



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

TR Driver Training Limited

Date of report: 31 July 2025

About TR Driver Training Limited

TR Driver Training provides workplace-related training and assessment courses for drivers, operators, instructors and assessors in the transport industry, commercial businesses and corporates. Programmes vary in length from two hours to two days, with the longest programme being two weeks.

Type of organisation:	Private training establishment
Location:	781 Great South Road, Penrose, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic 2021-24: 29,180 students – Māori 13 per cent; Pasifika 5 per cent; Asian 4 per cent (30 per cent of students did not specify their ethnicity); female 12 per cent; male 85 per cent; students with disabilities – very low numbers International: nil
Number of staff:	30 full-time equivalents distributed nationwide
TEO profile:	See NZQA: TR Driver Training Ltd TR Driver Training is the training arm of TR Group Ltd New Zealand, a heavy vehicle lease and rental company. Both entities are commercial and do not receive government funding. TR Driver Training has branches in Auckland, Hamilton, Tauranga, New Plymouth, Hastings, Palmerston North, Lower Hutt, Blenheim, Christchurch and Dunedin. Changes to the training arm since the previous EER include closure of the Rotorua and Nelson branches, the addition of a compliance manager role, and an increased focus on English for Speakers of Other Languages (ESOL) students.
Last EER outcome:	TR Driver Training was found to be Highly Confident in both educational performance and capability in self-assessment at the most

recent external evaluation and review (EER) in 2021.

Scope of evaluation: Forklift Operator Training; Wheels, Tracks and Rollers; Driver Instructor Licence Endorsement Course (Training Scheme) ID: 114716

MoE number: 9225

NZQA reference: C60653

Dates of EER visit: 15 and 16 April 2025

Summary of results

TR Driver Training provides high quality training programmes that meet the ongoing operational needs of the transport sector for industry-certified employees. Robust self-assessment processes lead to changes and improvements that benefit employers and employees, and enable the trainers to facilitate excellent training outcomes.

	<p>Trainee achievement is high across all programmes. Reasons for withdrawals and non-completions are well understood.</p>
Highly Confident in educational performance	<p>Highly valued outcomes for key stakeholders include gaining and maintaining employment, compliance with industry requirements, and fostering safer workplaces.</p>
Highly Confident in capability in self-assessment	<p>The PTE effectively supports the trainees to succeed. This includes pre-course information and pre-reading, online resources, learning activities in the trainee's first language, up-to-date training facilities, and appropriately qualified, experienced and motivated trainers.</p> <p>The parent company, TR Group, provides support through access to financial management, IT, human resources, team training programmes, sales, equipment and business networks. This support has allowed implementation of new educational initiatives that would otherwise have been out of reach for TR Driver Training.</p> <p>Self-assessment is comprehensive and deeply embedded at all levels of the organisation. Staff are valued and well supported by governance and management.</p> <p>The PTE uses data effectively throughout the organisation. This has led to improvements in educational performance, organisational capability and compliance management since the last external evaluation and review.</p>

Key evaluation question findings¹

1.1 How well do trainees achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainee achievement is high, typical of competency-based workplace training. The overall achievement rate across all programmes offered from 2021-24 was 99 per cent. Total trainee numbers were 28,853, of whom 329 did not complete.</p> <p>Trainees are mostly employed and seeking job-related training or certification to meet compliance or licensing requirements. TR Driver Training has used trainee achievement data to understand achievement across programmes for gender and priority student groups.</p> <p>Trainee withdrawal rates are low and occur more often in forklift operations, the largest training group. There were 5,955 forklift enrolments between 2021-24; 102 of these trainees did not complete (1.7 per cent of trainees). Wheels, tracks and rollers trainee numbers for 2021-24 were 1,559; two trainees did not complete (0.12 per cent of trainees).</p> <p>The PTE's longest-duration course is the Driver Instructor Licence Endorsement Training Scheme (56 credits), which enrolled 160 people between 2021-24. This programme is intensive, at levels 4 and 5, and requires a greater time commitment than other shorter programmes. All trainees successfully completed the programme. Notably, some graduates have progressed on to become driver licence trainers with their own businesses.</p> <p>Trainee and employer feedback indicates that the training adds value. Employers maintain compliant workplaces, and trainees acquire and reinforce their skills and</p>

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

	knowledge and build confidence. Trainers share their industry expertise which contributes to safer workplaces.
Conclusion:	High pass rates are typical of the type of training offered. The PTE has added value by analysing its achievement data well. TR Driver Training could consider analysing individual trainer rates of success and any achievement differences between branches (see Recommendations).

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The combination of pre-reading, in-class theory, online modules and hands-on practical application at work sites or at branch training facilities is highly effective at reinforcing learning. Online courses, available in 70 languages, support both classroom training and allow trainees to revisit course elements at their own pace. Study guides available on tablets (provided to trainees) offer quick search functions, virtual meeting capabilities and interactive revision modules, enhancing the learning experience.</p> <p>Trainers are suitably qualified, holding a range of accreditations, including New Zealand Transport Agency certification for heavy motor vehicles, dangerous goods, vehicle recovery, forklifts and more. They are also registered workplace assessors with Competenz and hold appropriate adult education qualifications. Regular updates and ongoing professional development ensure trainers' knowledge is current.</p> <p>TR Driver Training has established strong partnerships with the relevant workforce development councils (WDCs), Te Pūkenga and Waka Kotahi-New Zealand Transport Agency (NZTA). This has enabled the PTE to contribute to the development and updating of resources and assessments. This collaboration ensures that the materials used are well suited to the needs of trainees in the transport sector.</p>

	<p>Specialised teams of trainers meet regularly, led by a lead trainer responsible for staying ahead of legislation changes and industry innovations, and for reviewing course materials. Feedback from these meetings is provided to the quality assurance/course development manager for action. Course development meetings with the management team inform decisions. These meetings also review completed updates and prioritise new ideas for continuous improvement.</p> <p>Moderation outcomes have improved since the establishment of the new role of compliance manager, due to greater oversight of course development and moderation. There is now a greater understanding by trainers of the contribution moderation makes to the reliability and validity of training outcomes.</p>
Conclusion:	Training design, delivery and assessment activities are closely matched to stakeholder needs.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The trainee journey is guided by the operations team who oversee different regions. They ensure trainees receive clear, helpful guidance about each programme. The team also manages the training schedules, providing real-time feedback on trainer availability and working with clients to accommodate specific needs such as scheduling training or aligning trainer availability.</p> <p>The operations team ensures clients understand how support roles such as translators and reader/writers ensure students can access the support they might need. Pre-course questions enable the identification of students with disabilities. This information is provided to the respective trainer and supported by in-class observation and additional support where required.</p> <p>Small class sizes (maximum of 10) allow trainers to engage directly with each student, tailoring the experience to meet their individual needs. A variety of teaching methods,</p>

	<p>including videos and eLearning, increases trainee involvement with course content. If necessary, students are given the opportunity for re-sits or invited to attend the next course to ensure they fully grasp the material.</p> <p>The learning environment is structured and supported by high quality, relevant resources and materials that are standardised across programmes to ensure consistency of delivery across branches. Modern, purpose-built training facilities provide access to up-to-date equipment and safety conscious training environments. This facilitates opportunities for trainees to apply theoretical knowledge in a practical context.</p>
Conclusion:	Strong pre-course information and guidance, small classes and highly committed trainers who engage effectively with the trainees contribute significantly to trainee success.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The relationship between TR Driver Training and TR Group is mutually beneficial as they share customers. TR Driver Training provides training for TR Group customers on safe driving practices for their leased vehicles. TR Group invests in TR Driver Training to support and improve this shared purpose.</p> <p>Effective leadership and oversight ensure a continued focus on forward thinking and improvements to educational performance. The TR Driver Training board completes monthly reports for the TR Group board which include updates on all aspects of the training. The TR Driver Training board meets quarterly, with the meetings supported by a management team that meets bi-monthly. Though the TR Driver Training board meets less frequently, the team communicates daily.</p> <p>As mentioned, the parent company, TR Group, provides support through access to financial management, IT, human resources, team training programmes, sales, equipment and business networks. This support has</p>

	<p>allowed implementation of new educational initiatives that would otherwise have been out of reach of TR Driver Training. Examples include regular updating of training materials, investment in training facilities (including buildings), interactive projectors, and training vehicles and equipment.</p> <p>Staff development includes access to personal development courses for TR Driver Training staff, such as the TR Group Self Development Programme (a three-year high-performance programme) and Lean (focused on working smarter to deliver more value to customers).</p> <p>In response to requirements in the Code of Practice, and a desire to meet trainee needs more effectively, TR Driver Training has worked with Ako Aotearoa to increase staff understanding of Te Tiriti o Waitangi. This engagement has been both challenging and rewarding for staff and has informed their practice as trainers. Staff have many opportunities to provide feedback, including at the annual conference. Staff recruitment is robust to ensure a good fit with the existing culture. The organisation has a range of professional affiliations that assist with maintaining currency with transport industry developments.</p>
Conclusion:	Organisational purpose and direction are clear and respond to industry change. Resourcing is generous, and development of staff is highly effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The NZQA-approved training scheme, the Driver Instructor Licence Endorsement, is delivered within a 12-month period (four times every year), as required to maintain PTE registration.</p> <p>Unit standard, licence and endorsement courses are delivered in accordance with NZQA, Waka Kotahi-NZTA and WDC requirements. The quality assurance system has been revamped, with a structured process for course development aligned with WDC, Te Pukenga, NZTA and</p>

	<p>NZQA unit standards. TR Driver Training has senior team members involved in industry groups to support outcomes of the review of unit standard and training assessment.</p> <p>Yearly attestations and credit reporting are submitted in a timely manner. 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 are compliant. There is regular updating of training venues to NZQA.</p> <p>Code of Practice reviews occur twice-yearly and are reported on the website. Currently TR Driver Training assess themselves as 'developing implementation' of Code outcomes 1-4. The evaluation team considers that this is a conservative assessment given the breadth of evidence sighted regarding student support and wellbeing.</p>
Conclusion:	TR Driver Training manages its compliance obligations to a range of stakeholders effectively.

Focus areas

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

2.1 Forklift Operator Training

Performance:	Excellent
Self-assessment:	Excellent

2.2 Wheels, Tracks and Rollers

Performance:	Excellent
Self-assessment:	Excellent

2.3 Driver Instructor Licence Endorsement (Training Scheme) ID: 114716

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 Limited consider:

- extending data collection to enable analysis of individual trainer rates of success and any differences in trainee achievement between branches
- extending data collection to enable better analysis of ethnic identity and achievement rates by course/programme.

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 1

Table 1. Total trainee numbers: reporting period 1 April 2021-31 December 2024

2021	2022	2023	2024	Total
5284	8040	8168	7688	29,180

Table 2. Achievement rates: reporting period 1 April 2021-31 December 2024

Course completions	2021	2022	2023	2024
Achieved	5245	7967	8082	7558
Not achieved	39	73	86	131

Table 3. Focus areas trainee numbers: reporting period 1 April 2021-31 December 2024

Years	2021	2022	2023	2024
Forklift Operator Training	1162	1863	1799	1131
Wheels, Tracks and Rollers	232	362	539	426
Driver Instructor Endorsement	19	46	48	47

Table 4. Focus areas not achieved numbers: reporting period 1 April 2021-31 December 2024

Years	2021	2022	2023	2024
Forklift Operator Training	11	15	31	45
Wheels, Tracks and Rollers	0	0	2	0
Driver Instructor Endorsement	4	3	3	12

Data provided by TR Driver Training Limited

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 fraud²*
- 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.*

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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