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# External Evaluation and Review Report

Wesfarmers Industrial & Safety NZ  
Limited trading as NZ Safety  
Blackwoods Worksafe Training

Date of report: 21 November 2019

# About Wesfarmers Industrial & Safety NZ Limited trading as NZ Safety Blackwoods Worksafe Training

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*NZ Safety Blackwoods provides full and refresher courses for companies to meet industry compliance requirements and for upskilling of employees. Courses include elevating work platforms, confined spaces, gas detection and fall arrest systems.*

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Type of organisation:	Private training establishment (PTE)
Location:	87 Kerrs Road, Wiri, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 5500 annually (approx.)  2018 – 57 per cent NZ European; 36 per cent Māori and Pasifika; 7 per cent other
Number of staff:	12 full-time equivalents
TEO profile:	See: <a href="#">NZ Safety Blackwoods Worksafe Training</a>
Last EER outcome:	In 2016, NZQA was Confident in both educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Certificate in Height Safety and Rescue – Training Scheme</li></ul> <p>This three-day course contains training towards the prerequisite unit standard 23229 <i>Use safety harness system when working at height</i>; unit standard 15757 <i>Use, install and disestablish temporary proprietary height safety systems when working at height</i>; and rescue techniques. The course is reduced if students have the prerequisite unit standards. The scope included refresher courses for 15757.</p>
MoE number:	7254
NZQA reference:	C36289
Dates of EER visit:	25 and 26 September 2019

# Summary of Results

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*NZ Safety Blackwoods tailors courses to meet clients' needs. Students gain relevant skills to enhance workplace health and safety. Implementation of comprehensive systems for monitoring academic compliance would ensure the PTE meets NZQA requirements.*

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## **Confident in educational performance**

- The training courses are valued for improving safe working practices and meeting the compliance requirements of a wide range of manufacturing, construction, infrastructure and utilities companies nationally.
- Courses have a high rate of completion. The value of this is demonstrated by the range of feedback from employers and company training coordinators around meeting compliance needs and improving practices. However, data on training numbers is not analysed to identify trends.

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

- Courses are closely aligned to industry requirements and are well planned to suit students' needs, with a good balance of theory and practice.
- Ongoing review of course teaching and assessment materials by trainers ensures that courses are current and meet industry needs.
- The senior leadership team reviews training numbers to meet overall organisational priorities and viability. However, the organisation needs to set up a system for monitoring its compliance with NZQA requirements. A Type 2 (major) change was unnotified, and there is a lack of systematic monitoring to ensure all required NZQA forms are submitted.

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

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Completion rates for all courses delivered are close to 100 per cent, with all students completing the training schemes delivered in 2018. High completion rates are characteristic of short courses for students who are already employed in specialised positions in industry.</p> <p>Completion data for the past three years has been aggregated, which does not enable the organisation to compare results across different courses or timeframes. However, course completions are monitored monthly to assess the number of courses held each financial year. The organisation is improving its learner management system to produce better reporting on achievement.</p>
Conclusion:	The majority of students complete the courses they enrol in.

## 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>Students achieve a certificate or unit standard credits recognised by WorkSafe to meet industry compliance requirements for employment. Students also reported on how the refreshers kept them up to date with industry practices. Employers' feedback stated that the courses helped keep incidents down and improved attitudes about safety.</p> <p>Feedback is gathered both informally and using end-of-course evaluations. The organisation is developing a formal feedback mechanism to gather information from employers about the</p>

<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.

	value of the courses.
Conclusion:	The outcomes are valued by a range of industries for compliance purposes. The training is aligned to workplace practices, so students develop relevant skills and the confidence to apply them on site.

### 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>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZ Safety Blackwood's courses are designed to meet workplace safety requirements. The content is tailored to match the workplace environment and activities, enabling students to learn how to apply techniques using their own equipment and in the right context. A number of government departments and private organisations enrol employees on the courses, including refreshers.</p> <p>The training scheme was developed to meet the demand for rescue training, for which there is no unit standard. The course is delivered over three days, with the theory unit standards for the fall arrest component assessed in the first two days, and a stand-alone, practical rescue component on day three. Students' feedback indicates that the balance of theory and practice is appropriate.</p> <p>Tutors are mostly contractors who have relevant industry experience and qualifications. Teaching consistency is maintained with a set of teaching resources and assessment materials with model answers aligned to unit standard requirements for each course. These are also used for refresher courses. Teaching and assessment resources are updated regularly. The materials were updated three years ago to include a new prerequisite unit standard (23229), but the organisation did not submit a Type 2 change application to NZQA at the time, which means the training scheme as currently delivered is not approved. This indicates a lack of a comprehensive review process.</p> <p>External moderation over the past three years (2016-2018) has included the majority of unit standards assessed by the PTE,</p>

	<p>and it has met moderation requirements, with only one action to address in that time. However, evidence provided for internal post-assessment moderation was not sufficient to show that tutors are making consistent, fair and valid judgements to meet unit standard criteria. Current moderation practice is focussed on developing teaching practice with peer observations and annual training meetings. These activities help to ensure that tutors have the required skill set and qualifications but do not cover internal moderation of assessor judgements.</p> <p>Students' end-of-course feedback and emails sent following the training show that the tutors are highly thought of and have credibility within the industry.</p>
Conclusion:	<p>Course design and delivery by credible tutors is well matched to the needs of the various industries. There is ongoing review of all workbooks and assessment materials. However, training scheme changes were not notified to NZQA, and the internal moderation system needs reviewing to ensure it is robust.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The organisation checks records of achievement and tutors contact the company or individuals prior to the course to check everyone has the relevant prerequisites and experience, and to confirm attendance. Students receive a workbook with the relevant technical information for pre-reading.</p> <p>Each site is checked to ensure it meets health and safety requirements. Small course numbers ensure that students are closely mentored with health and safety plans. Trainers are aware of literacy issues and receive upskilling on strategies to support students who need it, and engage them in the learning.</p> <p>Course feedback shows high satisfaction with how the courses are delivered. Employers and those enrolling in courses also complimented the organisation of the courses, from booking to receiving credits.</p>
Conclusion:	<p>Ongoing engagement as well as suitable resources ensure that students are learning in a safe environment with appropriately</p>

	trained trainers to support them.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The organisation is owned by Wesfarmers, an Australian company with a New Zealand holding company, Wesfarmers NZ Safety Blackwoods, which is responsible for the training. The training arm is aligned to the overall organisation's purpose statement of 'Safe with us' through the provision of safety products and safety courses.</p> <p>The organisation aims to offer clients relevant training solutions by assessing needs and providing the training and equipment for staff to enable them to perform their work safely. The effectiveness of this is monitored by feedback from the organisation's sales managers and clients' health and safety statistics.</p> <p>A national sales manager is responsible for ensuring training numbers are sustained. The business manager, who has other responsibilities alongside managing the training operations, reports monthly to the senior management team on training volumes and to inform resource decisions. However, there is a lack of documentation around training strategies and goals to understand the value and effectiveness of the training.</p> <p>Training activities are overseen by the quality manager, who is also a contracted trainer. The business manager is also responsible for the annual performance appraisal of the two full-time trainers. Staff are capable and well resourced to perform their roles. However, the policies and processes are out of date. The organisation is flexible in meeting client needs and in forward planning. It is currently seeking to enhance its administration processes with better reporting from its learner management system to manage compliance and identify trends to understand performance.</p>
Conclusion:	Purpose is clear across the organisation, and the training is supported by the parent company. Data is monitored to see how well the training is meeting volume targets but lacks analysis of

	training activities to ensure they are relevant and current.
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## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Compliance accountabilities with NZQA have not been effectively managed, with a number of oversights in the following areas:</p> <ul style="list-style-type: none"> <li>• Credit reporting shows that credits have not been reported within 90 days, as required. However, there has been an improvement from November 2018 since the organisation identified the issue.</li> <li>• The organisation did not submit a Type 2 change for approval by NZQA when it added another unit standard to the training scheme.</li> <li>• The fit and proper person declaration forms have not been submitted to NZQA for the relevant staff, including the national sales manager, business manager, quality manager and administrators reporting credits.</li> </ul> <p>The organisation is managing its external moderation requirements. In addition, the organisation has systems for checking that sites used for training are current and suitable before use. The company manages its health and safety requirements and has health and safety plans in place.</p> <p>The organisation is working to improve its learner management system to monitor educational compliance requirements.</p>
Conclusion:	Overall, compliance management is not sufficient for ensuring PTE compliance with registration requirements. However, the organisation has systems in place for managing worksite health and safety requirements.



# Focus Areas

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

## 2.1 Focus area: Certificate in Height Safety and Rescue - Training Scheme

Performance:	<b>Good</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 Wesfarmers Industrial & Safety NZ Limited, trading as NZ Safety Blackwoods Worksafe Training:

- Develop a set of assessment questions for refresher courses, separate from the full training scheme course.
- Carry out a full review of courses using outcomes data, trainer feedback, course evaluations and input from moderation activities.
- Review the quality management system to ensure processes reflect current practice and provide comprehensive guidance for:
  - Credit reporting
  - Internal and external moderation
  - Compliance management.
- Develop training goals and analyse achievement to understand the value of the training and the effectiveness of processes.

# 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.*

NZQA requires Wesfarmers Industrial & Safety NZ Limited, trading as NZ Safety Blackwoods Worksafe Training to:

- Submit Fit and proper person statutory declaration for required staff (the Education Act, 1989, amendment 2011, part 18, [section 233](#)).
- Submit Type 2 change for the Training Scheme (the Education Act, 1989, section 253 - [Training Scheme Rules 2012](#), incl. 2017 and 2018 amendments).

# 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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