



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Wesfarmers Industrial & Safety NZ
Limited (trading as NZ Safety
Blackwoods - Worksafe Training)

Date of report: 8 February 2024

About Wesfarmers Industrial & Safety NZ Limited (trading as NZ Safety Blackwoods - Worksafe Training)

Worksafe Training is a specialist training service within NZ Safety Blackwoods. It provides full and refresher short courses for companies to meet industry compliance requirements and to upskill employees. Courses include height safety, elevating work platforms, permit to work, health and safety, emergency response, hazardous substances and confined spaces.

Type of organisation:	Private training establishment (PTE)
Location:	87 Kerrs Road, Wiri, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic: 2022, 144 EFTS (equivalent full-time students) 3194 students ¹ (eight training scheme students) International: not applicable
Number of staff:	Four full-time equivalents and nine part-time
TEO profile:	Wesfarmers Industrial & Safety NZ Ltd
Last EER outcome:	In 2019, NZQA was Confident in Worksafe Training's educational performance and capability in self-assessment.
Scope of evaluation:	Certificate in Height Safety and Rescue (Training Scheme) (level 3)
MoE number:	7254
NZQA reference:	C54597
Dates of EER visit:	6 and 7 November 2023

¹ Refer Appendix 1 for student numbers for additional years.

Summary of results

Worksafe Training is meeting the most important needs of its stakeholders through a range of short courses that contribute to compliant and safe practices in the workplace. Effective systems ensure academic quality. Self-assessment is continuous and informed and contributes to strong educational performance.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• Worksafe Training’s students gain skills and knowledge that are relevant to their workplace roles and responsibilities. The PTE monitors student performance data for trends, which are reported to senior management and used to inform improvements. |
| Highly Confident in capability in self-assessment | <ul style="list-style-type: none">• Worksafe Training delivers well-designed courses to meet the compliance requirements of stakeholders. Learning environments are well planned and trainers have the resources and professional support they need to deliver quality training.• Management supports Worksafe Training’s educational leadership well. The PTE analyses achievement data to support strategy and day-to-day operational decisions and improvements.• Worksafe Training manages its compliance accountabilities effectively. |

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Course completions at Worksafe Training have remained high since the last EER. This is due to the short-term nature of the courses (one to three days) and their direct relevance to the skills and knowledge required in the workplace.</p> <p>Worksafe Training collects, analyses and reports on student performance to monitor demand for the courses and to understand achievement and participation trends. The results are reported every month to the senior leadership team of NZ Safety Blackwoods. Ethnicity data is also collated and analysed. Based on the PTE's data analysis, there is no obvious correlation between achievement/non-achievement and ethnicity.</p> <p>Worksafe Training requests disability information from the students. However, because of the applied nature of the training courses, Worksafe Training rarely³ has trainees with a physical disability. In addition, not every student attests to having a learning or mental disability that might impact on their learning experience.</p> <p>Worksafe Training is using performance data to inform organisational improvements and strategy. For example, the PTE is currently inquiring into assessment and how many times trainees are assessed before they successfully complete. This will inform potential areas for improvement including teaching effectiveness and/or assessment design.</p> <p>A second area of exploration is understanding how many students withdraw and the reasons for withdrawal to support enrolment processes and/or programme offerings.</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ On occasion a student who has an injury may enrol on a course.

Conclusion:	Students achieve well. Worksafe Training keeps good data on student achievement and is using the data to identify opportunities for improvement.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The courses are highly valued by employers who require trained and skilled staff to meet specific job and compliance requirements. The training is delivered at work sites, is bespoke to the trainees' contexts and needs, and often adds value to workplace safety policies and practices.</p> <p>For trainees, the valued outcomes include job security, pay increases, employability, networking and safer work practices.</p> <p>Safety is a valued outcome for the organisation. Worksafe Training has an opportunity to monitor and measure its contribution to workplace safety. This could be done by asking students/graduates and employers whether the training has contributed to safer practices at work; and/or mapping training delivery against regions/industries where health and safety is paramount.</p>
Conclusion:	Students gain relevant skills and knowledge that support employability and safe practices in the workforce. These outcomes are highly valued by employers.

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>Courses are current and relevant to employers. Worksafe Training invests time in understanding client needs and delivering training courses that are relevant to their context/s.</p> <p>Learning environments are well planned, organised and professional. The trainers complete safety site checks before the training. Trainers have the resources they need to effectively deliver a course including training gear (kits) which are checked and maintained regularly by the lead trainer.</p> <p>Assessment rigour is maintained through effective internal processes (including cross-assessment, peer review and moderation) which are used to make improvements in assessment practice and assessment design.</p> <p>Trainers are contracted and priority is given to contractors with teaching and industry experience. Trainers meet monthly online and annually in person to share practice and keep up to date with organisational and sector changes.</p> <p>The training scheme has been updated since the last EER, but uptake on the course has been low. It is timely for Worksafe Training to test and review the relevance of the training scheme and what training options might be more suitable for employers in the future, including micro-credentials.</p>
Conclusion:	Courses are well designed and delivered to meet the needs of employers and their staff. The resources used are up to date and trainers have industry and teaching experience. Systems are in place to ensure assessment is robust.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The training is applied, therefore students are actively involved in their learning. The trainers respond quickly to any learning challenges not identified at enrolment. Some students can overcome challenges with one-on-one support from the trainers. Practical assistance such as reader/writers have been provided in the past. However, where the learning need is over and above what the trainer can provide, students are encouraged to seek support from their employer and to enrol on the course at a later date.</p> <p>Worksafe Training has a clear understanding of the pastoral Code of Practice, its intent, its application to their context, and how to support the wellbeing of the students.</p> <p>Safety and wellbeing are priorities for Worksafe Training. NZ Safety Blackwoods is a partner with Mates in Construction and therefore their messages and material are shared with trainees as a way of promoting mental wellness among men.</p>
Conclusion:	Students are well supported in the short time they are with Worksafe Training. Learning difficulties are identified early and supported by the trainer where possible.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Changes to management, training and administration in the wider organisation have improved the support provided to Worksafe Training since the last EER and solidified its importance as a specialist service. These changes have impacted positively on staff and clients.</p> <p>Organisational strategy informs annual planning, and the leadership team has an oversight of training performance through regular reports.</p> <p>Worksafe Training has effective systems, policies and the capability to deliver on its purpose, which is to 'assess, train and equip' staff to work safely. This is supported by stakeholder feedback.</p> <p>Contracted trainers are well supported by the business. There is good evidence of internal workforce strategies to support all staff including growing the number of women, Māori and Pasifika participating at all levels in the wider business. Employed staff have professional development opportunities and regular performance-based reviews.</p> <p>Quality training is important, and as an organisation Worksafe Training maintains high standards across all aspects of the business, including continuing to invest in the accountability required by PTE registration.</p> <p>The operational management team is aware of changes in the sector, and staff have contributed to industry developments.</p> <p>Worksafe Training uses data analysis effectively, as shown in management reports to the leadership teams. Data is also used in an ongoing way to support day-to-day operational decisions and improvements.</p>
Conclusion:	Worksafe Training is well governed, managed and supported to provide quality training that meets the needs of the clients (employers and students). There is good evidence of ongoing self-assessment that is contributing to improved practices and performance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Worksafe Training has effective processes for managing its important compliance responsibilities. This has improved since the last EER, with investment made in capability to ensure compliance requirements are met.</p> <p>Submission of documents to NZQA is timely, and improvements have been made to the timeliness of credit reporting. Students have an opportunity to voice their views formally and informally in regular feedback surveys. Formal complaint systems are also in place. Worksafe Training has noted that the policies and processes are difficult to find on the NZ Safety Blackwoods website which is currently being refreshed.</p> <p>Systems are in place for incidents and near misses which includes elevation to and tracking by senior management.</p> <p>Worksafe Training is considering the relevance of the training scheme to its stakeholders. The PTE should undertake a more formal review of the training, including reviewing whether the delivery hours reflect the time needed by students to meet the learning outcomes effectively.</p>
Conclusion:	Important compliance accountabilities are identified and well managed.

Focus area

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

2.1 Certificate in Height Safety and Rescue (Training Scheme) (level 3)

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.

There are no recommendations arising from the external evaluation and review.

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 1

Table 1. Student numbers

Year	Total number of students	Total EFTS	Percentage of total students who identified as Māori	Percentage of total students who identified as Pasifika	Total number of students who completed the training scheme (full and refresher)
2022	3194	144	12%	16.9%	8
2021	3268	150	13%	23.2%	28
2020	2841	166	8%	13.3%	73

Appendix 2

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 fraud⁴*
- *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.*

⁴ 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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