



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

New Zealand Biosecurity Academy
Limited

Date of report: 23 May 2023

About New Zealand Biosecurity Academy Limited

New Zealand Biosecurity Academy (NZBA) is one of the four environmentally orientated companies called the Omah Group. NZBA delivers biosecurity training on behalf of the Ministry of Primary Industries as well as health and safety courses to a number of businesses throughout New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	9D-F Beatrice Tinsley Crescent, Albany, Auckland
Eligible to enrol international students:	No
Number of students:	<p>Domestic: 2022 figures, 58 students (2.6 equivalent full-time students) enrolled in NZQA-approved and accredited training schemes and unit standards: Māori, 7 per cent (four); Pasifika, 17 per cent (10)</p> <p>No learners with disabilities were reported.</p> <p>A further 656 students were enrolled in biosecurity and bespoke workplace courses.</p>
Number of staff:	Four full-time staff, two part-time staff
TEO profile:	<p>New Zealand Biosecurity Academy provider page on the NZQA website</p> <p>NZBA delivers the following:</p> <ul style="list-style-type: none">• Ministry of Primary Industry (MPI) biosecurity training to personnel who work with the import and export of goods at points of entry• ConstructSafe assessment for Construction Health and Safety New Zealand (CHASNZ)• The Health and Safety Champions Micro Credential (the NZQA-approved Training Scheme)• A variety of short duration courses based on various single unit standards

- Workplace short duration courses built to meet the requirements of clients.

Last EER outcome:	This is the first external evaluation and review (EER) for this PTE.
Scope of evaluation:	Focus area 1: Health and Safety awareness courses including Health and Safety Champion Training Scheme [ID: 126478]; and Health and Safety Representative (Unit Standard 29315) Focus area 2: Fire and Emergency Warden Duties (Unit Standard 18408)
MoE number:	6676
NZQA reference:	C52687
Dates of EER visit:	7 and 8 February 2023

Summary of results

Strong achievement and value for all stakeholders shows the relevancy of the workplace-based training provided by NZBA. Regular review at all levels of the organisation has enabled effective changes to be implemented. NZBA will need to ensure sufficient resources are available for sustainable growth of the business.

Highly Confident in educational performance

- Learner achievement of credits and/or certification alongside valuable workplace skills and knowledge are strong. Stakeholders attest to the immediate application of the training and a growth in confidence and communication skills. Gaining an understanding of any trends within achievement from the biosecurity and workplace courses may strengthen the self-assessment currently completed.

Confident in capability in self-assessment

- The training delivered by NZBA is of high value to all stakeholders. Students gain new skills, knowledge and enhanced wellbeing, while workplaces and industry are able to meet legislation, ensure staff safety and gain currency in skills. Understanding the value to Māori and Pasifika communities would strengthen NZBA's review and self-assessment.
- Strong relationships with stakeholders inform ongoing programming. The effective changes to learning activities and resources seen to date indicate the strength of self-assessment in this area.
- Comprehensive moderation of assessment and delivery informs review and assures the validity and consistency of assessment and achievement.
- Comprehensive and tailored support is provided to each student. Individualised attention is given to any student needing it during their course.
- A close working relationship with the advisory board has enabled NZBA to strategically plan and respond to the effects of Covid and the PTE's current growth. NZBA needs to ensure sufficient resources are available to support business growth.

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- Staff are valued and supported to fulfil their roles. Use of externally provided training would give greater access to current thinking and practices in cultural, disability and health-related areas.
 - Comprehensive monitoring and management of multiple compliance accountabilities ensures NZBA staff and students are well informed of their rights and are kept safe.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>As most students training with NZBA are employed, they gain unit standard credits and certification, and knowledge that is immediately applicable in the workplace. They also gain transferable skills such as communication capabilities and leadership skills. The importance of this has been attested to in the feedback gained from stakeholders.</p> <p>NZBA collects achievement data for the NZQA-approved training scheme and the PTE's single unit standard courses. In 2021, 100 per cent of the students were successful in their study. For 2022, the completion rate at the time of the EER was 69 per cent. However, with the remaining 31 per cent of the students being awarded extensions, it is expected that the completion rate will increase. The Tertiary Education Strategy priority learner groups are achieving at parity in all the courses.² Internal moderation results validate these achievement results.</p> <p>The reasons for extensions to study and withdrawals are understood and patterns seen within this information are being used to inform self-assessment. Collection and disaggregation of the achievement data related to the workplace and biosecurity (MPI) courses would give a greater understanding overall and would strengthen current levels of self-assessment.</p>
Conclusion:	<p>Strong learner achievement supports workplaces to gain suitably trained personnel able to apply relevant knowledge. Regular use of collected data and feedback informs review. Collection and use of disaggregated data drawn from all the courses delivered would strengthen current self-assessment.</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 Tertiary Education Strategy priority learners are Māori, Pasifika and learners with a disability.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Most students undertaking training with NZBA are employed and are undertaking the training as part of their professional development. Graduate and client feedback shows the applicability of the gained skills and knowledge, alongside enhanced wellbeing. They provided examples of where the training enabled promotion to new roles and positive legislative change within the workplace.</p> <p>Workplaces benefit from the transferable skills that graduates gain, which is partially evidenced by client retention. Repeat clients send staff to pathway to further/higher-level training that expands their current capability, or to gain skills in different areas of operation (such as risk and incident management or fire and emergency warden duties). NZBA sees this as an opportunity to develop and deliver programmes that result in New Zealand qualifications to better meet stakeholder aspirations.</p> <p>As it is part of a larger group of companies (the Omah Group), NZBA provides an in-house training facility for the sister organisations. This has proven especially beneficial during the Covid lockdowns as staff transitioned to targeted professional development when they were unable to work. Covid lockdowns also enabled NZBA to pivot to online delivery. NZBA has chosen to continue this mode of delivery to support workplaces that are either isolated geographically or outside the Auckland region. This flexibility is appreciated by workplaces as it reduces cost and time away from work for these clients.</p> <p>NZBA actively captures feedback from students through end-of-course surveys and by anecdotal conversations with graduates, employers and industry. A focussed and systematic approach to understanding how graduates use their skills would strengthen the current informal activity that informs self-assessment. Formal engagement with Māori iwi and Pasifika communities is also planned for 2023, replacing the current in-house connections currently used for understanding the value of outcomes to these groups.</p>

Conclusion:	Formal and anecdotal collection of feedback ensures NZBA understands the valued outcomes for its stakeholders. The planned development of formal mechanisms to engage further with stakeholders should further strengthen programme development, delivery and review.
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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>The training consultant on the NZBA team ensures a high level of interaction and relationship-building with industry and workplaces. This informs the training that is delivered. Relevant examples and exercises that echo industry and workplace requirements allow students to see how they can apply their knowledge. It also provides feedback for the regular programme and delivery reviews, helping ensure the currency of the material taught.</p> <p>Small class sizes allow tutors to understand each student's experiences and needs. NZBA considers this one of its strengths. Class-based discussion, regular reference to the manual and a variety of learning activities engage students and provide insights into how to use what they have learnt in their own workplace contexts. Formal evaluations and other informal and formal feedback have been effectively used to ensure the learning activities continue to be supportive and prepare students for assessment and post-course assignments. Training materials are more accessible.</p> <p>The policies and procedures for assessment, appeals and authenticity of submissions are outlined in the learner's handbook and assessment packs provided at the start of each course. Assessment conditions and specific-to-workplace assignments provide assurance that work submitted is a student's own. After marking, students receive emails outlining areas where improvement can be made or expanding the information in context-specific ways. Feedback to learners is thorough.</p> <p>Moderation is completed both externally and internally, and is comprehensive. Frequent internal moderation verifies marking</p>

	and assessor decisions and also provides information for staff professional development where necessary. External moderation is completed when requested and the positive reports have been used to support the review process. Such reports also support that the assessment is valid and consistent and learning outcomes remain aligned with the evidence requirements of unit standards.
Conclusion:	Small classes and regular interaction with all stakeholders enable NZBA to deliver relevant, engaging and current courses. Comprehensive moderation ensures assessment decisions are valid and supportive, informative feedback is provided to students after submission of work.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>When workplaces are considering offering training with NZBA to their staff, discussions with the training consultant or a tutor ensures the training that best matches their needs. Once enrolled, the students are welcomed to the training and given information that will support their training experience³, as well as inform them about the course. This information is refreshed once training commences.</p> <p>Class sizes are small and will remain so as a reflection of NZBA's goal to enable success for all students. Small sizes enable tutors to get to know each student, identify needs and provide one-to-one support opportunities. Individual learning plans are made for those students who may struggle during the course, and regular check-ins throughout delivery allow for adjustment as needs emerge. A variety of learning activities, including small group work and sharing of experiences, tailors delivery to different learning styles, creating an inclusive environment. A willingness to engage with workplaces, whānau and communities supports this inclusive environment. Overall, NZBA tutors are able to provide comprehensive, tailored support which is reflected in the self-review NZBA has completed against</p>

³ A learner handbook and information about the course is provided in an introductory email. Also attached to that email will be any pre-course reading and an assessment pack.

	<p>the Code of Practice. External training or workshops around identifying and supporting mental health and learners with disabilities would supplement current internal professional development.</p> <p>A number of courses that NZBA delivers require post-course assignments to be completed. NZBA has taken into account the time versus work commitment for all of the students and has provided an appropriate amount of time for this work to be completed and submitted. Weekly interactions between the tutor and the student ensure any emerging needs are responded to. Compassionate consideration in the form of extended time for completion can be applied for and will be given to support students towards success. The need for a policy and procedure to support the granting of these extensions has been identified, and NZBA aims to formulate one soon. Trends and patterns seen in those extensions have been used to guide some review.</p>
Conclusion:	Comprehensive, tailored support alongside learning activities that support different learning needs and cultures enables NZBA to heighten individuals' chances to succeed.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The organisational purpose is clear, with the strategic plans and goals discussed monthly in meetings with the governing advisory board. Reports are submitted informing governance about achievement and feedback, and this supports regular self-assessment and future planning for business growth.⁴ A 'learner at the centre' focus is evident. Positive feedback informs the organisation about the effectiveness of their practice.</p> <p>Resourcing is discussed at the monthly board meetings. Online technology enabled NZBA to pivot to online delivery during Covid lockdowns. Feedback from stakeholders has informed continued delivery to meet the needs of students and stakeholders, particularly where they are remote or unable to come to</p>

⁴ NZBA's short-term goals include development of the New Zealand Certificate in Workplace Health and Safety (Level 4) and a biosecurity programme offering to secondary schools. Police vetting of staff currently occurs.

	<p>Auckland. NZBA has also gained approval from the Omah Group to expand their staff to meet expanding business demands after a period where NZBA management covered multiple roles. Proactive consideration of resourcing needs, particularly with respect to staffing, would ensure the future sustainability of the business, meeting its educational purpose as growth continues to occur.</p> <p>NZBA currently has small staffing levels which are fit for purpose for the current delivery schedule. Tutorial staff have industry experience and hold qualifications and teaching experience that meet the requirements of MPI and consent and moderation requirements for the unit standards.</p> <p>Staff use evaluations received to self-reflect on their delivery, while observations and regular meetings with other staff ensure tutor experience informs organisational-level review. Currently, professional development for staff is internally managed. Externally sourced professional development to enable NZBA staff to gain current knowledge, thinking and practice across the pastoral support and tertiary education sector would support this.</p>
<p>Conclusion:</p>	<p>Strong, regular interaction with the PTE’s advisory group informs strategic goals, future directions and resource allocation. Proactive consideration around resourcing and external professional development options should support the business growth that has begun.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZBA functions as an in-house training organisation for the companies' part of the Omah Group. This arrangement has allowed for health and safety, risk and incident and compliance management to be overseen by departments dedicated to this for the group. A four-step compliance check alongside accessing relevant Acts and NZQA rules annually ensure compliance accountabilities are met in a timely manner.</p> <p>Health and safety measures are assured by a Telarc audit. NZBA has obtained three ISO standards including ISO9001 Quality Management and ISO45001 Occupational Health and Safety. MPI also audits NZBA's biosecurity delivery every second year, and it meets the required standards.</p> <p>The systems NZBA uses enable the majority of NZQA compliance accountabilities to be met. Comprehensive policies and procedures inform daily operations and, where necessary, students are informed of their rights through the website, handbooks and assessment packs. A risk and complaints register is kept and provides evidence of procedures being followed effectively, ethically and legally.</p> <p>There were a few areas where accountabilities to NZQA were not being met.⁵ These were either addressed prior to the EER enquiry phase starting, or plans are in place to update and/or formulate suitable policies and procedures.</p> <p>The Tertiary and International Learners Code of Practice annual attestation was submitted in a timely manner. A self-review against the first four outcomes is available on the PTE's website. Publication of the strategic goals still needs to be completed. Review of self-ratings for the Code and the strategic goals are drawn from the students' voice, stakeholder feedback and tutor experiences.</p>

⁵ Prior to the EER, NZBA was informed that NZQA needed to be told about temporary delivery sites used by the organisation. Likewise, NZBA does report some credits late as a result of issuing extensions. The award of extensions to study does not have a policy or procedure attached to ensure consistency of practice.

Conclusion:	Comprehensive monitoring and management ensures NZBA meets its compliance accountabilities to NZQA reasonably well. Other regulatory requirements are well matched.
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Focus areas

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

2.1 Health and Safety Awareness courses (to include Health and Safety Champions, Health and Safety representative and Health and Safety Awareness courses)

Performance:	Excellent
Self-assessment:	Good

2.2 Fire and Emergency Warden Duties course

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 New Zealand Biosecurity Academy Limited:

- Develop and institute a policy and procedure outlining the parameters for the award of extension of time to assessments to ensure a consistency of practice.
- Collect, disaggregate and analyse the achievement data related to workplace courses and biosecurity courses to provide an overall understanding to strengthen review.
- Undertake externally provided professional development to support tutor development, particularly relating to learners with disabilities, cultural differences in learning and the new Code of Practice.

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 2021, 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 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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 2021. 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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