



NEW ZEALAND QUALIFICATIONS AUTHORITY
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External Evaluation and Review Report

New Zealand Training Assessments Ltd

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 28 May 2018

New Zealand Training Assessments at a Glance

New Zealand Training Assessments delivers driver training courses and is an NZTA-approved course provider

Type of organisation:	Private training establishment (PTE)
Location:	1b 163 Stoddard Road, Mt Roskill, Auckland
Courses	<ul style="list-style-type: none">• National Certificate in Goods Service (Core Skills) (Dangerous Goods, and/or Forklifts)• National Certificate in Passenger Service (Urban Bus Driver)• Passenger Services (Level 3)
Number of students:	1,550 (100.98 equivalent full-time students) No international students
Number of staff:	Five full-time and two part-time
Scope of evaluation:	<ul style="list-style-type: none">• Training Scheme: Passenger Services (Level 3)• Driver training courses (covering all other training)
MoE number:	7136
NZQA reference:	C28144
Dates of EER visit:	22 March 2018

Summary of Results

Highly Confident in educational performance

- Students and stakeholders say the outcomes are of high value, e.g. improved job prospects, higher earnings potential, better understanding of driver fatigue, job vacancies filled
- Almost all students pass their course (91-98 per cent 2014-2017)
- Māori and Pasifika students pass at the same rate as other students

Highly Confident in capability in self-assessment

- Course materials are designed and mandated by NZTA¹ and MITO² and are highly suitable for the type of training offered
- Where extra support is required for students to succeed, one-on-one attention and access to a second course free of charge are provided
- Effective business and educational governance and management is provided, well supported by external mentor input
- Compliance responsibilities are well monitored but could be strengthened by being more specific.

Ninety-three per cent of successful students gain employment in transport jobs. All students who have full attendance pass and gain the related licences or licence endorsements. NZTA audits of New Zealand Training Assessments show they have met all requirements, and assessment are deemed to be at the national standard.

The organisation has robust processes to monitor its own business and educational performance. Recommendations for improvements from the previous evaluation have been put in place, resulting in improvements to: moderation of assessment, recording decisions for later reflection, analysis of meeting needs of priority groups, and enhancing tutors underpinning knowledge and skills.

¹ New Zealand Transport Agency

² Motor Industry Training Organisation

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>Pass rates are consistently high. Since the last evaluation, between 91 per cent and 98 per cent of students successfully completed the course they enrolled in, and gained the relevant licence or endorsement (see Table 1, Appendix 1). While this is not unlike most other short course compliance training, it is nonetheless significant to note that all students who attempt the assessment also pass. A few students do not turn up to assessments.</p> <p>Students also gain employability skills or soft skills such as confidence, health and safety awareness, and understanding the importance of attention to detail in completing logbooks. This was confirmed through phone interviews with graduates during this evaluation.</p> <p>Achievement is validated through robust and regular internal moderation checks on assessment by management staff, and through a peer-to-peer moderation process. External moderation by the standard-setting body MITO indicates that assessments are at the national standard.</p> <p>The organisation has effective processes for monitoring student achievement, and the PTE analyses this data by gender, ethnicity and course. This analysis shows there is parity of achievement across student groups, including Māori and Pasifika.</p>
<p>Conclusion:</p>	<p>Students are passing at a high rate, gaining licences and endorsements as well as a range of soft skills, supporting them to gain or advance in related employment as is their intention.</p>

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>Students gain significant value from the training, through completing Class 2 or Class 4 licences and licence endorsements. The PTE's graduate outcome survey shows that all who were contacted (95 per cent) are working in the transport industry.</p> <p>Employers gain qualified staff who have been trained using appropriate vehicles. Employers contacted by the evaluators confirmed that graduates have the knowledge and abilities they required. Previous graduates contacted by the evaluators said the training raised their confidence, driving skills and awareness of health and safety factors, including indicators of fatigue and the significance of accurately completing logbooks.</p> <p>This training is contributing to government goals of improving driver safety and reducing road accident statistics. There is strong demand for this training to match the significant skill gaps in the industry currently.</p>
<p>Conclusion:</p>	<p>New Zealand Training Assessments uses sound processes to survey graduates to determine employment or other positive outcomes, and to survey students at the end of training. The data from these surveys is analysed effectively to determine the value of outcomes to students and other stakeholders. This value is maintained through ongoing compliance with NZTA requirements.</p>

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**

<p>Findings and supporting evidence:</p>	<p>The courses delivered are designed and approved by NZTA and MITO. New Zealand Training Assessments is an NZTA 'Approved Course Provider'. As such, the programmes are designed in consultation with and meet the requirements of the transport industry, the government regulator (NZTA), and the motor trade standard-setting body (MITO).</p> <p>New Zealand Training Assessments offers the programmes on flexible dates which suits student and employer requirements. Practice licence tests are provided on laptops which successfully prepare students for their formal licence assessments through a licensed testing agent. Suitable approved workbooks also guide delivery. Students also receive extra help to ensure any transport industry jargon or technical language is fully explained and understood. The success rates noted above confirm the success of these practices.</p> <p>The tutors have appropriate industry experience and have or are in training towards achieving qualifications in adult education. Student surveys and interviews at this evaluation agreed that the tutors are highly effective and adept at maintaining students' engagement and interest. For example, they offer quizzes and other training practices to extend the more advanced students while others complete assessments.</p> <p>There is an appropriate mix of theory and practical driving training, as required by the mandated programmes.</p> <p>NZTA regularly audits the provider. The last two audits show New Zealand Training Assessments is meeting all requirements.</p>
<p>Conclusion:</p>	<p>While the courses are mandated and controlled by NZTA, New Zealand Training Assessments supplements them to ensure, for example, that students with English as another language fully understand the learning material. Tutors are appropriately trained and experienced. The programmes closely match students', employers' and NZTA's needs and requirements.</p>

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>New Zealand Training Assessments provides exemplary support in the context of short, compliance-based courses.</p> <p>Students are interviewed at enrolment to identify any potential barriers to learning, including English as a second language. Training materials for background reading and workbooks are provided to students prior to the course. These provide extensive reference material which helps students prepare for the short courses and ensures they are well informed. While this material is mandated by NZTA and cannot be changed, tutors and students agreed that difficult technical terminology is explained or broken down appropriately, ensuring students fully understand the concepts.</p> <p>Tutors provide one-on-one support where students are struggling, and students who are unsuccessful can complete a second course for free. These strategies, combined with the spacious, well-resourced training venue and newly purchased trucks for the practical training, is highly effective in keeping students well engaged in their learning, and ultimately completing successfully.</p> <p>Tutors teach small groups of students which enables them to have a good understanding of students' learning barriers and progress, and this is supported by a formal student survey at the end of each course. The information from the survey is used effectively by the organisation to monitor student support needs and put in place improvements when needed.</p> <p>The facilities and other resources are appropriate.</p>
<p>Conclusion:</p>	<p>Students are effectively prepared prior to attending courses, and are supported during the training to be successful, as shown by results.</p>

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>The sole owner and director of this company seeks specialist input, including educational, business, legal and financial. This provides her with wide-ranging advice, resulting in the organisation having highly effective governance and operational management.</p> <p>Since the last evaluation in 2014, student numbers have grown steadily under effective business planning. The organisation has adapted to changing legislation in the transport industry, and is meeting all requirements of NZTA and MITO.</p> <p>Strategic planning indicates the organisation is future focused and is exploring opportunities to deliver a wider range of training programmes.</p> <p>The organisation's current training scheme as approved by NZQA is now redundant due to transport industry legislation changes. A proposed new training scheme has been drafted in readiness for submission to NZQA for approval. This shows the organisation is proactive in ensuring that it continues to provide sound educational courses. The training manager is conversant with NZQA and NZTA requirements and has worked to strengthen self-assessment since the previous EER.</p> <p>New Zealand Training Assessments employs appropriately experienced and trained staff and provides appropriate resources for the nature and complexity of its currently approved courses. Additional teaching and vehicle resources have been bought in recently.</p> <p>New Zealand Training Assessments has reflected on the recommendations from the previous EER report and has implemented improvements where they were deemed to add value. This has included strengthening internal moderation of assessment practice, formally recording staff meetings for reflection and improvement, full analysis of achievement data by gender, ethnicity and course, and facilitating staff training in adult education theory and practice.</p>
<p>Conclusion:</p>	<p>Governance and management is robust and clearly focussed on student achievement, drawing on external specialists where required to provide objective input to build understanding of processes.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<p>New Zealand Training Assessments has clear processes to monitor its compliance responsibilities through its risk management plan and use of external advisors.</p> <p>The risk management plan and other procedures would be improved by including additional detail. This could provide more specifics on checking compliance with transport industry regulations and NZQA's PTE registration rules. However, no breaches of compliance were evident at this evaluation.</p> <p>Recent transport legislation changes have resulted in the training scheme becoming redundant, and a replacement training scheme has been drawn up in readiness for submitting to NZQA for approval to ensure continued compliance with NZQA rules.</p> <p>Strategic planning shows continuity with past planning, and is suitably future focussed to support and guide the organisation to stay current with industry and legislative changes.</p>
<p>Conclusion:</p>	<p>Monitoring of compliance requirements is well managed, with a range of supporting tools and processes. However, with the complexity of compliance rules and regulations, more detailed processes for auditing or checking compliance could provide for a more robust process.</p>

Focus Areas

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

2.1 Focus area: Training Scheme: Passenger Services (Level 3)

Performance: **Excellent**

Self-assessment: **Excellent**

2.2 Focus area: Driver training courses (covering all other training)

Performance: **Excellent**

Self-assessment: **Excellent**

Recommendations

Recommendations are not compulsory but their implementation will 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 New Zealand Training Assessments:

- Further develop its risk monitoring policy and procedures to widen the scope and increase the level of detail in what is monitored, and the detail and timing of the processes to review compliance.
- Further develop the level of detail in the internal moderation plan, to ensure more comprehensive, ongoing records are kept of who and what has been moderated.

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. Achievement rates 2014-2017

Year	Course completions Passenger Endorsement (Training Scheme)			Course completion Class 2 licence		
	All	Māori	Pasifika	All	Māori	Pasifika
2014	96% N=291	94% N=18	86% N=19	91% N=114	100% N=10	83% N=10
2015	98% N=537	100% N=24	97% N=34	93% N=313	97% N=39	95% N=22
2016	98% N=622	93% N=31	97% N=40	94% N=378	97% N=41	96% N=28
2017	97% N=802	100% N=35	97% N=38	95% N=623	100% N=52	100% N=30

About New Zealand Training Assessments

Code of Practice signatory:	No
Distinctive characteristics:	Short course provider primarily for driver training class 2 and class 4, and licence endorsements.
Recent significant changes:	None, but the organisation is planning to replace a training scheme made redundant through changed transport legislation.
Previous quality assurance history:	<p>Previous EER 2014 – Confident in educational performance, and Confident in self-assessment.</p> <p>NZTA audits 2015 and 2016 – met requirements and criteria.</p> <p>MITO external moderation, 2015 and 2016 – met requirements with minor changes required.</p> <p>NZQA external moderation, 2015 and 2016 – all met requirements.</p>

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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud³
- 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.

³ 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.

Appendix 2

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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