



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



Chivalry Training Providers Limited

Date of report: 12 December 2024

About Chivalry Training Providers Limited

Chivalry Training Providers (Chivalry Training) delivers mostly one to two-day courses where trainees learn the knowledge and skills required to meet transport industry licensing requirements. Courses generally assess against relevant NZQA-registered unit standards.

Type of organisation:	Private training establishment (PTE)
Location:	Unit O, 255 Browns Road, Manurewa, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 1547 (65 equivalent full-time students in 2023) Māori 12 per cent, Pacific 12 per cent, Indian 32 per cent, Other Asian 8 per cent, Disabled nil ¹
Number of staff:	3.5 full-time equivalents
TEO profile:	Chivalry Training Providers
Last EER outcome:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of Chivalry Training (January 2021).
Scope of evaluation:	All training
MoE number:	7862
NZQA reference:	C58443
Dates of EER visit:	8 and 9 October 2024

¹ No learners have been identified at enrolment with a disability.

Summary of results

Chivalry Training effectively meets the important needs of its business clients, trainees and most of its key stakeholders. There are, however, some significant process and compliance gaps that need attention.

Confident in educational performance

- Trainees develop industry-required competencies (mostly for the transport industry). Nearly every trainee passed their assessment.
- Business clients and trainees report that trainees are well prepared to gain their externally verified driver licences. None of the interviewed clients could recall a trainee failing a licensing test. These clients value gaining competent, certified and satisfied employees.

Confident in capability in self-assessment

- Clients highly rate the knowledge and training expertise of the trainers, including their rapport with the trainees. Trainee feedback is similar and consistently reports satisfaction with the training. Chivalry Training adapts the training content, location and timing to meet individual client needs.
- Trainers are experienced and have appropriate certification. Competenz (2024) verified on site that the forklift trainer met its quality criteria.
- A Waka Kotahi audit report (November 2023) identified various concerns, particularly regarding record-keeping and some incorrect assessor judgments. External moderation results confirmed most assessor judgments. Internal moderation practice is, however, not systematic or consistent with the quality management system.
- Chivalry Training undertook a pastoral Code² review in 2023, as required. However, it was not a review against the Code outcomes. NZQA

² The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

identified this error, and a simple gap analysis was completed.

- Chivalry Training's leadership effectively supports the organisation to meet the important needs of its business clients, trainees and most key stakeholders. Chivalry Training reviews most of its activities to make changes and improvements.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Chivalry Training delivers short-duration, regulatory-focused courses, mostly preparing trainees for transport industry licence testing, as needed for their workplace roles. Most of the courses use NZQA-registered unit standards for assessment. Nearly every trainee in 2023 successfully completed their unit standards.</p> <p>Non-completions are tracked. The very few non-completions were due to trainees not attending the full course. Māori and Pacific trainees completed at the same rate as other trainees. Chivalry Training asks trainees to identify if they have a disability, but none have done so to date.</p> <p>Self-assessment of achievement is mostly sound. There is some good but not comprehensive evidence from business clients and graduates that all trainees went on to successfully meet NZ Transport Agency Waka Kotahi licensing conditions (see 1.2). This external verification confirms that trainees have gained the required competency.</p> <p>The evaluators also sighted external moderation reports which confirmed that most assessor judgments were valid. The 2023 Waka Kotahi audit raised some concerns regarding the quality of record-keeping (see 1.3). This did not undermine overall confidence in these results.</p>
Conclusion:	Trainees are consistently meeting NZQA unit standard criteria and driver licence requirements. The processes to self-assess achievement are mostly sound.

³ 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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Chivalry Training mission is to train people to have industry-required competencies, mostly for the transport industry. There is strong evidence that the PTE is consistently fulfilling this core mission. Business clients and trainees report that after the training, trainees consistently gain their driver licence. There is no record of any trainee failing a licensing test.</p> <p>Interviewed business clients from a range of organisations reported that they engage Chivalry Training because of their strong track record, their in-depth knowledge, and the quality of the training. One client spoke of seeking Chivalry Training expertise to provide additional forklift training after a health and safety incident. Interviewed clients say that employees consistently give a favourable report on their training experience.</p> <p>Trainees gain skills and knowledge they can apply almost immediately in their workplace. Employer business clients (and the industry) gain competent and certified employees able to carry out their workplace roles. Licensing enables employees to legally and effectively work in the industry.</p> <p>Chivalry Training has ongoing relationships with industry employers, the workforce development council, relevant government agencies and its trainees. The PTE effectively adapts its training to meet the important and changing needs of key stakeholders. Chivalry Training periodically gathers survey feedback confirming that its service delivery is effective.</p>
Conclusion:	Chivalry Training is training people to consistently gain their transport licences, which they need to work for the PTE's business clients. Chivalry Training effectively adapts its training service to meet the important needs of key stakeholders.

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>Chivalry Training has a well-established and effective training approach. The trainers use assessment and training materials developed by the relevant standard-setting bodies. They use real-world illustrations, experience and other methodologies to provide further context and keep trainees engaged.</p> <p>Training is delivered using either Chivalry or client vehicles on the Chivalry Training or client's worksite, at times that suit the client or trainees. Trainers are subject matter experts and certified assessors. A Competenz forklift trainer registration report (17 June 2024) stated, after a site visit, that the forklift training was 'a very good course delivered by [an] experienced and knowledgeable trainer'.</p> <p>After training, trainees consistently meet external transport licensing test requirements. This indicates that the trainees are well prepared. Client and trainees interviewed during this EER said the training meets their important needs.</p> <p>However, a NZ Transport Agency Waka Kotahi audit report (2024) had some significant concerns that the PTE had not kept full records of assessment. The report also did not confirm a few assessor judgments. A recent external moderation report confirmed most assessor judgments. Internal moderation between the two trainers is occurring, but mostly informally. Chivalry Training has addressed these matters to some extent. Record-keeping and internal post-moderation need to be more actively monitored and more systematic.</p> <p>Self-assessment practice is mostly sound. The trainers spoke of recent improvements made to teaching materials from their ongoing review of delivery. Resits are allowed, though there is a need to clarify the definition of resits. The PTE uses surveys to periodically gather written trainee feedback. This provides some feedback but is of limited usefulness.</p>

Conclusion:	The training that Chivalry Training delivers matches well the needs of students and other relevant stakeholders. Trainees are well prepared for external licensing tests. Some assessment processes need attention. Self-assessment practice is mostly sound. More active monitoring is needed.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Chivalry Training trainees typically attend one or two-day courses preparing them for transport industry licence testing. They have a clear short-term learning goal that they consistently achieve. Nearly everyone completes their course and gains a transport licence. Events beyond Chivalry Training's control affect a handful of trainees who do not complete the training.</p> <p>Student support is appropriate and trainee-focused. Chivalry Training delivers training to small groups, mostly fewer than five trainees. The Chivalry Training enrolment form asks if applicants have additional needs, including a disability. None have self-identified to date. The trainers are highly experienced and supportive. Trainers support the trainees, offering extra time for one-on-one assistance for those who need further help to understand the content.</p> <p>However, the trainers do not have specific adult literacy and numeracy teaching capability. This has significance, since for many trainees, English is not their first language and/or they may have literacy and numeracy challenges. Feedback from clients and trainees confirms that the trainees are being well supported. The two certified trainers were seen to have a strong rapport with their diverse trainees.</p> <p>Chivalry Training published its 2023 pastoral Code review on its website, as required. However, the PTE did not review against the Code outcomes, or publish critical incidents and complaints information. Chivalry Training reported during this EER that there have been no formal complaints or critical (including health and safety)</p>

	incidents since the last EER. The director has undertaken a simple gap Code analysis and has identified some actions.
Conclusion:	Chivalry's trainers effectively support nearly every trainee to learn and successfully complete their short-duration courses. The PTE offers individual trainees one-on-one tailored support. Clients and trainees report that trainees are being well supported. A few aspects of trainer capability could be enhanced. The review of the Code required additional work.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Chivalry Training has a clear purpose and direction: to offer robust training that meets the important needs of its business clients, industry and trainees. The PTE has a well-established focus of providing consistent service delivery to its business clients. The group director has clear values and expectations, hiring and retaining key personnel with the capability to deliver on the PTE's organisational purpose. The trainers are experienced and certified, and business clients value their work.</p> <p>During the EER review period, Chivalry Training faced the disruptive impacts of multiple Covid-19 pandemic lockdowns. This meant training was not able to be delivered and the owner financially supported the PTE. During this time, the key role of administrator became vacant and was not replaced. As previously noted, an audit later found some deficient record-keeping. Chivalry Training has recently hired an administrator, in part to improve this practice. It is too early judge the impact of this action.</p> <p>Chivalry Training reviews its ongoing performance and makes changes and improvements. The PTE has introduced a client relationship management system to improve relationships with its clients. It uses booking software to systematically collect enrolment information and arrange courses. The leadership has responded to a growing need from clients to train their employees to</p>

	operate elevated work platforms. Chivalry Training has just purchased this equipment. The PTE's management and review of compliance requirements has, however, been variable (see 1.6).
Conclusion:	Chivalry Training leadership effectively supports the organisation to meet the important needs of its business client, trainees and other key stakeholders. Chivalry Training effectively reviews most of its key activities, making changes and improvements.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Chivalry Training has roles and systems to manage its compliance accountabilities. However, the results have been mixed. Key points include that Chivalry Training:</p> <ul style="list-style-type: none"> • delivered its Class 2 driver licence training scheme as approved • was mostly timely in submitting its annual NZQA attestations • reported nearly all unit standard results within 90 days • participated in external moderation processes, including cluster meetings • had trainers with the appropriate experience and certification to meet consent and moderation requirements. The lead trainer recently met the Competenz forklift trainer registration requirements (June 2024) • has a substantive and very detailed quality management system (QMS) document. However, the internal moderation and resits practices were not aligned with the QMS policy and procedures. More generally, the QMS needs to be reviewed to ensure it fulfils its core function. <p>There were two significant compliance gaps (that Chivalry had not identified), as previously noted:</p>

	<ul style="list-style-type: none"> • a Waka Kotahi (a primary industry stakeholder) audit which produced multiple findings that have been progressively addressed. Record-keeping and assessor judgments were the main issues; there were no health and safety concerns. • the 2023 Code review was not a review against the Code outcomes. The lead evaluator advised Chivalry Training, and a simple gap analysis has now been undertaken.
Conclusion:	Chivalry Training has been variable in managing its key compliance accountabilities. The PTE has reviewed most key areas, but there were two significant gaps that Chivalry had not identified.

Focus area

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

2.1 All training

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 Chivalry Training Providers Limited:

- Monitor and periodically internally audit the trainee assessment records to ensure they are accurate and complete (see key evaluation question 1).
- Systematically collect useful verbal and written feedback from the trainees (see key evaluation question 3).
- Ensure an internal moderation system is operating covering all key assessment activity over time. A record needs to be kept (see key evaluation question 3).
- Investigate adult literacy and numeracy teaching professional development options (see key evaluation question 4).
- Periodically review sections of the quality management system to ensure it reflects current regulatory requirements and effectively supports Chivalry Training's operating practices (see key evaluation question 6).

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. 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 fraud⁴*
- 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.*

⁴ 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 ([ft](#)). 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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