

Report of External Evaluation and Review

Safety 'n Action Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 27 March 2014

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, trainees, prospective trainees, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Safety n' Action
Type:	Private training establishment (PTE)
Location:	Unit B, 7 Ride Way, Albany, Auckland
Delivery sites:	14 Ross Reid Place, Highbrook, Auckland 7 Canada Street, Morrinsville 20 Connaught Drive, Islington, Christchurch
First registered:	April 2002
Courses currently delivered	Safety 'n Action delivers a range of short courses in the field of occupational health and workplace safety, ranging in length from a few hours to two days. These include: Height Safety, Working in Confined Spaces and Gas Detection, Fire Extinguisher, Breathing Apparatus (Rescue), Chemical Handling Approved Handler, Hazard Identification, Hearing Conservation, Occupational Health and Safety, and Permit to Work courses. The PTE has NZQA approval for the following programme: National Certificate in Occupational Health and Safety (Workplace Safety) (Level 3); and one training scheme, Gas Testing.
Code of Practice signatory:	No
Number of trainees:	Domestic: 900 equivalent full-time trainees (EFTS) – however, all courses are short, as noted above. The PTE delivers these courses to 15,000 trainees in a year. Māori and Pasifika trainees are generally

representative of the proportion of these groups in the workforce.

Number of staff: The PTE has 18 full-time trainers, administration staff, a national training manager, quality manager, trainer coordinator, national business manager and finance and administration manager (all full-time).

Scope of active accreditation: Safety 'n Action holds consents to assess in the following domains: Construction Health and Safety, and Injury Prevention (to level 4); Dairy - Generic (to level 4); Dairy Workplace Health and Safety (to level 4); Monitoring of Energy and Chemical Plant (to level 4); Occupational Health and Safety Practice (to level 6); Safety and Legislation for Energy and Chemical Plant (to level 4); Workplace Health and Safety Management (to level 5). In addition, the PTE holds consent to assess in a number of individual standards relating to health and safety.

Distinctive characteristics: All trainees are in employment: most clients are employers who contract the PTE to provide safety training for their employees.

The PTE's stated purpose is to 'provide knowledge and expertise to enable people and organisations to embrace a culture of safety and well-being'. To this end, short courses are also held within the Tertiary Education Commission (TEC) Gateway programme, and the PTE provides short hazard-identification courses for local schools as part of its community service.

The main risks or issues for clients have been identified as height safety and working in confined spaces, hence the relative importance of these two courses in the course portfolio offered by Safety 'n Action. The training provided is largely driven by the Health and Safety in Employment Act (1992) and other workplace regulations.

The TEC funds Safety 'n Action for 39 EFTS. These are for trainees who complete all of the component courses within the National Certificate in Occupational Health and Safety (Workplace Safety) (Level 3).

Recent significant changes:	During 2013, Safety 'n Action opened its South Auckland training facility (Highbrook). There have been no changes to ownership and no recent changes to management. The company is still expanding, with an estimated increase of 15.5 per cent in trainee numbers and 13.7 per cent increase in training days in 2013.
Previous quality assurance history:	This is Safety 'n Action's second scheduled external evaluation and review (EER). The first EER was conducted in late 2009, at which time NZQA was Highly Confident in Safety 'n Action's educational performance and Confident in its capability in self-assessment.

2. Scope of external evaluation and review

The scope for the EER consisted of the mandatory focus area:

- Governance, management and strategy

In addition, the following focus areas were selected:

- Height Safety: a short course, taught in two-day blocks, which accounts for about 30 per cent of courses delivered
- Confined Spaces and Gas Detection: one of a number of short courses designed to meet specific industry needs. This course is also taught in two-day blocks.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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.

The EER was conducted over two days. Prior to the EER visit, the lead evaluator communicated by telephone and email with the provider to discuss and agree to the scope and process for the EER. The evaluation team consisted of two evaluators.

The EER visit was conducted at the head office of Safety 'n Action. Trainers from the Auckland, Morrinsville and Christchurch sites were present. The evaluators viewed a range of documentation and met with the leadership (management) team and five of the full-time trainers. Telephone conversations were held with three randomly selected recent trainees, and with four employer representatives.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Safety 'n Action**

Safety 'n Action can demonstrate its continuous improvement in educational performance by its ongoing high course achievement rates; its increasing rate of retention or re-enrolment of trainees into further courses; its estimated increase of 15.5 per cent in trainee numbers and 13.7 per cent increase in training days in 2013; its 95 per cent positive client feedback, and by its average post-course trainee evaluation responses of 98.5 per cent who would recommend training by this PTE. Clear evidence has been seen that Safety 'n Action is meeting all or most of its clients' needs for provision of health and safety training, and all or nearly all of its trainees' needs for the knowledge and skills for them to be safe in the workplace, and to carry new understandings about safety into their home lives.

Safety 'n Action is achieving excellent performance, demonstrated by the educational performance indicators as measured by the TEC, and by its own comprehensive data collection and analysis. Although the TEC data is indicative of excellent performance, it is not conclusive on its own, because there are only 39 TEC-funded EFTS out of an annual total (2013) of 900 EFTS. Both the TEC's and Safety 'n Action's own records show a 99-100 per cent course achievement rate for 2012, as was the case in 2011. TEC data shows a 45 per cent retention rate in 2012, up from 24 per cent in 2011, indicating satisfaction with the training provided.

Because all courses are short, all trainees are in employment and the majority complete only single courses, so low retention and progression levels are to be expected. As repeat business continues to grow, and with more trainees being enrolled in two or more short courses, retention or progression rates will also continue to increase. These are likely to be reflected in the TEC data, as the funding by the TEC applies to delivery of the newly approved National Certificate in Occupational Health and Safety (Workplace Safety).

Feedback recorded from both clients and trainees, and confirmed in interviews at the EER, indicates that the organisation is both client and community-focused, in that health and workplace safety is also seen as applicable to home and personal lives. Increasingly, school students are benefiting from the health and safety training provided through the TEC Gateway scheme. Trainees are encouraged to carry the learning from their employment-oriented courses into their personal situations. Trainee feedback gathered by the PTE reflects the fact that personal lives have also been enhanced by the skills and knowledge gained through the courses attended.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the in the capability in self-assessment of **Safety 'n Action**

Safety 'n Action has an embedded culture of highly effective self-assessment, which evaluates not only all courses delivered but also the changing political and regulatory environment with respect to workplace health and safety, and the changing workplace needs of industry-based clients. The PTE regularly reviews all courses to ensure that employer and trainee needs will continue to be met or exceeded. The consistently high quality and validity of self-assessment is achieved through maintaining feedback loops through a comprehensive system of strategic planning; determining the best actions to improve performance; and maintaining working relationships with clients to ensure their ongoing needs will be met.

Routine and comprehensive self-assessment procedures are intrinsic to the strategic plan of the organisation. Safety 'n Action has linked its own eight performance goals, each with a valid set of key performance indicators, to the NZQA tertiary evaluation indicators, and routinely measures the achievement of them. The PTE has developed a continuous improvement plan and processes based on the 'plan, do, study, act' model, which also links closely with its goals, objectives and overall strategic plan.

Safety 'n Action has very robust processes and systems for collation, analysis and reporting on trainee performance. While Māori achievement for 2013 is 100 per cent, the participation rate of Māori and Pasifika in the courses offered by Safety 'n Action depends on the employment of these groups by the clients (employers).

Safety 'n Action has benchmarked its performance against equivalent data for 13 other PTEs offering similar courses¹, and compares very favourably with those PTEs. This supports the PTE's claim of continuous improvement in educational performance, as referred to above. The evaluators viewed the analysis undertaken of on-course, post-course, trainee and client surveys, which provided evidence of comprehensive reporting on the surveys, together with analysis of results.

There is clear evidence that self-assessment undertaken by Safety 'n Action is highly effective and is contributing to the number and range of improvements that are being made, several examples of which were provided to the evaluators. Feedback recorded from both clients and trainees was confirmed in interviews at the EER. For example, planning for courses is informed by ongoing needs analysis, as well as by the careful attention to changing regulations and employment requirements. These are analysed and reflected in course planning and delivery.

¹ This data is based on the educational performance indicators, courses and trainee numbers as recorded in the benchmarked PTEs' EER reports.

Safety 'n Action has developed a comprehensive client and trainee feedback process, which gives strong and reliable information for analysis, collation and reporting. Clients are also involved in the evaluative approach to quality assurance, such as through a recent workshop in 2013 at the opening of Safety 'n Action's South Auckland training facility in Highbrook, which demonstrated the feedback processes used. There is a convincingly demonstrated culture of sharing good practice and ideas and discussing feedback.

Findings²

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Safety 'n Action is achieving excellent educational performance, demonstrated by the educational performance indicators as measured by the TEC, and by the PTE's own comprehensive data collection and analysis of non-TEC funded courses. The TEC data is indicative of excellent performance, although it is not conclusive on its own, because there are only 39 TEC-funded EFTS out of an annual total (2013) of 900 EFTS. The TEC reported that in 2012, Safety 'n Action achieved 100 per cent course completions, 95 per cent qualification completions, 45 per cent retention, and 5 per cent progression. In the last three categories of performance as measured by the TEC, Safety 'n Action has improved its performance since 2011. Because all courses are short, as already noted, and all trainees are in employment and the majority complete only single courses, very low retention and progression levels are to be expected.

Safety 'n Action has very robust processes and systems for collation, analysis and reporting on trainee performance. Course completion rates overall are 99 per cent for 2013, with 100 per cent Māori course completion in 2013 (the PTE's key performance indicator in each case is 95 per cent). Thirteen per cent of trainees identify as Māori, slightly below the PTE's key performance indicator of 15 per cent, and 4 per cent identify as Pasifika, which meets the PTE's key performance indicator. However, achievement of these indicators depends on the employment of these groups by the client companies. The overall 2013 completion rate for the Height Safety course is 100 per cent, and 99 per cent for the Confined Spaces course.

Safety 'n Action has a systematic approach to continuous improvement in its performance. Trainee feedback is collected at the end of each course, and routinely sought one month later. In addition to initial client needs analysis interviews, clients are also surveyed one month after each course. Improvements made as a result of this feedback include ways of improving the engagement of quiet or disengaged trainees. Further strategies for achieving the high level of performance include the tailoring of scenarios to reflect the employment of particular trainee cohorts; a focus on training being 'practical, fun and relevant' (the PTE's own slogan); and an ongoing cycle of programme development and review

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

to ensure that programme content and material remain aligned to the regulations and individual employer requirements. These factors are discussed in further detail in the following sections of this report. Safety 'n Action has benchmarked its performance against equivalent data for 13 other PTEs offering similar courses, and compares very favourably with those PTEs.

Trainees are encouraged to carry the learning from their employment-oriented courses into their personal lives; Safety 'n Action trainers promote safety in all aspects of trainees' lives. For example, hazard identification and fire safety training skills transfer to domestic life. Trainee feedback gathered by the PTE reflects the fact that personal lives have also been enhanced by the skills and knowledge gained through the courses attended.

The performance of Safety 'n Action is exemplary with respect to this key evaluation question. Its routine and well-developed procedures for self-assessment are embedded in the strategic plan of the organisation. It has linked its own eight performance goals, each with a valid set of key performance indicators, to the NZQA tertiary evaluation indicators, and routinely measures the achievement of them. The PTE can thus demonstrate its continuous improvement in educational performance, such as by the estimated increase of 15.5 per cent in trainee numbers and 13.7 per cent increase in training days in 2013, 95 per cent positive client feedback, and average post-course trainee evaluation responses of 98.5 per cent who would recommend training by this provider.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The outcomes of the training provided by Safety 'n Action are of high value to both trainees and their employers, who are the primary clients of the PTE. The purpose, context and content of each course is negotiated with the client prior to delivery, through a process of needs analysis which is generally conducted through a meeting between the client and the trainer who will conduct the course. This process is strengthened by web-based customer surveys both before and after the training, to ensure that value has been delivered and that the client's needs were both well understood and matched. Value for employers is primarily related to their employees achieving a range of knowledge and skills relating to the various health and safety requirements for their workplace.

Trainees are surveyed at the close of each course, and one month later, through contact with their employers. As noted above, the PTE receives 95 per cent positive client feedback, and average post-course trainee evaluation positive responses of 98.5 per cent. This feedback is acted on where there have been

either negative comments or where suggestions for improvements have been made. All comments are logged and analysed and actions are noted. Employers noted in interviews at this evaluation that they gained separate feedback from their employees about the merit and relevance of the courses. The evaluators viewed the analysis undertaken of on-course, post-course, trainee and client surveys, which provided evidence of comprehensive reporting on the surveys, together with analysis of results.

Safety 'n Action assists some clients and trainees to better understand the rules and regulations that apply to their work, and clients have acknowledged in their feedback that they value the opportunity to improve their knowledge of health and safety requirements. The PTE is taking a proactive role in assuring that it continues to provide this value. For example, it is working closely with the Ministry of Business, Industry and Employment to ensure that planned changes to regulations for occupational safety and health are well understood and can be communicated through the courses provided. Another example is the involvement of a Safety 'n Action trainer in the development of the new standards for elevated work platforms (EWPs) through his membership of the EWP board.

The PTE contributes value to its local community and to the wider community through the transfer of safety awareness from employment and industry to the home. The local primary school in Albany, for example, has benefited from a free-of-charge hazard identification session to enable teachers to improve safety in the classroom and playground, and this has been replicated in the communities connected with the three other training sites of the PTE. A safety audit of a local kindergarten was also provided free of charge after a child was injured on the site. Safety 'n Action is increasingly involved in providing health and safety programmes to school students through the TEC Gateway scheme. Trainees have commented about the personal value of the training, particularly relating to fire safety in their homes, use of ladders, and hazard identification.

Trainees are provided with 'GoSafe' cards once their course requirements have been met. These identify the training that has been provided, and the particular employment or site types that the card provides an assurance for. These cards are highly valued by both trainees and employers because they provide an instant verification of meeting site safety requirements for both employers and contractors. This was confirmed in feedback sighted at the evaluation and in interviews with employers and trainees.

The training provided by Safety 'n Action is thus highly valued. Employers also report improvements in employees' awareness of health and safety requirements and fewer workplace accidents.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

All courses are based on unit standards on the New Zealand Qualifications Framework, with add-ons to match specific site requirements or employer needs. Engagement with the client is the first step in the determination by Safety 'n Action of the content and delivery of the training. One employer interviewed at this evaluation stated that 'Safety 'n Action is an example of a 'living partnership with a preferred provider'. Care is taken, through client needs analysis, to tailor the short courses to match the client's particular needs. Confined spaces, for example, may be food storage silos for some clients, stormwater drains for others. Trainees and clients are routinely surveyed as part of the programme of self-assessment in this respect.

Feedback from trainees and clients reflects overall satisfaction with the design of scenarios in individual courses. To ensure that employers are satisfied that their needs have been matched, summaries of trainee feedback forms are also sent to employers after each course. Employers who were interviewed reported that they also like to actively seek informal feedback from their employees, and can easily communicate with the PTE if they have any specific follow-up matters to discuss.

As noted above, Safety 'n Action is proactive in seeking to be as well informed as possible about planned legislative changes and changing industry standards, which are often ahead of revisions of unit standards. This involvement with the wider industry occurs at all levels of the organisation, from individual trainers to the leadership team and the managing director, in line with the PTE's own goal of providing 'legislative best practice, industry specific and relevant training'. Feedback from employers, sighted at the EER and confirmed in telephone conversations, is that the training provided both matches their needs and is sometimes 'ahead of the game' so that employers may also find out about proposed or new developments through the training delivered to their employees.

Safety 'n Action attends closely to all aspects of self-assessment with respect to the extent to which the training matches employer and trainee needs. To ensure that individual trainees will benefit as much as possible from the training, for example, individual learning needs are identified if possible prior to the course, in conversation with the employer. This issue is discussed further in the next section of this report. The very positive feedback received and collated by the PTE in relation to the matching of client and trainee needs was confirmed by positive comments heard in all interviews with stakeholders throughout the EER process.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Trainers employed by Safety 'n Action are all well qualified, with appropriate knowledge and skills; all are well supported to improve their qualifications, gain tertiary teaching qualifications and maintain the currency of their knowledge in the technical fields in which they teach, and also to reflect best practice. All trainers work full-time. All aspects of training, from induction and professional development, qualifications, communication among trainers, consistency with company policies and procedures, moderation of assessment and self-assessment contribute to this exemplary level of performance.

Tutor training is both comprehensive and thorough. There is a process of staff induction followed by monitored and peer-observed stages through which a new trainer must progress before being able to deliver a course as a sole trainer. Peer appraisals of trainers are logged in the monthly meeting minutes. The training stages are logged for each trainer and signed off by a manager before the trainer can move to the next stage. As part of this process, all trainers complete the requirements of any unit standards they will be assessing against. Trainers give feedback about this process, which is logged and analysed.

Trainers meet regularly, with a full-day 'Skype' workshop every three months, fortnightly telephone meetings with the trainer-coordinator, and one day per week allocated as a 'project day' in which they work on their own professional development and complete administrative tasks. Trainers are encouraged to stay in touch with industry. For example, trainers in each region have recently attended 'LegalSafe' workshops and have shared the learning from each of these workshops with their colleagues. The ongoing communication and peer support among trainers contributes to and supports their effective teaching.

All trainers have individual professional development plans with key performance indicators tailored to their plans. This process informs tutor performance reviews. The evaluators were informed that the PTE is moving towards a three-monthly cycle of progressive performance review, so that each trainer's development plans are more regularly monitored.

External moderation of assessment occurs at the pre-delivery stage for all courses, and post-assessment moderation occurs according to the relevant industry assessment moderation plans. Moderation of assessment according to these various industry requirements is both valuable and important, given that there were 3,300 trainer days in 2012 and a 13.7 per cent projected increase in these for 2013. No risks have been identified through these processes. The PTE ensures consistency of assessment across all courses by its internal moderation systems and by document control of course manuals.

The training delivered by Safety 'n Action is intended to suit the various learning styles of trainees. It is advertised as being 'relevant, practical and fun'. Trainers routinely break trainees into work groups, and work hard to involve all trainees, including those who prefer to take a passive approach to the training. Trainees with specific learning difficulties are identified where possible through the client needs analysis process. Trainers have sometimes limited the use of paper-based assessment and have increased practical assessments to ensure that all assessment requirements continue to be met. This approach has worked well, for example, with Pasifika trainees with English as a second language.

The evaluators consider that the teaching practice and course delivery by Safety 'n Action is highly effective, contributing significantly to the high level of satisfaction recorded by trainees and clients.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The support and guidance offered by Safety 'n Action is appropriate and relevant to the needs of trainees in the context of the short courses. The need for support of individual trainees is often identified prior to course delivery, through the formal client needs analysis process. Examples of known support needs have included the language needs of Pasifika employees and literacy and numeracy needs. Where the PTE can work in partnership with the employer in the ongoing provision of support, this has been arranged. One employer who was interviewed, for example, spoke of the ongoing support in the workplace for employees with English as a second language, stating that 'we don't want to set them up to fail a course that we send them to'.

Safety 'n Action has developed a series of observation assessment checklists for trainees who need literacy support. These checklists are moderated and meet the standards' requirements. As noted, the PTE has ways of drawing out and involving withdrawn or reluctant trainees. Scenarios are designed to involve all trainees in practical exercises, with peer observations and critiques, and the changing of roles to ensure that all participate fully. Where the need for ongoing support is identified through course delivery, such as literacy or numeracy needs, employers are consulted with, to allow for ongoing provision of support. Trainers always inform the trainees that they are available for help or advice whenever needed. Given that there is ongoing liaison between the PTE and the client, with increasing repeat business occurring, this offer of advice to trainees is seen as both reasonable and practicable.

While the support needs of trainees are checked with employers at the needs assessment stage, and discussed with employers where necessary after the

course, the trainee feedback forms do not specifically refer to the provision or quality of support during the course. The evaluators saw this as an opportunity for improvement of self-assessment, while acknowledging the excellent performance of the PTE in provision of support as appropriate for short-course delivery.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Strategic planning within Safety 'n Action is well resourced and supported by governance and management, with the involvement by all staff in planning and the implementation of improvements to both performance and self-assessment. Staff members who were interviewed were all familiar with the planning process and with the challenges and opportunities that had been highlighted through a facilitated strategic planning session in 2013. This sense of 'ownership' of the strategic plan as a working model for achievement of the PTE's objectives, and for identifying improvements to be made, was observed by the evaluators to be consistent among all staff who were interviewed.

Safety 'n Action has developed 10 company-wide key evaluation questions relating to the six key evaluation questions and the tertiary performance indicators used by NZQA within the EER process. These enable a continuous process of self-assessment in all areas of the organisation's business. The organisation's own key evaluation questions, its six goals and related key performance criteria drive its philosophy and actions for continuous improvement, and are intrinsic to the strategic plan. Allied with this system, the PTE has a 'plan, do, study, act' model of continuous improvement, and all facets of management reflect this process and seek to implement and evaluate improvements as the need or opportunity for any improvement is identified.

The evaluators considered that, while the system of key evaluation questions, goals and performance indicators is a robust one and is apparently working well to drive continuous improvement, it could be better aligned both visually and with the language of the objectives and goals within the strategic plan, to simplify the messages being given to stakeholders. Nonetheless, the evaluators saw several examples of changes that have improved performance, and were convinced that the system, while complex, is well understood internally. The evaluators suggested in their oral feedback to the PTE that better visual or literal alignment between the two systems could assist the PTE in describing its system of continuous improvement to all stakeholders.

As an example of changes made to improve performance, Safety 'n Action has implemented an electronic customer relationship management system, which logs

all communications with clients and trainees prior to course delivery, and has reduced the potential for errors in enrolment and course delivery. To further strengthen communications in the field, all trainers are able to access all course management details online as required. The use of the customer relationship management system and excellent communication within the PTE, facilitated by the provision of smart phones to all trainers, gives more confidence to trainers who are usually working at a distance.

There are effective working relationships between governance and management, with the managing director chairing the leadership team meetings and taking part in major events such as the opening of its South Auckland training facility in Highbrook. The director also promotes and leads the 'Employee of the Month' awards. Trainers and managers who were interviewed held the view that staff within the organisation are valued, and gave examples of occasions when staff with particular needs had been well supported by both governance and management.

The culture of the organisation reflects the passion of trainers and managers about training, the promotion of health and safety, and teamwork. The flat structure of the organisation has contributed to this engagement. The PTE has a demonstrable commitment to a consistent approach to course delivery at each site, and consistency in adequacy of resources. Trainers who were interviewed confirmed that courses are well resourced and that their requests for equipment or further teaching resources are always well met.

Feedback recorded from clients and trainees, and confirmed in interviews at the EER, indicates that the organisation is client and community-focused, in that health and workplace safety is also seen as being applicable to home and personal lives. The PTE has developed a comprehensive client and trainee feedback process, which gives strong and reliable information for analysis, collation and reporting. Clients are also involved in the evaluative approach, such as through a recent workshop for clients which demonstrated the feedback processes used. There is a convincingly demonstrated culture of sharing of good practice and ideas, and discussion of feedback. The evaluators found that self-assessment is highly effective and embedded in all aspects of the company.

Focus Areas

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

2.1 Focus area: Height Safety: two-day course

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

2.2 Focus area: Confined spaces and gas detection: two-day course

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

2.3 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

Recommendations

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

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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