



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Major Oak Safety Training Limited

Date of report: 16 May 2024

About Major Oak Safety Training Limited

Major Oak Safety Training Limited (M.O.S.T) delivers short courses and micro-credentials to the heavy and high-risk industries (cranes, construction, manufacturing, civil construction, emergency, oil and gas, maritime and ports). The training is assessed either in the workplace or by the provider.

Type of organisation:	Private training establishment (PTE)
Location:	1 Railway Street, Paeroa, Waikato
Eligible to enrol international students:	No
Number of students:	Domestic: at the time of the EER, there were five students enrolled; for 2023, M.O.S.T enrolled 1,976 students (160 EFTS – equivalent full-time students); 20 per cent identified as Māori, and 21 per cent as Pasifika; M.O.S.T has enrolled 212 students in the year to date (2024)
Number of staff:	Five full-time equivalents; M.O.S.T also employs nine specialist assessors on a contract basis
TEO profile:	See M.O.S.T M.O.S.T has been delivering short courses for three years, with crane and forklift unit standards being the largest delivery. M.O.S.T courses contain high credit-value unit standards. M.O.S.T has developed and registered six micro-credentials with NZQA since registration in 2021. Micro-credential 4646 was approved and delivered in 2022. The other micro-credentials were first delivered in 2023.
Last EER outcome:	This was the first EER for the organisation since NZQA registration approval in 2021.
Scope of evaluation:	<ul style="list-style-type: none">• Load Slinging and Lift Communications (Dogman Duties) (Level 3) micro-credential ID:4644

- Stakeholder engagement

MoE number: 6042

NZQA reference: C55961

Dates of EER enquiry: 28 February-1 March 2024

Summary of results

M.O.S.T is a high-performing organisation providing highly valued training which clearly meets all stakeholder and trainee needs. Capability in self-assessment is of a good standard. M.O.S.T is continuing to build effectiveness in quality assurance processes.

Highly Confident in educational performance

- M.O.S.T's strategic purpose and direction is well reasoned and answers the needs of industry and communities. Goals and performance indicators are measurable and being exceeded. Staff are highly experienced, responsive to changes, and work together as a team to support the organisation's values.

Confident in capability in self-assessment

- M.O.S.T has highly able leaders who are responsive to stakeholder input. There is strong evidence that M.O.S.T is using and continuing to develop organisational policies to protect and inform all stakeholders. Some of this work is still in development.
- Stakeholder engagement clearly contributes to the upskilling of both trainees and employers in high-risk workplaces. The training is highly valued. Recording of stakeholder input is still relatively informal at this stage.
- M.O.S.T has sound processes to ensure that the safety and wellbeing of trainees is being well met. Trainee feedback is consistently positive. Assessors are well informed and are involved in discussions on student progression.
- M.O.S.T shows sound capability in self-assessment in the relatively short time they have been operating as a P.T.E. Some systems are still in development; therefore, it is too early to gauge their effectiveness.
- M.O.S.T has a strong reputation in the sectors they work in. All work and training-related compliance is of a very high standard. M.O.S.T is gaining capability in managing compliance with NZQA requirements.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Course completion rates are high. Māori and Pasifika trainees achieve at the same rate as the cohort as whole.² M.O.S.T has set internal benchmarks to measure educational performance, and has exceeded these rates since registration with NZQA.</p> <p>Courses are short in duration and relevant to the role of the employee. Therefore, achievement and value are best measured in the workplace after training has been completed. M.O.S.T has well-established connections with industry employers, and gathering and responding to feedback is prompt and effective. Survey information and less formal discussions with stakeholders show the employer and trainee feedback to be highly positive.</p> <p>A small number of trainees have not completed their courses. M.O.S.T tracks these non-completions and continues to support employers and trainees, offering advice and support to encourage a successful outcome.</p> <p>There was convincing evidence of a strong system of moderation practice. External moderation results have been positive, with only minor adjustments required. M.O.S.T has used the feedback from this quality assurance process to update and improve its processes. Internal moderation processes are sound and provide management with a useful gap analysis of performance. Strong alignment between verification rates and course completion rates validates trainee achievement.</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² This includes 100 per cent completion and success rates for the six registered micro-credentials, and 99 per cent for short courses since registration as a private training establishment.

Conclusion:	Trainees gain relevant employment skills. Course completions are very high and there is convincing evidence of high standards of training and assessment.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Trainees and employers value the high standard of the training and M.O.S.T's bespoke courses, which suit their needs. There is a high level of engagement with employers and trainees pre- and post-delivery. M.O.S.T surveys trainees on completion of the courses. The feedback for both micro-credentials and short courses is very positive.³ The feedback NZQA gathered from employers also attested to the value of the outcomes. M.O.S.T does not yet have a system for routinely recording employer feedback, or to make note of adjustments made to delivery based on the feedback received. This is an area for development.</p> <p>The NZQA evaluators interviewed stakeholders from a wide scope of large and smaller-scale industries, representing a range of sectors. The reasons for favouring M.O.S.T as a preferred provider were as broad and convincing as the range of stakeholders interviewed. Advantages included: the strong technical knowledge of staff; consistency of training and assessment practice across multiple sites; and the consistently positive feedback from a cross-section of trainees, both from those new to the industry and those undertaking refresher training.</p> <p>Outcomes post-training include improved operating handling of high-risk equipment, a decrease in safety-related incidents, and increased engagement with Hauraki District Council's youth employment programmes.</p> <p>Stakeholders also commented on the effort and commitment made by M.O.S.T staff to maintain links and keep professional conversations going. For stakeholders,</p>

³ M.O.S.T is exceeding their key performance indicator goal of receiving 95 per cent positive student feedback on their courses.

	<p>this has resulted in improvements in best practice following incident reports, while M.O.S.T has gained valued industry input into micro-credential development and in resourcing their own site.</p> <p>M.O.S.T routinely tracks, records and updates graduate outcomes for micro-credential courses.</p> <p>M.O.S.T staff are active community members in the Hauraki District. They invest time and resources in supporting local schools and community events and are seen as contributing positively to the area.</p>
Conclusion:	<p>During their short time operating as a PTE, M.O.S.T has contributed significantly to stakeholder outcomes. As the PTE grows, it would be worth considering how best to record the wide range of graduate outcomes.</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
Findings and supporting evidence:	<p>M.O.S.T is acknowledged by stakeholders as a leader in the crane industry. M.O.S.T staff continue to be heavily involved in working group reviews and steering groups, and are in regular consultation with the Crane Association and WorkSafe NZ. The director is an active member of an industry-specific educational committee and also a regulation review group.</p> <p>M.O.S.T is one of the few organisations with moderators and assessors still working in industry. Their experience covers piling and higher-level crane operations. M.O.S.T has used this experience in working with stakeholders to develop six micro-credentials which offer an opportunity to upskill industry with graduates who have work-ready, specific skills. The first iterations of the micro-credentials have had positive reviews, and M.O.S.T is working with stakeholders to develop a further three micro-credentials.</p> <p>As discussed in 1.1, moderation results and feedback have been positive, with M.O.S.T responding well to the</p>

	<p>feedback from WDCs.⁴ M.O.S.T has written and uses their own training material in line with all current regulations, acts and industry guidelines. Courses are reviewed at the conclusion of each course delivery, and staff discuss any changes to materials or approaches which may be beneficial. Materials, assessments and lesson delivery plans are held on a shared drive to ensure consistency of delivery and teaching practice.</p> <p>Learning environments are planned and structured for the needs of students in the high-risk industries. Safety is paramount. Delivery at clients' industry locations meets the needs of stakeholders in using specialised and specific equipment. The development of an on-site learning centre provides access to realistic, work-based and well-resourced learning.</p>
Conclusion:	M.O.S.T provides specialised, high-quality training which answers the needs of specific industries. M.O.S.T's engagement with and responsiveness to stakeholder needs is of a very high standard.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>M.O.S.T has strong, but still developing systems in place to identify and respond to trainees' needs. Comprehensive needs assessments ensures that the method of delivery, resources and assessments match needs and enable good learning outcomes.</p> <p>M.O.S.T conducts a great deal of pre-training planning in conjunction with the employer. There are safety pre-checks of equipment to ensure the welfare of trainer and trainee. Between them, they discuss any specific training or learning needs that a trainee may have. M.O.S.T identified a need to engage more directly with the trainee to determine if there are any potential learning difficulties, and this is now in place. M.O.S.T has connections with</p>

⁴ Workplace Development Councils

	<p>external support agencies and may refer trainees if needed.</p> <p>Assessors are experienced at responding to any trainee who may present with a previously unspecified learning need. A stakeholder attested that they have clients with literacy/numeracy needs who attend M.O.S.T's courses with a reader/writer. Staff were seen as being accommodating and proactive in assisting trainees with additional needs.</p> <p>M.O.S.T does not yet collate information on trainees who may have a disability, but gives new entrants the right of disclosure and actively supports these people. This is an area for more development.</p> <p>M.O.S.T surveys all trainees on completion. Feedback is used to identify trends and respond to any areas for improvement. M.O.S.T originally tracked and responded to survey feedback on a case-by-case basis, but has recently moved to an aggregation methodology which gives evidence of representative responses. Survey questions are identified by course and any queries are followed up. The surveys gather general, targeted and assessor-focused feedback. Management share and discuss trends during monthly meetings, and make this information available to their assessors. There is follow-up with relevant employers.</p> <p>M.O.S.T's Code of Practice self-review for 2023 indicated all outcomes at 'developing', and has identified areas for improvement and strategies in an action plan. Key actions include professional development of staff in te reo and tikanga Māori, and adjusting requested enrolment information to better capture specific learning needs. M.O.S.T now supplies large, printed assessments and training material where required. The PTE has added alternative methods of gathering learner feedback to ensure anonymity. It is too soon to see the impact of these actions.</p>
<p>Conclusion:</p>	<p>M.O.S.T provides strong and individualised support to each trainee. There is strong evidence of the effectiveness of this support. Self-assessment of the effectiveness of support systems is developing. This is also reflected in the PTE's self-review against the Code of Practice.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>M.O.S.T is an award-winning, major provider of high-risk and heavy industry training, being named 2019-22 Crane Association Training Company of the Year. The director was also presented with the inaugural Crane Leader of the Year Award for 2022.</p> <p>The PTE's strategic purpose is clear and based on sound financial and educational principles. Documents and discussions present clear reasoning for the establishment of a PTE, with highly positive financial and industry-related outcomes.</p> <p>M.O.S.T maintains strong, sector-wide involvement with industry bodies, and connections with the standard-setting WDCs are positive. At set-up, M.O.S.T conducted a competitor gap analysis which shows capability in benchmarking its own performance, both within New Zealand and internationally. Delivery of the micro-credential resulted in a client gaining international accreditation because their staff completed the micro-credential. Many clients return business, or sign rollover training agreements.</p> <p>Company KPIs⁵ are analysed and are being met or, in some cases, exceeded. M.O.S.T regularly reviews and updates its policies and uploads these for staff.</p> <p>M.O.S.T has recruited staff well. Assessors are highly experienced and capable in both onshore and offshore delivery. There are routine assessor observations and sharing of best practice and problem areas. Professional development is ongoing, assessors upskill and maintain their currency in related fields, attend conferences together, and mentor each other in a supportive environment.</p> <p>Internal review is held in monthly meetings where staff discuss any developments – internal or external, changes in content, compliance, moderation, health and safety at facilities, implementations and responses to needs.</p>

⁵ Key Performance Indicators

	The range and scope of resources provides trainees with real-world equipment for training, and stakeholders attest to continued improvements. M.O.S.T has invested in simulation technology and offers a purpose-built heavy industry and high-risk training facility which provides specific industry training for beginners through to experienced operators.
Conclusion:	M.O.S.T shows strong capability in delivering and managing training to a wide range of clients. The PTE has clear, easily measurable systems for assessing performance. Improvements are ongoing.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The most important high-risk and heavy industry training compliances are well managed by this industry leader in safety training.</p> <p>All industry and workplace requirements are current and carefully followed. A thorough process of pre-enrolment ensures that all trainee pre-requirements are in place before training commences. Equipment, off-site facilities and policies are checked before delivery. Assessors are highly capable and work to required standards.</p> <p>M.O.S.T meets NZQA registration requirements. Attestations and other required documentation to NZQA have mostly been timely and accurate. M.O.S.T was late submitting financial information. However, the implementation of a compliance calendar should help manage timely submissions in future. There has also been some minor late credit reporting of the micro-credential focus area. This has now been rectified.</p> <p>M.O.S.T recognised that they needed support in managing education provision within government frameworks. As a result, the company structure has been broadened to include a compliance manager.</p> <p>Managing and responding to these frameworks is in transition. M.O.S.T has not routinely reported data for Pasifika or trainees who may identify as having a disability.</p>

	There is no evidence, however, that this has impacted negatively on any trainees.
Conclusion:	The most important safety and work-related compliance measures are well managed. Capability in managing NZQA-related compliances is still developing.

Focus areas

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

2.1 Load Slinging and Lift Communications (Dogman Duties) (Micro-credential) (Level 3)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Stakeholder engagement

Performance:	Excellent
Self-assessment:	Excellent

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 Major Oak Safety Training Limited:

- Develop and maintain a sustainable, fit-for-purpose system to report on all priority group trainees.
- Consider how best to capture stakeholder evidence of outcomes, in a way that is useful and informs future delivery.

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 fraud⁶*
- *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.*

⁶ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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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