

Report of External Evaluation and Review

Master Drive Services Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 30 January 2013

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Master Drive Services Limited (Master Drive)
Type:	Private training establishment
Location:	Level I, 71-73 Port Road, Seaview, Lower Hutt
Delivery sites:	Auckland, Blenheim, Nelson, Sockburn (Christchurch), Dunedin, Hastings, Invercargill, Hamilton, New Plymouth, Fielding, Manukau City, Rotorua
First registered:	1 May 1993
Courses currently delivered	Heavy Vehicles, Light Vehicle Fleets, New Zealand Transport Agency-approved Driver Licence and Endorsement courses, Forklifts, Driving Instructors and Workplace Assessors, Forestry - Wood processing related, Bus, Coach and Taxi, Four Wheel Drive, Quad Vehicles, HSNO-Approved Handler-Filler
Code of Practice signatory?	No
Number of students:	Domestic: 27 equivalent full-time students (7,000-8,000 course participants p.a.)
Number of staff:	22.5 full-time equivalents
Scope of active Consent to Assess:	Master Drive has been granted consent to assess across a broad range of the New Zealand Qualifications Framework (NZQF), relating to the above courses.
Distinctive characteristics:	Master Drive is a nationwide driver training

provider offering theory and practical training at 13 regional training sites as well as on client company sites, depending on need. Courses mainly range in length from four hours to two days with occasional longer courses. Master Drive is an approved course provider with the New Zealand Transport Agency (NZTA). The courses listed above cover NZTA licensing requirements, national certificates, workplace health and safety training requirements, ACC DriverSafe passport, HSNO-Approved Handler-Filler requirements, and warehouse and distribution industry training requirements.

Recent significant changes: NA

Previous quality assurance history: Master Drive was most recently quality assured by NZQA in 2008, and met all requirements. NZTA's most recent audit of Master Drive's 13 delivery sites in 2011 resulted in nine areas of non-compliance. However, these were all of a minor nature, as confirmed by NZTA. Master Drive's assessment materials and assessment decisions have been moderated and approved by NZQA, the Motor Industry Training Organisation, Competenz, the New Zealand Industry Training Organisation, Seafood ITO, Primary Industries ITO, and the Forest Industries Training Education Council. No significant issues or concerns were noted.

2. Scope of external evaluation and review

This evaluation included two industry focus areas, and the mandatory focus area of governance, management, and strategy. The industry courses were: Fork Lift courses (the largest proportion of training offered) and corporate client-based training. These two areas covered the majority of courses offered.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

An evaluation team of two evaluators visited the head office site in Seaview, Wellington and two of the 13 regional training sites, Christchurch and Nelson. The site visits covered one full day at the head office, two half-days at each of the regional training sites, and further phone interviews on the fourth day. The evaluators interviewed the three directors and training staff at the three sites, and conducted phone interviews with ex-trainees, company representatives, and other stakeholders including NZTA, and sighted and reviewed a range of the organisation's documents and records.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Master Drive Services Limited**.

Master Drive delivers short courses to between 7,000 and 8,000 trainees per year, and the vast majority of these trainees complete their training and achieve success on the courses. The outcomes achieved include: driver licences, licence endorsements, occupational safety and health certificates, and national certificates.

While driver licensing is a highly regulated and compliance-driven sector, this organisation is adding significant value beyond the minimum legislated requirements. There is consistent anecdotal evidence of trainees gaining soft skills such as increased confidence in the use of machinery and equipment, raised awareness of safety and improved knowledge, and skills contributing to reducing operational costs such as fuel savings and tyre wear, and reduced accidents and reported safety incidents.

Master Drive has maintained a significant client base of large national and multinational companies, with repeat business for staff training and refresher courses spanning 10 years and longer. The organisation's own self-assessment of this factor was confirmed by the evaluators' phone conversations with client company representatives, who noted that Master Drive delivers training that meets their specific company needs, and significant extra time and effort is put into supporting any struggling trainees, ensuring their success.

The validity of the course achievement rates was confirmed through strong and consistent internal moderation of assessment, as well as evidence that Master Drive also meets the assessment standards and requirements of the standard-setting bodies.

The evaluation team concluded that Master Drive delivers training that meets the ongoing needs of its trainees and client companies, and has robust processes to ensure its programmes stay up to date with changing legislation and current good practice in the industry.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Master Drive Services Limited**.

Master Drive management and staff have a high level of knowledge and understanding of educational performance and the value they add to the trainees and their client companies. This is gained through a combination of formal tracking of contracts, repeat business and market share, trainee course evaluations, and planned and regular informal contact with client companies.

Master Drive has full and accurate records of learner achievements across all courses. Achievement patterns across courses and over time are monitored by management and are consistently close to 100 per cent.

Staff have a good level of awareness of trainees' learning needs and challenges. This is gained through on-course observation and trainees' self-reporting. There is room in the organisation's self-assessment of this area for further strengthening, to build a more complete picture of the organisation's success in addressing these issues and to share good practice across staff in the 13 delivery sites.

Overall, the evaluation team considers that Master Drive's current mix of formal and informal self-assessment processes is largely fit for purpose for the current size and complexity of the organisation. However, Master Drive may benefit from more structure and formality in its self-assessment processes and records, which may further strengthen the organisation's performance, particularly as the organisation moves forward and potentially grows in the future.

Findings¹

1.1 How well do learners achieve?

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

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

Achievement rates across courses that are open to the public and corporate clients are very high, with only the occasional trainee not completing and achieving all course outcomes. The evaluation team considers that there is strong and consistent evidence that these results are valid and are meeting and at times exceeding client expectations. At one site visited it was noted that two to three trainees out of 600 on a particular course type did not succeed. This achievement rate was evidenced through the organisation's documents and confirmed through interviews with staff, ex-trainees, and company representatives.

A number of trainees do not achieve, or fail to pass assessments at the first attempt. However, all but a few achieve success at the second or third assessment. Success is facilitated through extended training times and extra one-to-one support provided by the tutors. Such support is largely provided at no extra cost to the trainee or client.

The organisation has robust processes to track trainees' achievements across all courses. NZQF assessment standard results are maintained on a student management system and are reported to NZQA within a month of assessment. The managing director actively reviews and monitors all course results from the 13 training sites, including any patterns and trends over time. While the organisation does not produce any analysis reports, the evaluators noted that there was little to be gained from this given the consistently high level of achievement.

The organisation is internally benchmarking its performance across its 13 sites, primarily to review sales, throughput, and repeat business. While these are indicators of client company satisfaction with the training delivered, the evaluators noted that further strengthening in collating and documenting data, such as company satisfaction with soft skill achievement, may provide further depth and robustness to current self-assessment practices.

¹ 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 learners?

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

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

Master Drive courses are adding considerable value to trainees and client companies. This was evidenced through the contribution courses make to clients in meeting their statutory requirements, such as gaining licences and endorsements. But there is also a growing body of evidence that suggests that the training is contributing to companies' operational savings such as reduced fuel consumption and tyre wear, and raised safety awareness leading to fewer accidents and reported incidents. This was specifically noted by one company representative interviewed at this evaluation. Master Drive staff also noted a nationwide reduction in the number of companies facing prosecution following industrial accidents, as reported in *Safeguard*² magazine, and attributed this to some extent to more and better training.

Almost all trainees who attend Master Drive courses are currently employed and are required to undertake initial training to gain a licence or endorsement if they do not hold these, and to undertake refresher courses in order to maintain their employment. The organisation's self-assessment findings, confirmed through the evaluators' phone interviews with past trainees and company representatives, identified that while this compliance element was of high value, the added value was really in the raising of confidence in the use of machinery, safety awareness and driving patterns, and habits contributing to operational savings. During phone interviews with stakeholders, the evaluators heard regular comments such as, 'They are one of the better providers without a doubt ... very experienced assessors, and they are very proactive'. Several of these employers also commented on the added value gained from employees sharing their knowledge and experience with older or more experienced employees following training with Master Drive.

Master Drive carries out end-of-course surveys to determine trainee satisfaction with the course and the tutor, and the surveys consistently show high satisfaction. The surveys are reviewed by the managing director and the findings are shared across the staff, supporting consistency and improved performance.

Regular face-to-face contact with client companies, including attendance at industry expos and conferences, is resulting in a good level of understanding of what companies value in the training. While some information is documented, the collation and sharing of this information is largely informal and undocumented currently. This may be further strengthened through a more structured and

² <http://www.safeguard.co.nz/>

documented approach, including an increase in objective analysis of emerging patterns and trends, and the subsequent sharing of this information across staff.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

The courses provided by Master Drive match statutory requirements and the industry and learning needs of trainees, and are adjusted and customised to match companies' site-specific training requirements. The organisation has effective processes to stay current with changes in its regulatory environment, as well as to determine how well it is matching trainees' and client companies' training requirements. This was well evidenced through long-term client company repeat business with large New Zealand-based and multinational companies spanning over 10 years, as well as through anecdotal feedback from companies as monitored by the managing director and other staff.

One company representative interviewed by the evaluators commented, 'They are not the cheapest but we keep using them because of how well the tutor works with our employees ... many have literacy issues, or little secondary education. He is relaxed and this helps employees relax, they deliver beyond the minimum requirements ... offer added benefits'. Others interviewed noted that staff provided additional time with theory or practical work to ensure trainees were successful. This is significant in this context because of the compliance nature of this training; employees must be successful to maintain their jobs.

Master Drive's self-assessment in this area includes the end-of-course surveys which provide a regular check on how well trainees' needs are matched, as well as regular personal contact with companies to provide informal and anecdotal evidence of how well needs are matched. Repeat company business is also used as an indicator that companies' needs are well matched. As noted in other sections of this report, much of the self-assessment data is not formally recorded, and there may be benefits to the company if some more formal procedures were developed.

1.4 How effective is the teaching?

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

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

Several elements point towards Master Drive providing a highly effective learning and teaching environment. These include the very high course achievement rates, the strong internal moderation processes to monitor the quality of assessment, and consistent evidence of meeting national external moderation by the standard-

setting bodies and the requirements of external audits by NZTA, which note no major concerns.

Master Drive has a wide range of teaching and learning resources that are appropriate for all courses provided. The company also owns a forklift, four trucks ranging from Class 2-5, and a purpose-fitted semi-tanker for stability driving training. The organisation utilises materials produced by standard-setting bodies and other regulatory bodies and supplements these with a wide range of materials produced in-house. The evaluators noted that Master Drive has over the years contributed to and also produced teaching and learning resources for these regulatory bodies. These are significant contributions and indicate a proactive engagement both with the statutory regulators and with improving teaching and learning resources beyond their own company.

The organisation has appointed appropriately qualified and experienced teaching and administrative staff who have strong credibility within the industry sector. Teaching staff are appraised through end-of-course surveys, periodic observations by management and regional or national staff meetings. While there is some variability in the regularity of some of these processes, in the main there is a reasonable level of monitoring of staff performance. New staff are well mentored and supported by more experienced tutors and management, and all achieve their Driving Instructor 'I' endorsement.

The evaluators noted that management had a good level of knowledge of the tutoring staff, including their strengths and weaknesses. Tutors displayed a good level of reflective practice. One tutor commented, 'I can see trainees' skills develop and if they don't pick up skills, I learn from this and change my delivery'.

Overall, Master Drive management and staff have a good a level of knowledge and understanding of the effectiveness of learning and teaching. However, there are some gaps in how well learnings are shared across the organisation's 13 delivery sites.

1.5 How well are learners guided and supported?

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

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

In the context of short courses ranging from four hours to two days with occasional longer courses, Master Drive provides appropriate information prior to and during the courses, and provides considerable extra guidance and support where trainees are struggling to succeed.

This support has included making allowance for oral questioning and the recording of verbatim answers to record trainees' knowledge or competency. As already noted, this extra time and support is greatly appreciated by companies and the trainees.

Staff discussed a wide range of strategies to support trainees towards success, including simplifying jargon terms, reframing concepts of weight and centre of balance, adding humour, and sending trainees back to work and arranging for them to observe an experienced workmate, for example to identify safe driving habits.

The organisation develops its understanding of how well learners are guided and supported and identifies trainee needs for support, through trainees' self-identification and tutors' observations on the course. While this is working and trainees are achieving, it is to some extent reactive rather than proactive, and given the short nature of the courses there may be benefits in assessing needs, at least to some extent, prior to a course, or identifying and incorporating specific workplace literacy and numeracy requirements into course material.

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

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

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

There are many indicators that the directors of Master Drive are highly effective in supporting educational achievement. These include:

- The high rate of course achievement
- The high quality of learning and teaching resources, and other physical resources provided
- The quality of staff and the respect they hold in their industry sector
- Repeat business with major New Zealand and multinational companies.

One company representative noted that Master Drive was 'well ahead of most competition', and 'we went through an evaluation process with other training providers and chose Master Drive'.

Master Drive is a small company with three directors and 23 staff, and has a clear purpose and direction: 'Our primary thrust is in the provision of services in the area of safety, legal compliance, licensing, risk management, cost reduction and operational efficiency'. However, the organisation delivers a wide range of driving-related short courses across multiple industry sectors, at 13 delivery sites. This breadth of coverage across New Zealand makes the organisation significantly more complex than the staff numbers may indicate. The organisation maintains proactive relationships with industry and its statutory regulators, with the managing director travelling regularly for face-to-face meetings with companies, or attending industry expos and conferences.

The organisation's self-assessment of how well it stays up to date with machinery and equipment changes and industry best practice, to ensure trainees are

achieving the right skills at the right time, is a mix of face-to-face industry contact and monitoring of trainee achievement and of companies' repeat business. These processes are providing a good level of understanding for maintaining the current level of company performance and trainee achievement.

The three directors have well-defined and documented governance meetings, with clear separation from operational management matters. Documentation reviewed as part of this evaluation, including strategic and business plans, website information, and course plans indicate a high level of attention and planning for both educational and business success.

As noted throughout this report, Master Drive has a mix of formal documented planning and records as well as informal networks, contacts, and processes to monitor its performance. In the main, these are working well and are effective for the current size and context of the industry courses offered. However, there is potential weakness and vulnerability with the level of informality and the organisation may benefit from further structure and formality to its self-assessment processes and records.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Forklift courses

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

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

2.3 Focus area: Corporate client courses

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

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

Recommendations

- Explore options for staff to meet more regularly than they do currently to share and develop good tutoring practice.
- Explore options for improving how the results of internal moderation of assessments are shared across all sites, to ensure all staff understand the common issues to further improve consistency and good practice.
- Continue to develop the planning and structure for self-assessment to ensure that information gained, for example from informal industry contact, is shared across the organisation and able to be monitored over time.
- Explore possible ways to determine trainees' barriers to achievement, such as literacy or numeracy issues prior to courses starting, to better prepare trainees and the tutor to make the best use of course time.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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