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External Evaluation and Review Report

ProDriver Training Limited

Date of report: 6 December 2018

About ProDriver Training Limited

ProDriver Training provides commercial driver training to licensing companies and individuals in the lower South Island. Courses include classes 2, 4, 5 and endorsements for wheels, rollers, tracks, dangerous goods, F endorsement, and vehicle recovery service.

Type of organisation:	Private training establishment (PTE)
Location:	22 Sheffield Street, Washdyke, Timaru
Code of Practice signatory:	No
Number of students:	Domestic: 243 EFTS (equivalent full-time students); approximately 5,000 enrolments in 2017 7 per cent Māori, 3 per cent Pasifika
Number of staff:	Three full-time equivalents (three trainers)
TEO profile:	See: NZQA – ProDriver Training Limited
Last EER outcome:	ProDriver’s previous external evaluation and review outcome in 2014 was Highly Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	Training Scheme: OSH/DoL Approved Forklift Certificate This course has the most enrolments annually, with 1,026 students in 2017. The course includes unit standard 10851v4 Operate a powered industrial lift truck (forklift) (Level 3, credit 7), which is a prerequisite for 18496v2 Demonstrate knowledge and skills for driving a forklift on a road for endorsement F (forklifts).
MoE number:	7716
NZQA reference:	C31446
Date of EER visit:	15 October 2018

Summary of Results

ProDriver Training is fulfilling a need for quality transport licensing courses delivered by well-qualified trainers. High pass rates and high referral rates support the quality and value of the training, along with highly positive student feedback.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• The close to 100 per cent course outcomes show that the training meets the needs of employers and private individuals to meet driver licensing requirements.• Businesses use ProDriver Training because the courses help to meet licensing requirements, increase safety awareness, and reduce incidents in the workplace. The high number of referrals indicates that the courses are effective. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• Staff have a wide-ranging understanding of the sector and business requirements to ensure students achieve relevant licensing endorsements.• Courses are kept current with New Zealand Transport Agency requirements, the Crown entity responsible for driver and vehicle licensing.• Courses are well-resourced and there are appropriate processes for reviewing teaching effectiveness. However, more robust moderation would contribute to assessment outcomes.• Students overwhelmingly rate the training as excellent (94 per cent in 2017).• The organisation has improved monitoring of tutor and overall course outcomes. However, separate analysis of data for each course or certificate would provide better understanding of barriers to achievement for some students. |

Key evaluation question findings¹

1.1 How well do students achieve?	
Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Achievement data for all courses shows that on average, 99 per cent of students complete course requirements. Data also shows increasing participation across all courses, including female and Māori students.</p> <p>Over 98 per cent of students who enrolled completed the one-day forklift training scheme in 2017. The achievement was 99 per cent for 2016 and 2015. Reasons for non-completion are known by the organisation.</p> <p>The high success rate is not uncommon for the type of short courses provided because it is employment related and includes students who must complete a three-yearly refresher course. These students attend the first half of the day and repeat the full assessments for the unit standard 10851. Those requiring an F endorsement attend the full day.</p>
Conclusion:	Students consistently achieve course outcomes. Analysis of the data provides good information on where improvement to teaching is required. Further analysis of achievement would provide better understanding of barriers to achievement – particularly for those with language or literacy difficulties – to provide appropriate support for achievement.

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 students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The training scheme enables employers and employees to achieve forklift licences to meet workplace safety requirements and pre-employment assessment of driving skills.</p> <p>Employers reported that they continue to put employees on ProDriver Training courses because of the professionalism of the staff and increased safety in the workplace, supported by evidence of lower numbers of incidents.</p> <p>Students achieve the required certification and/or licences to continue working or to gain employment as forklift drivers.</p> <p>Organisational data shows increased enrolments, indicating the need for the training. The increasing enrolments are generated through word-of-mouth referrals. The Dunedin site provides training for most of the local transport companies, as does the Timaru site.</p> <p>Most of the business comes from returning clients on refresher courses or employers using ProDriver Training for new employees. ProDriver Training sends licence refresher reminders to individuals and employers to ensure licences remain current, which also helps with returning clients.</p> <p>In the past, ProDriver Training has had a low employer survey response rate. Instead, the organisation understands the value of the training using course enrolment numbers and feedback captured in course evaluations and emails or conversations with employers.</p>
Conclusion:	Value is evident in the benefits to employers and students from increased safety awareness and meeting compliance requirements.

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:	Good
Findings and supporting evidence:	<p>The one-day forklift course sufficiently covers training requirements to operate a forklift in the workplace. ProDriver Training has met pre-assessment moderation requirements for unit standard 10851v4 assessment activity, as set by Competenz. However, it is recommended that the organisation review how this is assessed, as it is not clear in the marking summary that students need 100 per cent for all elements to achieve. Assessment activities should also be reviewed to ensure that over-assessment does not occur and that students receive different questions for re-sitting not yet competent outcomes.</p> <p>Competenz' 2017 moderation of assessment found three of four assessments did not meet the standard. ProDriver Training has agreed to an action plan to address this. Assessors have maintained registration requirements with Competenz, and the assessment materials have met moderation requirements.</p> <p>The F endorsement² is assessed using Motor Industry Training Organisation materials, and ProDriver has met the requirements for both moderation and maintaining assessor registration.</p> <p>Internal moderation of assessor judgements was introduced to provide feedback on assessment and is carried out every six months. Consistency across courses and sites is maintained by tutors using the same assessment activities and marking guides, along with regular meetings to discuss assessment.</p> <p>Ninety-four per cent of the 711 students who completed a forklift course in 2017 rated the tutor as excellent. Any concerns identified are followed up by management.</p>
Conclusion:	ProDriver Training courses are recognised by stakeholders as meeting driver licensing requirements. The organisation responds to feedback to make improvements to the courses.

² An F endorsement is required on your driver licence if you drive a forklift on the road.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The students have relevant information and support to achieve. A study guide with information covering both unit standards is sent to the students prior to the course for pre-reading. The study guide is used for the open-book assessment on the course.</p> <p>At the start of the course, students receive a handbook containing information about the training and assessment process and have an induction. This helps to ensure students are aware of the site health and safety requirements during the training.</p> <p>The tutors check the student enrolment form for any self-identified learning difficulties and provide one-to-one assistance where required. This is possible with the small class sizes. Tutors are also well qualified and experienced to teach and use a range of activities to assist the students' understanding of the theory and practical skills.</p> <p>Assessment is marked as a group on completion, so students can identify why they went wrong and re-sit if necessary. Students have an opportunity to come back for further training if they need more support.</p>
Conclusion:	Student feedback and the course outcomes show that the support is suitable for the nature and context of the training.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>ProDriver Training demonstrates a strong understanding of sector needs and provides well-resourced courses to help students gain relevant licences.</p> <p>Management communicates well with staff about any changes to legislation or the courses. The organisation also supports tutors' professional development to maintain currency.</p> <p>The organisation recently reduced the number of sites with the sale of the Christchurch branch. The Christchurch branch delivers similar courses but is now a separate entity. The chief executive still carries out specialist training and assessment across the company, as well as in Christchurch.</p> <p>Student achievement is reviewed at monthly meetings. Only 38 students did not complete a course in 2017. There is evidence that the organisation uses feedback from employers and students to effectively address any issues.</p>
Conclusion:	Overall, a strong understanding of the students' needs by management and staff contributes to the high course completions.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ProDriver Training is meeting its NZQA compliance requirements for reporting and providing an approved training scheme. Tutors have the right qualifications and experience to deliver courses.</p> <p>The organisation has met standard-setting body requirements for assessor registration and moderation. It has met Competenz pre-assessment and assessor registration requirements and has implemented an action plan to meet post-assessment requirements.</p> <p>The owner regularly receives updates about changes to legislation, which are recorded for actioning to ensure that the courses meet the latest requirements, as set by the New Zealand Transport Agency.</p>
Conclusion:	ProDriver Training is strongly compliance focussed, as per the nature of the courses it provides. The responses to issues, such as student feedback and moderation, demonstrate that the organisation has an appropriate system for managing compliance requirements.

Focus Areas

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

2.1 Focus area: Training Scheme: OSH/DoL Approved Forklift Certificate

Performance:	Excellent
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 ProDriver Training Limited:

- Review the assessment schedule to ensure it clearly aligns with the unit standard assessment requirements for 100 per cent competency in all elements.
- Review unit standard 10851 assessment activities to ensure assessment activities and re-sit opportunities are separate from formative learning activities and enable separate assessments for re-sits.
- Ensure the assessment policy and procedures are up to date and reflect current practice.
- Provide a clear explanation in the study guide of the different requirements for the approved code of practice for operators and instructors of forklifts and obtaining the F endorsement.

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

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 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.

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 require registered private training establishments to undertake self-assessment and participate in external evaluation and review 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 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/ga-rules/external-evaluation-rules-2016/1/>, 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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