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External Evaluation and Review Report

Mainland Driving School Limited

Date of report: 27 April 2021

About Mainland Driving School

Mainland Driving School is a small private training establishment predominately delivering short courses for truck licences and endorsements (Dangerous Goods, Wheels, Tracks, Rollers and Forklift). Mainland is subcontracted to Ara Institute of Canterbury to deliver Road Transport programmes in Timaru and Christchurch.

Type of organisation:	Private training establishment (PTE)
Location:	3/6 Williams Lewis Drive, Sockburn, Christchurch
Code of Practice signatory:	No
Number of students:	Domestic: 2465 learners in 2020 (short courses), and 56 learners (30.5 EFTS ¹) Road Transport programme Short courses: 10 per cent Māori and 1 per cent Pasifika
Number of staff:	Six full-time equivalents
TEO profile:	See Mainland Driving School on the NZQA website.
Last EER outcome:	At the 2016 EER, NZQA was Confident in Mainland Driving School's educational performance and Confident in its capability in self-assessment.
Scope of this evaluation:	<ul style="list-style-type: none">• Short course – Forklifts• New Zealand Certificate in Commercial Road Transport (Ref: 3089) subcontracted to Ara Institute of Canterbury
MoE number:	7418
NZQA reference:	C45301
Dates of EER visit:	16 and 17 February 2021

¹ Equivalent full-time students

Summary of results

Mainland Driving School is providing high value to its stakeholders and learners, within the context of a highly regulated industry. Self-assessment practices are generally effective, but would benefit from more systematic use of data to inform decision-making and improvements in learning and teaching.

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| Confident in educational performance | <ul style="list-style-type: none">• Overall achievement shows that learners complete short courses and gain qualifications. However, it is not clear how the data is used to inform decision-making.• Valued outcomes from both the short courses and Road Transport training are high for industry stakeholders, employers and learners.• Programmes are well designed, within the constraints of industry regulations, and delivery is enhanced through quality resources. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• Effective efforts are made to understand learners' needs. Skilled and experienced staff support the learners well and involve them in their learning.• Mainland manages important compliance accountabilities in a timely manner.• Staff oversight and communication is systematic and fit for purpose. However, a structured and formal appraisal process will assist the measurement of staff performance at regular intervals.• Mainland Driving School's future business direction is aligned with industry direction and needs. |

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Adequate
Findings and supporting evidence:	<p>Overall, there are high completion and employment outcomes achieved by the programmes (refer to Table 1 and 2, Appendix 1).</p> <p>Continuous support is provided to learners to reinforce their learning and ensure completion. For the Timaru Road Transport programme, achievement is supported by a targeted selection process based on a set of criteria, established and administered by the local road transport group. For the forklift programme, learners are provided with further opportunities for assessment until achieved, or alternative pathways are offered that are suitable for the learner.</p> <p>The programmes enable learners to gain paid work placement experience which frequently leads to paid full-time employment in that workplace.</p> <p>Credits towards NCEA can be achieved for secondary school students undertaking the pathway to the forklift course. This leads to part-time employment in warehouses and hardware stores.</p> <p>While achievement data is available on request, it is not evident how Mainland collates, analyses, interprets and uses this data to bring about improvements in delivery.</p>
Conclusion:	Overall achievement shows that learners complete short courses and gain qualifications. However, it is not clear how data is used to inform decision-making.

² 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?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Graduates of these courses acquire useful skills, progress to employment or new roles as forklift drivers, or renew their licences to maintain employment and regulatory requirements. Employers gain licensed staff to operate machinery for on-job requirements.</p> <p>Return to work training and opportunities to change careers and move into employment are valued by agencies such as MSD, ACC, and the Timaru Road Transport Group, as this contributes to the reduction of skills shortages in the industry, and unemployment rates.</p> <p>Learners and their families improve their incomes as a result of the training. The opportunities provided by the Road Transport programme improve overall individual and family wellbeing, offering job security and further career options. This is demonstrated in the progress from Class 2 through to Class 4 licences, with increasing responsibility and remuneration.</p> <p>As well as gaining licences, learners enhance their soft skills and communication, including work-readiness, timeliness, awareness of health and safety, and preparation of CVs and learning interview techniques which aid in gaining and maintaining employment.</p> <p>Stakeholders, including NZTA³, compliment the effectiveness of Mainland Driving and the value added to their businesses and the driving industry. While Mainland uses repeat business as the key indicator of the value and success of its business, regular stakeholder conversations and feedback also contribute to this understanding. Collating this information for reflection and to inform decision-making would be beneficial and strengthen self-assessment.</p>
Conclusion:	Industry stakeholders, employers and learners highly value the outcomes from the forklift short courses and the Road Transport programme. Graduates gain useful skills for employment, for changing careers and/or to renew licences to maintain employment and meet regulatory requirements.

³ New Zealand Transport Agency

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>Mainland provides appropriate resources and study information to students and employers to communicate expectations of the courses and to support learning. Examples include pre-reading materials, workbooks and a student portfolio to log activities, for both the forklift course and the Road Transport programme.</p> <p>Programme design is relevant to the needs of all stakeholders. Improvements are made to programme information to ensure learners are well prepared for the course, such as the availability of information about routes and the route options for the practical assessment, as well as the increased space to undertake the practical component. The information and materials are updated to maintain and meet the needs of the learners and stakeholders.</p> <p>Mainland Driving has experienced subject knowledge tutors. Some tutors have teaching qualifications such as the New Zealand Certificate in Adult Teaching and Learning, and current industry certifications such as fire and safety. Tutors maintain positive and active relationships with learners.</p> <p>A systematic, formal appraisal process for staff will further support professional development needs, and the effectiveness of teaching and learning against organisational expectations.</p> <p>Teaching is well planned and structured to meet the professional needs of employers and the regulator, NZTA.</p> <p>Assessment and learning material supplied by industry training organisations is well supplemented by tutor-led activities drawing on their real-world experiences to meet the needs of learners, including PowerPoint presentations, engaging students through questions, and examples from their workplaces to identify solutions.</p> <p>Internal moderation processes are robust, emulating those of the regulator, ensuring assessment decisions are consistent and</p>

	<p>well documented. External moderation results from MITO, Connexis and Competenz⁴ have positive outcomes, indicating assessment is at the national standard. Evidence of follow-up and monitoring of areas for improvement was provided.</p> <p>Mainland’s participation in Ara’s quality assurance processes provides another opportunity for them to validate their learning and assessment practices, and to improve their self-assessment practices.</p>
Conclusion:	<p>Programmes are well designed to match stakeholder and learner needs, within the constraints of driving regulations. Mainland supports the delivery with appropriate resources. Robust moderation practices confirm that assessment is fair, valid and consistent. A regular and formal appraisal process will inform opportunities for staff development.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Mainland’s effective enrolment systems ensure easy access to the programme and clear information for students and employers.</p> <p>Student needs are identified through the enrolment process, including literacy and numeracy, leading to appropriate and effective student support. Examples include 1:1 learning, verbal assessment, and extra discussions to understand material and assessment requirements.</p> <p>Road Transport learners would benefit from more regular monitoring and checking in during their final work placement, to support the learners through the practical learning and the self-directed learning component of the programme. Mainland has plans to incorporate this in the programme in Christchurch, and the Road Transport Group will enhance its support for the Timaru cohort.</p> <p>Barriers to learning are appropriately managed where possible, including the provision of resources and machinery to accommodate needs, for example the accommodations made</p>

⁴ Industry training organisations

	<p>for a disabled learner.</p> <p>Mainland Driving has meaningful and purposeful relationships with stakeholders including employers, which lead to job opportunities and the application of skills during work placements for the Road Transport programme.</p> <p>While learner feedback is sought and responded to at the end of each course, it would be beneficial for Mainland to systematically capture reflections and use this information in meaningful ways to make improvements to how learners are supported and involved in their learning, including capturing some quantitative data to use alongside learner comments.</p>
Conclusion:	<p>Overall, students are well supported and involved in their learning. Mainland makes good efforts to understand the learners and meet their needs as well as possible, and within the available resources. More use could be made of feedback to make improvements to how learners are supported and engaged in their learning.</p>

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

Performance:	Good
Self-assessment:	Adequate
Findings and supporting evidence:	<p>Mainland's management and academic leadership is generally effective, with regular communication and monitoring of programmes and staff. This is fitting for the educational provision and nature of the business and industry context.</p> <p>Appropriate resources are allocated to the programmes and students; and staff have effective networks to support their learning, ensuring the availability of vehicles when needed.</p> <p>Mainland has a stable business model, which it intends to continue with to maintain current market share. Succession planning has been part of the thinking for the future of the organisation, including the recent appointment of a manager of licensing, who works alongside the managing director to support operations.</p> <p>Staff are skilled and knowledgeable about the driving industry, with some variability in teaching experience and formal qualifications. A staff appraisal system has recently been introduced. This would be enhanced by formalising the timing</p>

	<p>and documentation, and the inclusion of clear expectations and goals.</p> <p>The organisation undertakes regular reflection on its operations, and ongoing improvements are made from learnings. While the organisation responds to change and improvements effectively, it was not evident to the evaluators that there is a clear understanding of the value of regular and periodic analysis and use of data, as a measurement of effectiveness, and to make improvements or decisions about teaching and learning and the organisation's priorities and direction.</p>
Conclusion:	Mainland is effectively managed. The business functions well in the context of a regulated industry, where the industry dictates the conditions under which programmes are delivered, and to whom. Self-assessment practices result in useful changes and improvements. However, these would be enhanced by using the available data to better inform decision-making, performance and value.

1.6 How effectively are important compliance accountability managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance matters are managed appropriately and in a timely manner by the managing director. At the time of the EER, no compliance issues were identified.</p> <p>An NZTA audit conducted in 2019 resulted in an 'effective' rating. Areas of improvement were effectively addressed and managed. NZTA confirmed that Mainland Driving School aligns well with the regulator's expectations.</p> <p>Mainland sought approval for a temporary site after the Covid-19 lockdown to accommodate additional learners and the space required in this period to meet social distancing requirements.</p>
Conclusion:	Important compliance accountabilities are being managed appropriately in a timely manner.

Focus areas

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

2.1 Focus area: Short course – Forklifts

Performance:	Good
Self-assessment:	Good

2.2 Focus area: New Zealand Certificate in Commercial Road Transport (Ref: 3089)

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 Mainland Driving School consider:

- Reviewing the teaching qualifications of staff to guide individual professional opportunities and enhance overall staff capability.
- Identifying ways to use the available achievement data to better inform decision-making, performance and value.
- Reviewing the student feedback form to include the collection of qualitative feedback to add richness to the current quantitative data.

Requirements

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

Appendix 1

Table 1. Forklift course data (provided by Mainland Driving School)

Year	Students enrolled	Student completions
2018	1375	1374
2019	1509	1508
2020	1376	1375

Table 2. Road Transport outcomes Timaru programme ((provided by Mainland Driving School)

Road Transport course outcomes – Timaru					
Cohort	Enrolled on course	Completed course	Placed in work at end of course	In work 3 months after end of course	Currently in work (Feb 2020)
Group 1	9	9	7	6	4
Group 2	13	9	6	8	6
Group 3	9	9	8	6	5
Group 4	9	-	-	-	-
Group 5	9	-	-	-	-

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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