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External Evaluation and Review Report

Master Drive Services Limited
(trading as TR Driver Training)

Date of report: 27 April 2021

About Master Drive Services (trading as TR Driver Training)

TR Driver Training offers predominantly workplace-related training for drivers, operators, instructors and assessors. With unit standard-based short courses, TR Driver Training is the training arm of its parent organisation, TR Group – a leasing company specialising in heavy vehicles and equipment.

Type of organisation:	Private training establishment (PTE)
Location:	781 Great South Road, Penrose, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 5024 (2017); 5317 (2018); 5848 (2019); 4510 (2020) Ethnicity: Māori ~ 11 per cent; Pasifika ~ 5 per cent International: none
Number of staff:	28 full-time; one part-time
TEO profile:	See Master Drive Services on the NZQA website
Last EER outcome:	In 2016, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of TR Driver Training.
Scope of this evaluation:	<ul style="list-style-type: none">• Driver Instructor Licence Endorsement Course (NZQA-approved training scheme)• Rural Courses (Four Wheel Drive Training, Light Utility Vehicle Training, Quad Bike Training)
MoE number:	9225
NZQA reference:	C45368
Dates of EER visit:	2 and 4 March 2021

Summary of results

TR Driver Training has high achievement and provides valuable training that benefits the trainees, their workplaces and their respective industries. Effective self-assessment practices are embedded in the organisation and inform strategic direction and daily operations.

Highly Confident in educational performance

The suite of courses offered by TR Driver Training are highly relevant, and cover various industries that specialise in transport and/or heavy vehicles. Trainees gain confidence in operating vehicles and/or equipment safely. In the case of the Driver Instructor Licence Endorsement Course, trainees who complete gain eligibility to apply for an NZTA¹ Class I licence endorsement.

Highly Confident in capability in self-assessment

Courses are well-designed and delivered, taking into consideration the specific needs of trainees or client organisations, while also ensuring that the unit standard requirements are met.

Robust internal moderation systems and positive external moderation results contribute to the validity of the assessment outcomes. Trainers are well-qualified and experienced in their field, and provide valuable support to the trainees.

TR Driver Training displays a culture of continuous improvement, underpinned by its effective self-assessment practices. Compliance obligations are well-managed, in particular to ensure that the only NZQA-approved training scheme is delivered within a 12-month period – a requirement for the PTE to maintain its registration. Several minor non-compliances were identified and addressed at the EER.

¹ New Zealand Transport Agency

Key evaluation question findings²

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Course completion rates are high, including that of Māori and Pasifika trainees.³ The effective internal moderation system, and the satisfactory results of external moderation, contribute to the validity of, and the EER panel's confidence in, this achievement. TR Driver Training always seeks to understand and address any risks of non-achievement by trainees.</p> <p>The value of the courses to stakeholders is evident. Confidence in operating the vehicles in a safe manner is a significant outcome for the trainees, their employers and the relevant industries. Unit standards, and the competencies they assess, are gained by trainees as required in their jobs. In the case of the Driver Instructor Licence Endorsement Course, trainees who complete the training scheme gain eligibility to apply for an NZTA Class I licence endorsement.</p> <p>The clients of TR Driver Training are varied and represent primary, transport, manufacturing, driver trainer companies, government agencies, research, as well as individual clients. The PTE most recently secured a contract with the New Zealand Defence Force to train members of the army. The broad representation of clients and repeat contracts provide evidence of valued outcomes.</p> <p>Self-assessment systems in this area are organised and effective. Achievement data is regularly monitored and reported to the management team, and any concerns are addressed immediately.</p>
Conclusion:	Course completion rates are high. Stakeholders are able to meet the requirements of employment, but more importantly to

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 See Appendix 1.

	ensure the safety and efficiency of vehicle use. Effective self-assessment underpins achievement.
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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:	<p>Courses and the training scheme are effectively designed to meet the needs of stakeholders and/or regulatory requirements. They are reviewed on a regular basis, usually annually, to ensure relevance. A one-on-one annual review meeting with large clients ensures courses are updated to accommodate evolving client needs. Trainee feedback following each course is monitored and analysed, reviewed by the management team to identify themes, and the needs identified are addressed.</p> <p>Consistency in delivery and assessment is ensured through the ongoing collaboration of trainers across branches, through sharing reflections, buddy training, observations and standardised teaching resources. There is an opportunity to generate more meaningful learning and data if the observations were more structured and documented. Nevertheless, the current informal observation set-up is working well for the trainers.</p> <p>The moderation system has been sound and effective, as evidenced by satisfactory national external moderation results⁴. The recent establishment of a moderation team, and a revamp to the moderation system to make it a more robust and systematic approach, show that TR Driver Training values continuous improvement. The recently established trainer mentor role is another layer of quality assurance and support for the trainers. In addition, for the rural courses, the involvement of an external consultant to support course design and delivery and the trainers contributes to better quality courses and consistency.</p>

⁴ While TR Driver Training has received overall satisfactory moderation outcomes for NZQA national external moderation over the past three years, its 2020 moderation result in particular is marginal, with 1 out of 4 assessor decisions verified across two Adult Education standards. NZQA will be looking for an improvement in the 2021 moderation round.

Conclusion:	There is an effective system in place to ensure programme design and delivery are effective and meet the needs of stakeholders. TR Driver Training is continuously seeking ways to improve in this area.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainees are well-supported within the context of their learning.</p> <p>TR Driver Training seeks to understand the learning goals of the trainees and the requirements of the client organisations (i.e. employers) to tailor the delivery and learning activities, while ensuring the unit standard requirements are met. Training materials are likewise customised to suit trainees and the context of their work. For example, a checklist is provided to give trainees confidence in ensuring that the vehicle is safe.</p> <p>The defined and stringent pre-entry requirements and/or selection process mean that trainees are assisted up front to succeed in the course. In class, the trainer-trainee ratio is small in order for the trainer to have ample time to focus on each trainee. Support and flexibility are provided as trainers work one-on-one with trainees. Real-time feedback on trainee progress proved to be effective.</p> <p>Supplementary training materials can be accessed online, and some are made available in the trainees' native language to assist in their comprehension of the materials.</p> <p>Stakeholders interviewed for this EER confirmed that the trainers are supportive and considerate of the trainees, and endeavour to have a good rapport with them to make the training more enjoyable and worthwhile. There is a good mix of training and a focus on practical aspects of the training, which makes the trainees more involved in their learning.</p> <p>Trainee evaluation survey results at the end of each course are mostly positive and confirm that trainees feel well-supported in their learning.</p>

Conclusion:	The high quality course structure and delivery, and experienced e-trainers, enable trainees to be successful and involved in their learning.
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1.5 How effective are governance and management at supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>TR Driver Training has a clear aspiration to be the best driver training institution. Its culture of continuous improvement is evident in its various initiatives: partnership with an external consultant to quality assure the rural courses; establishment of the trainer mentor roles; revamp of the moderation system to ensure robustness; continuous adjustment of the organisation structure to ensure the needs of customers as well as staff are met; automation of some administrative and operational systems; and adoption of the lean model in operations. The back-up offered by its parent company, TR Group, benefits the PTE in terms of resources and financial viability, including referral to the lead for potential customers.</p> <p>TR Driver Training is customer focused and led by an experienced and effective management team who embody innovation and responsiveness. A strong academic leadership spearheads the development and delivery of courses.</p> <p>Trainers and the administrative/customer service team feel valued in their jobs, and are satisfied with the culture of the organisation and the empowerment a flat structure brings. Professional development is encouraged, and opportunities are provided to ensure staff are well-equipped in their jobs. In addition, there is an effort to embed Tikanga Māori in the company culture.</p> <p>Regular governance and management meetings provide opportunities to discuss achievement, course development and delivery including assessment and moderation, support to trainees, employment matters, and to address any concerns arising. The quality of reporting is sufficient for the context of the organisation.</p>

Conclusion:	TR Driver Training has an effective governance and management team whose innovative and responsive approach supports educational achievement.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>TR Driver Training's compliance accountabilities in various regulatory agencies are well-managed, with the general manager having oversight of these. The PTE has a reasonable understanding of NZQA compliance obligations.</p> <p>The only NZQA-approved training scheme is delivered within 12-month period (four times every year), as required to maintain its PTE registration. Yearly attestations and credit reporting are submitted in a timely manner.</p> <p>Participation in external moderation activities is regular and as required by NZQA and relevant industry training organisations.</p> <p>Fit and Proper Person and Conflict of Interest Attestation Forms for some of the governing members were submitted only following the EER visit. There was some confusion as to who constituted the governing members of the organisation, which includes not only the shareholders and directors, but also the senior management team. This was clarified during the EER visit.</p> <p>The matter of classifying whether a site is permanent and temporary was clarified before the EER. TR Driver Training addressed this matter promptly and submitted relevant documentation to NZQA.</p> <p>TR Driver Training also undergoes audits from NZTA, and delivery sites are regularly audited for health and safety.</p> <p>Self-assessment practices in this area are constantly improving, with the PTE developing systems and tools to assist them in successfully meeting compliance obligations.</p>
Conclusion:	Key compliance accountabilities are managed well. TR Driver Training is constantly developing systems to ensure they fully meet their obligations.

Focus areas

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

2.1 Focus area: Driver Instructor Licence Endorsement Course (NZQA-approved training scheme)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Rural Courses (Four Wheel Drive Training, Light Utility Vehicle Training, Quad Bike Training)

Performance:	Excellent
Self-assessment:	Excellent

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 TR Driver Training:

- formalise and document the trainers' observations for a more structured training programme
- continue to ensure that all key staff are kept abreast of changes and developments in their regulatory and compliance obligations.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. These include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. Total enrolment and achievement data

Year	No. of trainees	Achieved	Not achieved
2017	5024	4994	30
2018	5317	5291	26
2019	5848	5811	37
2020	4510	4479	31

Table 2. Driver Instructor course (Training Scheme)

Year	No. of trainees	Achieved	Not achieved
2017	16	15	1
2018	19	17	2
2019	16	16	-
2020	17	17	-

Table 3. Rural courses – Four Wheel Drive Training

Year	No. of trainees	Achieved	Not achieved
2017	390	384	6
2018	543	542	1
2019	537	536	1
2020	386	385	1

Table 4. Rural courses – Light Utility Vehicle Training

Year	No. of trainees	Achieved	Not achieved
2017	27	27	-
2018	41	41	-
2019	40	40	-
2020	36	36	-

Table 5. Rural courses – Quad Bike Training

Year	No. of trainees	Achieved	Not achieved
2017	6	6	-
2018	30	30	-
2019	13	13	-
2020	7	7	-

Source: TR Driver Training internal data

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 fraud⁵
- 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.

⁵ 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 2016, which are made by NZQA under section 452(1)(t) of the Education Act 1989 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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively.

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

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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

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