

REVIEW OF THE CODE

NZ TRAINING ASSESSMENT

OCTOBER 2023

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Overview

The Code is well implemented and staff members have shown a clear and strong understanding of Code outcomes and this is across all the requirements of the organisation. We have a diverse range of perspectives sought from a broad and varied group.

As a small provider we have strong and robust practices as the learners are the centre of our roles, decisions and practices. Their learning is our job!

With staff members representative of Māori, Pasifika, and European New Zealanders we are fully aware of and work in alignment with the Te Tiriti o Waitangi/Treaty of Waitangi. Also, as a small provider we work closely with our learners and stakeholders and demonstrate the principles of Te Tiriti. We have effective partnership processes with the learners, the stakeholders and other local groups. We work hard to uphold values to protect the people, the land and the environment.

We have put in place effective measures to monitor how well we are doing related to the Code outcomes and requirements.



The School: NZ Training and Assessments

MoE # 7136

Contact Carol Ramsay, CEO, GM, Manager, Owner

0800 244 666

Carol@nzttgroup.co.nz

Or Helen McPhun, Contracted Part Time Quality Manager

0275 622 322

helen@4clarity.co.nz

Building 165 Stoddard Rd, Mt Roskill, Auckland

Domestic students only to Sep 30 - 1564

Estimated to year end 31 Dec 2023 - 2050 to 2100 (the numbers are unpredictable and bookings arrive daily)



Outcome 1: A learner wellbeing and safety system

Process: Strategic goals and strategic plans

How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?

We ensure the facilities and vehicles are safe at all times and learners and staff know to report anything at any time. We check in on learners if they seem a bit “off” or “down”. We ask learners and stakeholders to tell us if there are any things they can think of that we should include, or start, or stop doing, to ensure needs are met. Stakeholders are often in touch with us and vice versa with ideas, news or updates in their specific sector needs.

We must keep doing what we are doing and continue to build our reputation as a caring provider focussed on learner success.

Process: Self-review of learner wellbeing and safety practices

How effectively do we review the effectiveness of our learner wellbeing and safety practices?

We discuss this frequently at staff meetings. We will stop a trainer and enquire if one of their learners seemed sad or angry in the general areas (to make sure they are ok). We have glass walls from each room into the general area so staff members, other than the trainer/assessors could see if a learner was angry or was demonstrating signs of being upset. If this was seen we would check with the trainer and the learner if necessary.

We check with learners to make sure they are feeling ok, and their needs are met.

We review the safety process at the beginning of every class. We have frequent building alarm testing to ensure all alarms are operational.

We also get learner feedback by survey to ensure we are meeting their needs. We will continue to get learner feedback and stakeholder feedback and continue the practices we have. We are known as a school that listens.

Process: Publication requirements

How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?

We have a website that is constantly being updated to keep things current. It complies with all NZTA requirements and NZQA requirements. The information is not misleading or inaccurate and learners find it very helpful.

We have available to our learners as a link through the website and a link on their enrolment form, and in paper copies inside the school, the Pastoral Care document to provide guidance and support for learners to access if they need more than our services as a school.

As we are a small provider, we can easily continue to update things as required to ensure information is clear and follows all requirements.

Process: Responsive wellbeing and safety systems

How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?

As noted above, all learners have access to the Pastoral Care information. As well, every student is sent a post course survey. As is often the case, these are completed by some. The evidence provides clear feedback that learners' needs are being met.

As we have only one, two or three day courses we do not get to know the learners as well as a school where people attend for many weeks or months or years. However, we see and hear and sense the learners and take a kind and caring approach to all.

We will continue our approach and do a recap each staff meeting to make sure everyone has a full understanding of identifying and potential concerns and knowing how to deal with them.

How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?

As staff have decades of experience driving trucks and forklifts, as well as years in their training roles, our ongoing professional development includes literacy and language, Treaty of Waitangi, Ako Aotearoa Literacy, Code of Practice etc. We have at least one trainer/assessor on site at any time that has a first aid certificate and all staff are trained in the fire and emergency drills.

We review the first aid kit each year and make sure Band-Aids, disinfectant and other items are still current and not past their use by dates.

Staff have immediate access to any resource they need and due to the small number of staff there is always someone there to listen.

Our plans in 2023 include having more of the office team and trainer/assessors trained in first aid to assist, should there ever be an emergency in the office or in a vehicle.

How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?

We have no residential areas. Emergency situations related to fire or disaster have never occurred but we have all been trained in this and know what to do. Fire alarm testing is done frequently by the building owners.

We do have some emergency situations on the road where there may have been a major accident involving other vehicles. This has spooked the person on their driving lesson and the trainer has taken over driving until the learner and driver feel the roads are “back to normal”. While drivers have to learn to drive in and around accident and emergency situations, we try to protect learners in their first hour of ever driving a truck as it tends to really rattle their confidence. Interestingly, on future drives they seem totally capable to navigate anything that comes along.

One learner got news a family member died and we fully supported him. He left class, when we had checked he was ok, and returned another date for no additional fees. We made

sure he was ok to do the course and to drive (and not taking medication that could affect his driving).

How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?

There have been some critical incidents to record and these appear on the incident log. The incidents involve theft of NZ Training Assessment's vehicle, diesel from a truck and the theft of a student's car in the Harvey Norman car park. The police have been involved in each investigation.

However, inside the school there have been no critical incidents or issues. We discuss issues in our staff meetings and document any concern or issue a student raises. When the issue occurs, we address the issue so it is not a problem going forward i.e., lockable caps on the diesel tanks.

Overall self-review - Outcome 1: A learner wellbeing and safety system

How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?

We are a very small school with very short courses. All rooms have one glass wall so there is certainly a "transparent environment" from the aspect of physically seeing what is going on in any classroom or office. We also have an open environment where we can see and sense and hear what is going on anywhere in the building. Learners talk freely and openly in the common areas and feel comfortable to talk to the staff members about any issue.

If a learner is angry when they fail their drive, we can all see, and often hear that. The assessors approaches vary slightly but the gist of their messages is "The good thing is you are nearly there. Just remember to not hit the kerb and make sure you properly stop at the stop signs. You just need to remember those two things and I can already see you have the other skills" (or words to that effect). The assessor is always encouraging and supportive and the anger dissipates in 99.9% of students.

Some learners just want to quit and give up. However, we have also learned the skill to promote confidence to those learners who have failed. We tell them of the benefits of another try on a later date and our confidence that they will be fine as long as they “be careful to do a THOROUGH pre drive inspection”, or whatever it was that caused them to fail.

As a small provider we can see and hear and feel things as they occur. We can assist or adapt as needed by a learner.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

Again, due to the size and type of school it is a very open environment without the layers of management, academic gibberish and challenges of large groups of students, in corridors of classrooms. The students can talk openly and often to whomever they like and we are all their to listen.

Due to some of the foreign language issues sometimes the learners are hesitant to speak in class. As a result, we have to encourage them kindly to participate. However, if there is an issue, they will tell us immediately. E.g., When driving, if they are fearful of a speeding car overtaking them or driving haphazardly, they tell us and we encourage them to consider xx or consider yy and continue to zz. They are relieved we have not panicked and we have remained calm, kind and caring.

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

With Māori staff on the team it is both natural and effortless for us to uphold the principles of Te Tiriti o Waitangi.

We have Te Reo signage, as well as other languages in some signs. We work hard to have good relationships with all learners and our staff of Māori descent provide us with some insights into things we should consider and include. E.g. Use the term Tamaki Makaurau sometimes – it doesn’t always have to be Auckland.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

Our aim is to include every person and respect them equally. We work hard to embrace many cultures and have people share things from their homelands about some of the driving things we are teaching.

We give learners the Chinese word for truck - 卡车 (kache). And in the Samoan – truck is “Loli” so there is always a joke about a “lorry”. The word in Māori is “taraka”. So, it is a good icebreaker in the class to get some basic words shared in the learner’s own language and there is usually a lot of laughing as people muddle the pronunciations.

The wellbeing of all learners and all staff is critically important. Unlike some schools that have loads of classrooms, floors of staff and students, and several departments and separated teams, we are a small cohesive unit of individuals who work together to provide a safe and caring learning environment to all learners, regardless of ethnicity.



Outcome 2: Learner voice

Process: Learner voice

How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?

Over the last year or so, the trainers have started to use a range of different approaches to get the learners talking and participating more. ESOL learners are shy to speak sometimes and struggle to speak fluently but in small group exercises they open up a bit more. They used to be afraid to say something or ask for anything, but our open and caring approach has helped learners to speak up and to engage a lot more.

Diverse learner groups are the norm. For example, one of the driver assessors had four drive assessments one day. One learner was Nepalese, one was Chinese, one was Punjabi, and one was from the Philippines. Each learner, with the encouragement and conversation of the trainer/assessor was able to communicate, albeit with somewhat awkward English, and describe aspects of the drive and the experience.

It is a normal process every day for all staff to engage with a truly diverse group of learners with differing needs, expectations and communication skills. We pride ourselves on being able to engage with our learners and help them to develop the knowledge and skills they require to achieve their driving, qualifications.

Process: Learner complaints

How effectively do we work with learners to effectively respond to, and process complaints?

Complaints are usually for the same thing - that a learner cannot do their drive until they have passed the theory component. This is an NZTA rule, and we communicate this in our material. However, learners often impatiently just want to get out and drive. We, therefore, have to calmly and caringly assist them to understand. After that, they realise and are no longer angry.

We realise they are often having to take unpaid time off work to come and get their licence so we work as expeditiously as we can. However, the NZTA rules are the rules and the theory MUST be achieved before the drive. In the end, the learners understand and are relieved when they get through theory and can drive.

Another complaint we had was from a student who did not pass his practical. He was furious and very vocal. We recorded this on the complaints log. We had to calmly remind him that he would be driving a truck that could kill many people including himself and passing according to the standard was the only option. He wasn't happy he did not pass!

We understood his frustration, but the frustration was more at himself than us. We offered him an extra lesson at no charge. We talked calmly with him, and he came to terms with his result.

So, where rules have to be followed, we cannot bend regardless of the reaction of the learner. Plus, many learners have come from countries where possibly "buying" a pass is done and that would never happen here. In the end though, it is always a win-win. They leave happy and we are pleased they achieved. They tell their friends and colleagues too, so we get referral business.

As these are complaints that are actually just disappointment at not passing, we do not record them on the log as they are not complaints about us, they are complaints about them not passing. We have detailed evidence on their assessments that outline what happened and why and what was done.

How effectively do our current practices ensure that our complaints process is easily accessible to learners?

We have posters on the wall of every room about the complaints process. Because it is a small school we can easily discuss and remedy things as they occur. An example would be – a driver wanting to change the time of their drive. We will work to accommodate that.

The regular complaints are "I want to drive now. Why can't I?" or "I only did xxx once, why can't I pass? This isn't fair". Again, the rules are the rules. The learners in these instances are usually more upset with themselves, but once it is explained to them again, the reason/s why they were not yet able to pass, their frustration with themselves and their attitudes change. However, it is rare that

any learner leaves angry, and eventually the learner will normally get through, even if they require several more lessons along the way.

How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?

We note any complaints on our complaint log. In reality though, we have few complaints that are of a fully reportable ilk, as noted above. However, should there be an issue we would certainly note this on our Complaints section that we will have set up on the About Us page.

We review the complaints in our staff meetings and note them in the minutes too.

Process: Compliance with the Dispute Resolution Scheme

How effectively do our current practices ensure we are familiar and compliant with the relevant Dispute Resolution Scheme (DRS)?

We have information about complaints in the learner handbook and information about dispute resolution services. To date this has not been needed.

What we have done, over time, is try to provide clearer and clearer details of the NZTA rules and processes as these are what many learners get disappointed by.

Overall self-review - Outcome 2: Learner voice

How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?

We live with a broad and diverse learner group every day. When driving in the vehicles though, if we detect a potential safety issue we immediately interject as this is essential to the safety of all road users. It is rare but learners are very grateful.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

While we have a lot to cover in the classes, we ask what is needed, how we can help them, what they need to say etc. They know they are welcome to provide input, comments, criticisms etc. We go up to a quiet learner in the class and have a short discussion to ensure they are on track and to see if they need anything explained etc.

find our inclusive and open approach allows people to see through different lenses.

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

Every learner is equal. We are privileged to live in our country. We are privileged to share the planet. We embed this in everything we do. And we share with them how they are privileged to be able to take a huge vehicle onto a small road which means the country trusts they drive well.

We talk about the partnership many truck drivers have and ask how we see that in the community. “A toot of the horn from one truck to another” “A flash of the lights”. “A flick of the four ways”. We talk about this as how the trucking partnership exists but truckers are also partners in the country who must share the roads and the parking etc. It seems a “light weight” example but we are trying to instil that being in partnership with the country and the people is as important as tooting at a fellow trucker.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

We want to provide affordable learning opportunities and we want our learners and our staff members to be happy and safe in everything they do. All people must be allowed a voice to be able to be involved, to contribute, to report on, and to feel included. As a small school we are proud we can do this.

It is all aligned with the goals and strategies of the school to meet learners needs and meet all compliance requirements.

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Process: Safe and inclusive communities

How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?

We have a fast evolving community of diverse learners. The nature of the skills they learn means they are assessed for driving individually, but at every step the learners know we have their safety and inclusion at heart.

To do the courses learners must have no physical, mental or medical impairments as mandated by NZTA. The vehicles are safe with current Certificates of Fitness (COF) and road user charges (RUC) paid. The building is safe with a current building warrant of fitness and frequently tested alarms.

We offer a safe environment with uncomplicated processes.

Process: Supporting learner participation and engagement

How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?

Learners know our vehicles and building and equipment is safe and this enables them to complete their training and assessments with no worry or concerns.

While it is scary for some new drivers to be at the wheel of a large truck, the staff go out of their way to promote confidence and allay fears.

An example of this was a young woman, (under 20) who was getting her Class 2 licence. When she was to go for a driving lesson and actually stood near the truck, she burst into tears and was terrified. The assessor had a heart to heart with her and got her to get into the driver's seat. She cried again as it seemed overwhelming. He just quietly talked with her. He kept chatting and when she seemed more relaxed again, he got her to try the indicators. Then he asked her to check all the dials on the dash, then try the horn, try the

brakes etc. When she was feeling a bit more relaxed, he got her to start the truck. Her eyes lit up and she was quite excited. The trainer asked if she just wanted to have a short drive. She agreed. As time went by, she got more and more confident. When she did her practical drive, she passed with flying colours and then was so, so excited. The assessor said, she would have initially preferred to quit the whole thing but he got her to believe in herself and she was a star!

Process: Physical and digital spaces and facilities

How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?

There are no issues. We have laptops in one classroom that is a designated study classroom. Our computers are limited to access only the AA practice programs we require.

The classrooms adhere to all safety requirements and we triple check that there are no hazards. Additionally, in the vehicles, extreme care is taken to ensure safety processes are upheld and this is something we teach in the driver programmes to all learners – everything starts with the vehicle check!

Overall self-review – Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?

They come to learn and to be safe. We involve them in their learning journey and get them used to the driving requirements expected in NZ. Even the new forklift programme provides a safe and accessible learning and assessment area.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

Learners are open and communicative about everything and anything. As we are a small group of staff, we are familiar with who is on site in a day and we have a warm, open and safe environment for them.

While staff members do a thorough vehicle inspection first thing every day, each trainee must also complete a full vehicle inspection before they commence their drive. Therefore, safety is top of mind for every student and assessor every day.

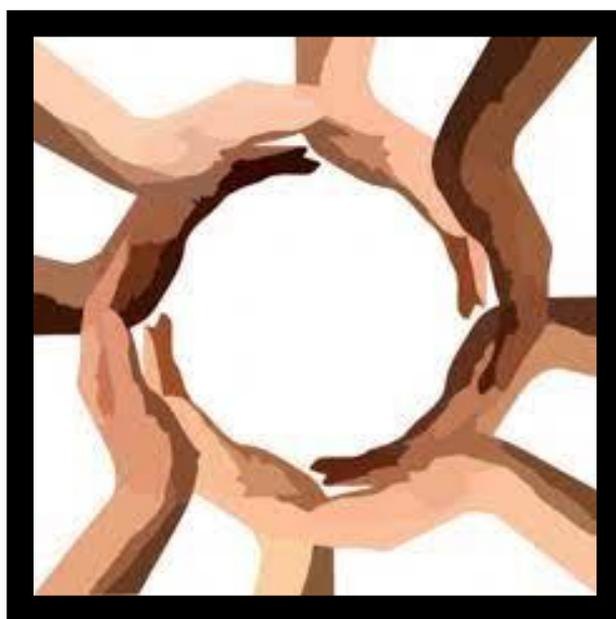
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

The Treaty underpins what we do as does treating everyone as an equal.

We have the input of our Māori staff members, and we operate an inclusive environment where we encourage participation of all. The diversity of our own staff members and the broad and diverse range of ethnicities that is in the school on any given days mean we live and breathe a safe and caring approach to help learners participate and achieve. Each participant understands the importance of our land and its people and its rich heritage.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

Our learners are happy and the alignment is clear. Our goals are to help learners succeed in a safe and caring environment. That's what we do while naturally honouring The Treaty in our caring approach to help learners participate, the careful way we protect the places and people we work with, and the partnerships we have with every ethnicity.



Outcome 4: Learners are safe and well

Process: Information for learners about assistance to meet their basic needs

How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?

We are constantly adding a few more words, a few more diagrams, or a few more instructions to anything that a learner has struggled with. The learners are torn between employer demands and learning requirements of an NZQA school. However, the learners and their employers receive clear and open communication to meet their changing and emerging needs.

The learners are provided with easy access to assistance at admission, at course commencement, and throughout the courses. Plus our website has easy access to guided assistance too.

Process: Promoting physical and mental health awareness

How effectively do we assist our learners to manage their physical and mental health and to access support when needed?

Physical health is a prerequisite for driving a truck. Additionally, NZTA mandates that a driver must have passed a medical certificate and must have no disabilities that will affect driving, no mental health issues, and no medications that do not allow driving.

We have a whole course on fatigue, that is aligned with Unit 24089, that learners must take and this is part of their mandatory training. In this course they learn about fatigue, symptoms, management, effects on driving etc.

So the emphasis in this sector is being alert, well and capable as mandated by NZTA and as verified with a medical certificate. Even being sleepy, with a cold or the flu, can be a hazard when driving. Learners understand this.

However, we know things happen in life as with the learner whose parent died while he was in class. We are fortunate that our small staff network is there to support any learner at any time with issues that arise.

The learners are aware and can talk to us anytime about anything. They also know we reach out to learners we see struggling, in an effort to help ease the fear of learning, the issues that are upsetting them etc. However, due to the fact students are at the school for only a few days, we do not get to see them over a long period of time.

Process: Proactive monitoring and responsive wellbeing and safety practices

How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?

With small class numbers we can see what is happening and how people feel. Then on a drive with one learner you can discuss any issues or concerns they may have related to the driving and this sometimes leads into other issues they may be having. When this has occurred, we have made sure the learner knows to look in the learner support material in the handbooks or to talk to us anytime if they need help.

Overall self-review - Outcome 4: Learners are safe and well

How effectively do we support learners to manage their physical and mental health through information and advice?

Our resources are really helpful and on the rare occasion someone has needed personal support they have appreciated that. We sometimes have illuminating and informative “one to ones” with a learner but due to the nature of the short course training, and the time employers allocate, we do not get to experience or see what a provider who has longer term students may have.

How effectively do our current practices identify and respond to learners who need additional support?

Where we have noticed a learner needing support, we have helped them. E.g. struggling with something emotional – we have pulled them aside and had a chat and offered

additional support. When a learner has asked for support, we have provided it. E.g., they need another drive to get more familiar before the assessment, or they need some reassurance they will be ok, etc.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

Learners inform us any time on anything. They know we are here to listen and help.

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

We keep the learners, the staff, the buildings, the vehicles and the land in a manner that causes no harm. We are following the development of electric trucks as this is a possible consideration in the future. Currently, there is no affordable truck that can go a long distance. However, we have our eye on this, should an efficient electrical solution become evident in the future and we know this would have less impact on the environment.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

Our practices are inclusive of everyone every day and this aligns with the strategic views of the school. We can see, hear and feel whatever is going on and it is through this full awareness we can meet our goals of providing learners with a safe and caring learning environment.

