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# External Evaluation and Review Report

## Chivalry Training Providers

Date of report: 19 January 2021

# About Chivalry Training Providers

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*Chivalry Training provides short courses (one to two days) for trainees to develop their knowledge and skills to meet industry regulatory requirements to drive vehicles. The courses in scope assess against relevant NZQA unit standards.*

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Type of organisation:	Private training establishment (PTE)
Location:	Unit O, 255 Browns Road, Manurewa, Auckland
Code of Practice signatory:	No
Number of students:	Domestic only: 4828; large numbers of students doing short courses. Credits reported to NZQA 2016-2019: 38,911
Number of staff:	Four full-time equivalents; one part-time
TEO profile:	<a href="#">Chivalry Training Providers Ltd</a>  The Ministry of Social Development (MSD) has contracted Chivalry (in association with On Demand Logistics) to provide driver licence training to MSD clients. Gateway funding pays for secondary school students to receive forklift and health and safety training
Last EER outcome:	NZQA was Confident in Chivalry's educational performance and Confident in the PTE's capability in self-assessment at the last EER in 2016.
Scope of this evaluation:	<ul style="list-style-type: none"><li>• Class 2 driver licence training (Training Scheme)</li><li>• Operate a powered industrial lift truck fitted with forks (forklift) Gateway (On Demand Training) includes forklift and health and safety</li></ul>
MoE number:	7862
NZQA reference:	C39388
Dates of EER visit:	27 October 2020

# Summary of results

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*Chivalry Training understands and meets the key training needs of its business clients and students. Experienced trainers deliver short courses where most trainees meet the required competencies for forklift and driver licences.*

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## **Confident in educational performance**

- Close to 100 per cent of trainees achieve competency in driver licensing.
- Course content is closely matched to client and trainee needs: trainees seeking relicensing for ongoing employment or to attain employment; and secondary school students on a career path in the transport industry.

## **Confident in capability in self-assessment**

- Courses match the learning outcomes for the relevant unit standards. Moderation outcomes indicate that training materials are fit for purpose and trainee achievement is valid and reliable.
- Trainers are experienced and hold appropriate adult teaching qualifications. They are supported to upskill where needed.
- Client organisations value and trust the quality of the training provided. This is supported by repeat business over time, including a service contract with a government agency.
- Improvements and responses to recommendations from the previous EER include: a register of trainee non-completions, collection of internal and external stakeholder feedback, and revision of the quality management system to better reflect organisational practice.
- Chivalry recognises that self-assessment is not yet fully embedded in the organisation. The recent appointment of a non-training staff member provides added capacity and capability in this area.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Most trainees achieve competency in driver licensing. Non-completions are tracked in a register. Most non-completions are due to non-attendance. Chivalry regularly exceeds its target of 90 per cent for course completions and its goal of 95 per cent trainee satisfaction with the course content and teaching and learning.</p> <p>Courses match the learning outcomes for the relevant unit standards. Moderation by transitional industry training organisations indicates that training materials are fit for purpose and trainee achievement is valid and reliable.</p> <p>While figures for Māori and Pasifika achievement were not provided, since most trainees complete successfully there is nothing to indicate that these learner groups under-achieve.</p> <p>Secondary school students on Gateway programmes who complete forklift training achieve well. Chivalry would benefit from seeking more focused reporting on this student group to better inform its own self-assessment.</p>
Conclusion:	Trainees are able to achieve the required licences to meet both their own and employer needs. Gateway programmes, while successful, would benefit from more focused reporting on this student group to better inform Chivalry's self-assessment.

<sup>1</sup> 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:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Trainees complete courses that meet industry needs. Courses are mapped to the relevant unit standards developed with industry consultation: 10851 <i>Operate a powered industrial lift truck (forklift)</i>, level 3, 7 credits; and 17574 <i>Operate a rigid vehicle</i>, to meet the requirements for a full Class 2 driver licence, level 3, 7 credits.</p> <p>Clients and trainees benefit. Trainees meet relicensing requirements for ongoing employment or to attain employment. Industry employers meet their ongoing operational compliance requirements. Consistently positive employer and trainee feedback over time indicates that Chivalry is a valued trainer in the transport industry.</p> <p>The ongoing relationship with On Demand for the Gateway programme adds value by introducing secondary students to the transport industry. Tracking these students and their eventual employment choices, or seeking information on this from the Gateway coordinators, would better inform the value of this contract to the industry and to Chivalry Training.</p> <p>In addition, collating and analysing any impact on improved student well-being and abilities and attributes would capture the value of the Gateway programme for students, and Chivalry's contribution to these factors.</p> <p>Self-assessment is not yet fully mature or embedded. Responses to the recommendations in the previous EER report, including collecting trainee and client feedback more formally, indicate that Chivalry's training is well-respected and meets industry needs for competent and safe workers.</p>
Conclusion:	Chivalry Training is highly regarded by industry. More robust review and analysis of information already held by Chivalry and/or the secondary schools in the Gateway programme would more clearly demonstrate the value of these outcomes for secondary students and Chivalry Training's contribution to these outcomes.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Transitional industry training organisations contacted as part of this evaluation confirmed that the teaching materials and teaching approaches for the forklift and driving courses are up to date and student-centred. Teaching materials are easy to follow and comprehensive. These conclusions were reached after day-long observations of the Chivalry trainers and trainees, as part of the three-yearly re-accreditation of Chivalry Training.</p> <p>Chivalry is highly responsive to client organisations' specific needs and contexts. For example, when a client requested training over the weekend, Chivalry was able to meet this request. Similarly, when an employer requested a review of the driving skills of their workers, a Chivalry trainer spent an hour with each driver and provided feedback to the drivers and the employer.</p> <p>The balance of theory and practice is mandated by external quality assurance bodies, such as Vehicle Testing New Zealand (VTNZ). Trainees need to complete a theory test at VTNZ prior to any practical training with forklifts or trucks. Trainees consistently pass the VTNZ test at first attempt, indicating that Chivalry's activities and assessments prepare trainees well to meet external assessment activities.</p>
Conclusion:	Chivalry provides industry-specific training to a range of stakeholders, many longstanding. Regular re-accreditation by external industry standard-setting bodies ensures that teaching and learning continues to meet industry standards and requirements.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Student support at Chivalry is appropriate and student-focused. It includes small classes that ensure one-to-one attention and enrolling students of similar English language levels into dedicated classes, to enable the trainer to target the training appropriately.</p> <p>Student feedback affirmed that students enjoy the training and feel well-supported by the trainers. Support includes spending extra time with students who need longer to understand concepts.</p> <p>Students apply their skills in a safe environment at Chivalry Training's premises or at their own workplace. The current Health and Safety at Work Act has increased individual and employer responsibilities. This is reflected during training by the extra time Chivalry trainers now spend ensuring that trainees and students understand this focus and its application in the workplace.</p> <p>Courses are relevant to trainees' employment circumstances. Training is engaging and well-resourced, with purpose-built training facilities.</p>
Conclusion:	Students are supported to meet their training goals by responsive, experienced trainers who minimise barriers to learning. Useful and timely feedback increases student involvement in their training.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Chivalry has a clear organisational purpose and direction. Throughout 2020, when training has been impacted by the repercussions of Covid-19, the management team has supported the trainers' employment. It has also used the time to review documentation and update the quality management system. This now means that the system better reflects actual practice, addressing a recommendation from the previous EER.</p> <p>Trainers are experienced and hold appropriate adult teaching qualifications. They are supported to upskill where needed. Part of the review process has included reviewing the skills and competencies across the staff group. The outcome of this review has been to employ a staff member with a complementary skill set to that of current staff.</p> <p>This added capacity and capability will enable Chivalry to more effectively use data analysis to better understand and demonstrate training effectiveness.</p>
Conclusion:	Governance and management at Chivalry are committed to training excellence. However, Chivalry recognises that self-assessment is not yet fully embedded across all the activities of the organisation. The recent appointment of a non-training staff member provides added capacity and capability in this area.



## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Chivalry complies with relevant legislation, rules and regulations that apply to its educational delivery and industry requirements. It delivers its training scheme, <i>Class 2 Driver licence training</i>, as approved.</p> <p>Internal compliance management is increasingly effective. Documentation of processes is now more robust, giving assurance that Chivalry is systematically tracking its processes and reviewing their effectiveness.</p> <p>A recently appointed staff member with IT skills is developing a system of pop-up reminders that would activate training enrolment renewals and automatic alerts for compliance obligations.</p> <p>Chivalry continues to develop its self-assessment processes to suit its context and scale.</p>
Conclusion:	<p>Important compliance accountabilities are well-managed. Increased staff capability will enable Chivalry to continue to develop management systems that contribute to more effective compliance accountability.</p>

# Focus areas

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

## 2.1 Focus area: Forklift

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

## 2.2 Focus area: Class 2 Driver Licence Training

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

## 2.3 Focus area: Gateway

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

# 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 Chivalry Training Providers:

- Use the outcomes of this evaluation to prioritise an approach to self-assessment where all staff contribute.
- Collate and analyse existing data around all categories of training delivery, including Gateway, to better understand the value of the training to trainees/students and Chivalry Training.
- Use the added capacity and capability of the recent staff appointment to review existing data sources and their usefulness and contribution to self-assessment and ongoing improvement.

# Requirements

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 fraud<sup>2</sup>*
- *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.*

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<sup>2</sup> 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 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*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. The Private Training Establishment Registration Rules 2018 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, 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](http://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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*Final report*