete. This enables students to finish and gain a certificate rather than withdraw. Knowledge is validated by multiple quality processes, including observations of practical assessment and use of additional trainers for I-endorsement which informs PassRite's programme review process.

Moderation practices and results support overall confidence in the validity of student achievement. External moderation confirms the validity of achievement via the relevant workforce development councils (WDCs) and with NZQA.

Students gain relevant skills applicable to real-world contexts. Most students are already in employment and are undertaking the certificates or unit standards to help them in their current work or to progress to other work.

Updated processes are in place to capture and monitor student progress and trends. The new Power BI data |

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

	base captures data around enrolment, attendance and student engagement, and has the ability to track ongoing achievement via ethnicity, gender and disability. PassRite have built organisation-wide capability in analysing and using this data for self-review and quality enhancement.
Conclusion:	Achievement is strong across all courses offered. Students achieve well and acquire useful skills and knowledge. Students gain credentials to safely instruct driver training and drive specific vehicles. Course data is systematically collated and analysed to note trends, to ensure all students learn and achieve well and are well supported.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	There is clear and comprehensive evidence that PassRite is meeting the most important needs of key stakeholders. The value of outcomes for the trainees and stakeholders is evident. Graduates successfully meet specific career advancement needs and demonstrate the necessary capability, skills and knowledge to use immediately on the job.

PassRite has many long-term clients and is highly regarded by many significant logistics companies and other businesses. The PTE is the preferred provider for many stakeholders. A significant number of companies (Air New Zealand Cargo, Watercare and the New Zealand Defence Force) use the training for specific types of driver training. These long-term clients provide feedback which informs change and improvements and input into delivery.

There is a high level of engagement with employers and students pre- and post-delivery to understand what is needed so that training can be specifically contextualised. Industry engagement is comprehensive and constant, and those spoken to outline the value of the relationship with PassRite. PassRite analyses student and stakeholder feedback and are using this to update delivery, learning and assessment processes. |

	Comprehensive tracking and reporting of graduate outcomes from graduates and employers shows overall high satisfaction with the learning and its outcomes.
	Graduates value the training offered as they can apply new skills learnt. They gain a certificate that is mostly practically based and then use the learning immediately on-job. Robust evidence was provided about courses being fit for purpose and meeting students' needs well, for example electric trucks and forklifts.
	The value of the training is endorsed by PassRite's relationship with NZTA. PassRite's commitment to providing highly skilled graduates to client organisations is recognised by the students and their employers.
Conclusion:	PassRite is meeting the most important needs of students, industry and the businesses they support. PassRite gains up-to-date industry feedback from stakeholders and works to adapt and change to new updated practices while maintaining its core safety values. Graduates gain useful and sought-after skills and credentials which are often mandatory for employment. Stakeholders and graduates gave evaluators in-depth and multifaceted feedback on the relevance, quality, value and impact of the training for employment and business gains.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The courses offered are tailored to meet the specific goals of students and remain relevant to client needs.
	Learning environments are planned and well-structured for the needs of the students (some with specific learning needs) in both the practical and theory-based areas. Safety is paramount.
	Trainers are well qualified, understand the course content, and meet the requirements that allow them to deliver training. Teaching staff have been involved in relevant Ako Aotearoa workshops on educational practice, and this has

	been beneficial to the PTE's delivery and assessment and informing its support of students.
	PassRite has an inclusive environment where the team of trainers work consistently on site or at client premises, providing students with equal access to education opportunities and resources.
	Sufficient teaching resources and up-to-date vehicles are allocated to the training. The on-site learning experience and local roads provide access to realistic, work-based learning using appropriate vehicles and resources.
	Courses are reviewed at the conclusion of each delivery, and staff meet regularly to discuss any changes to materials or approaches that may be beneficial. Materials, assessments and lesson plans are held on a shared drive to ensure consistency of delivery and teaching practice.
	Robust internal and external moderation is occurring, with updated processes and improvements and changes made to assessment based on reviews of moderation outcomes. External moderation results and feedback have been positive, with PassRite responding well to the feedback from WDCs and NZQA to ensure valid assessment occurs. Results as to the effectiveness of the improvements made and the modification suggested for more guidance with qualitative answers will be indicated following this year's external post moderation with NZQA.
	Moderation inconsistencies from 2023 with NZQA have been addressed, and ongoing and valued relationships with the relevant WDCs and NZQA has had a positive impact on the quality of the assessment results produced.
	PassRite benchmarks its performance against others in the industry and leads many initiatives in the latest technologies and teaching practices. An example of innovation is the collaboration with Tainui to upskill iwi members to gain driver licences or update their driving instruction. This will increase Māori participation in driver instructor and forklift training.
Conclusion:	Industry and student needs for training and assessment are understood and are being met. Delivery is often contextualised to meet the needs of the students and stakeholders to ensure skilled graduates for employers and industry. Ongoing feedback from trainers and students

	provides good insights leading to updates to teaching and learning, assessment and support.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	There is strong evidence of the work being done to minimise barriers to learning through feedback from students and ongoing review of retention and achievement data. PassRite identifies students' objectives and ensure they are equipped to meet standard requirements and successfully achieve their licensing goals.

Pre-course questions identify learning disabilities. In-class observation also captures students who need help, and additional support required for students is established promptly. Records of the previous achievement of students are provided to the trainers to support their understanding of learning needs.

Collaboration across the teaching team, often with more than one trainer in a session, promotes review of the learning to ensure all students are engaged and well supported during the theory and practical training. Students and graduates attest to the ease of access to support when required, and to its value.

PassRite promotes an inclusive learning environment. Management and trainers work diligently to acknowledge ethnic and individual needs by facilitating small groups and group discussion.

Progress checks are continuous throughout the theory learning, with formative assessments and observation of student behaviour in practical training providing opportunities for feedback and as a guide for more effective delivery and support. Constructive feedback is provided directly after practical assessments to identify further learning needed or areas for improvement.

PassRite is aware of the need to provide English language support as an increasing number of students are originally from non-English speaking countries. Translators are available and many students currently use Google |

	Translate. This is recognised as a less than perfect solution, and PassRite has sought guidance from NZQA and other regulators to try to create specific procedures to assist these students appropriately.
	The student voice is captured in survey feedback, and the individual results are noted and addressed if required. This information is aggregated and used to look for trends and actions to be taken.
Conclusion:	PassRite has comprehensive systems and processes in place to recognise and respond to students' emerging needs. Staff work to minimise barriers to learning, engage well with students, and support them well.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The purpose and direction of the organisation is clear and strategically focused. Management deliberately recruits to match its values and regularly communicates those values to all staff. The management team has expertise that enables PassRite to achieve their educational and operational goals. They have extensive interactions with industry and regulatory bodies to ensure they adapt to industry changes while adhering to the standards and compliance requirements of NZTA.
	PassRite has addressed the issues from the last EER, responded to the requirements, and has completed extensive work in the last year to ensure comprehensive and effective quality processes are now in place. The evaluators viewed evidence of wide-ranging improvements and the impact from these during this EER.
	Management is fully aware of the need for constant quality processes and practice and maintains good oversight of all operational activities by working closely with both the administration and training teams. Effective leadership within the training team supports staff to feel valued. Many trainers have worked in the organisation for five years or longer.

	Strong and effective communication happens through regular meetings and gatherings, open-plan working environments and open-door policies within the management team. Good leadership, effective support for staff, and open trusting relationships were evident to the evaluators.

Training staff have experience and are appropriately qualified. New tutors are comprehensively supported with planned pathways to tutor qualifications and opportunities for career progression within PassRite. The training team meets regularly and holds annual tutor days that review practice, contribute to improvements, updates, change and decision-making. Feedback from peer observations supports trainers to work more effectively in the classroom to engage and respond appropriately to the students.

Data use has strengthened since the last EER, with new systems to manage achievement data and feedback collected and analysed from stakeholders and graduates. This information helps PassRite to respond effectively to any changes required.

PassRite uses effective self-assessment to inform change and improvements. An example is the identified need to move from a paper-based model to digital information management to ensure better capture and faster processes to assist with both immediate outcomes and long-term planning. |
| Conclusion: | The PassRite leadership team has a clear purpose and strategic vision. PassRite has effective processes and clear oversight of all academic quality to achieve the educational and operational goals required to provide highly skilled graduates to industry and client organisations. |

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**

Findings and supporting evidence:	PassRite has appropriate quality assurance policies and procedures in place to support consistent practice and has the people, systems and procedures in place to effectively manage its important compliance accountabilities. A strong health and safety culture ensures safe buildings and resources alongside training.
	PassRite now manages external compliance requirements prudently with a calendar to ensure timeframes for key compliance documents are addressed. A recently updated Quality Management System has been implemented. A Complaints Policy is in place with clear procedures.
	All requirements and recommendations from the 2023 EER have been addressed:
	• PassRite has effectively addressed the gap identified in the 2023 EER. This related to contractor achievement outcomes not being reported by the PTE withdrawing from all contractual training arrangements and ensuring any leftover credits have been reported.
	• Public information provided is accurate, clear and not misleading.
	• PassRite is aware of their responsibilities to the wellbeing of students under the Tertiary and International Students Code of Practice and is meeting its obligations with respect to the Code. A gap analysis has been completed and published with complaints and critical incidents reporting embedded.
	• Policies and procedures on credit reporting have been amended, and relevant staff have been advised to comply with said rules.
	• Significant investment in IT systems, e.g. Power BI, customer relationship management system to streamline systems and put checks in place.
	• Moderation inconsistencies from 2023 have been addressed. All non-compliant results in the national external moderation for the adult education system have been addressed, and NZQA has approved the assessments for unit standard c4098.
	• External moderation confirms the validity of the assessments and achievement via the relevant WDCs (Hanga Ararau and Waihanga Ararau) and with NZQA.

	PassRite maintains strong relationships with the relevant WDC and NZTA, and proactively seeks advice to ensure expectations are being met. For example, PassRite invited the relevant WDC to meet with all trainers and do a collaborative moderation, and also asked for guidance from standard-setting bodies for direction on how to better support students with English as second language.
	NZTA notes that controls, processes and standards at PassRite are sufficient, appropriate and effective in providing reasonable assurance of compliance with the Statement of Approval Conditions and other regulatory requirements.
	No legal or ethical issues were reported to NZQA at the time of EER; statutory requirements by NZQA have been managed well.
Conclusion:	PassRite effectively manages its compliance accountabilities through adherence to legal and ethical standards, structured monitoring and reporting processes, and proactive engagement with regulatory changes. A commitment to maintaining rigorous compliance ensures that the training programmes meet regulatory requirements and continue to provide high-quality education and student support.

Focus areas

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

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

Performance:	**Excellent**
Self-assessment	**Excellent**
Findings and supporting evidence:	Course completions have remained strong since the last EER. Students gain endorsement for driving instruction, heavy vehicle instruction and motor-cycle instruction to meet regulatory and employment requirements that are highly valued in industry. The training scheme is aligned to industry standards and equips graduates with the required skills to provide driver training for employment and progression. The ongoing review of training is robust and provides updates to course content, delivery and assessment.

2.2 Operating a powered industrial lift truck (Forklift) unit standard 10851

Performance:	**Excellent**
Self-assessment	**Excellent**
Findings and supporting evidence:	Forklift training completions are high. Graduates become confident and skilled in their ability to operate a forklift safely and with the required skill. The training offered is well designed and delivered and there are effective processes in place to maintain regulated quality standards. The ongoing review of training is robust and provides updates to course content, delivery and assessment.

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.

There are no recommendations arising from the external evaluation and review.

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[2]*

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

Regulatory basis for external evaluation and review

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

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

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

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

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

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

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

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

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

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