

External Evaluation and Review Report



Safety 'n Action Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 3 April 2018

Safety 'n Action at a Glance

Location:	Auckland
Courses:	Health and safety short courses
Number of students:	Domestic: 36,580 International: nil Māori 4,233 (12 per cent); Pasifika 2,103 (6 per cent)
Number of staff:	73 full-time; three part-time
Scope of evaluation:	The external evaluation and review (EER) looked at the following two focus areas. These covered occupational health and safety training, specifically the four with the most trainees: <ul style="list-style-type: none">• Working at Height, Confined Space, Elevated Platforms, Permit to Work• Management across the 10 approved permanent delivery sites.

MoE Number:	7476
NZQA Reference:	C27599
Date of EER visit:	13 and 14 February 2018

Summary of Results

Safety 'n Action provides health and safety-type short courses to trainees, most of whom are in employment.

Highly Confident in educational performance

- Almost all trainees achieve competency on the short courses undertaken
- This provides high value to trainees and client companies from raised safety awareness, knowledge and skills

Highly Confident in capability in self-assessment

- Courses are well planned, updated and customised to meet client company specific requirements
- Safety 'n Action provides appropriate support to identify learning needs and enable trainees to succeed
- Safety 'n Action provides and updates appropriate training equipment and supporting systems, including significant software upgrades appropriate to the training context
- Communication and reporting processes are well embedded across the 10 permanent delivery sites
- The board and management team provide robust strategic oversight and operational support and monitoring processes
- Significant improvements have been made to self-assessment capability with software and dedicated mobile phone applications for staff
- Trainees and other stakeholders are regularly surveyed, data is analysed and improvements follow
- Some of the above processes are still being implemented, but are well planned and funded.

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>Achievement is excellent because nearly all trainees (92-99 per cent in the past two years) complete and achieve competency in the courses they enrol in. These rates of achievement are subject to appropriate checks that trainers are effective, training materials are fit for purpose, and assessment is valid.¹ Māori and Pasifika trainees achieve at the same rate as the overall achievement rate. This equality in achievement shows that these trainees' needs are well met.</p> <p>Trainees gain knowledge and skills directly related to their workplace, and training often includes workplace equipment, policies and procedures, which contributes significantly to applying the learning in the workplace to improve safety. Trainees may improve their literacy and numeracy through a recent addition of access to Pathways Awarua.²</p> <p>The client companies contacted at this evaluation confirmed that their safety record continues to improve, although this is not solely attributable to their employees' success on safety courses.</p> <p>Safety 'n Action monitors and evaluates all courses. Detailed achievement data is collated and analysed and reviewed course by course and across courses. This information is used effectively to make improvements, for example to new equipment, or by the inclusion of client company procedures in the training.</p> <p>Safety 'n Action's company surveys confirm that trainees' learning is applied in the workplace. This was also confirmed by the sample group contacted by the evaluators.</p>
<p>Conclusions:</p>	<p>Sufficient evidence was provided at this evaluation to show that Safety 'n Action monitors and reviews course success effectively and is using this for ongoing improvements.</p>

¹ See subsequent sections for further details.

² See: <http://www.literacyandnumeracyforadults.com/resources/356175>

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>The value of the outcomes for trainees and client companies are significant, with all training directly linked to workplace contexts.</p> <p>Trainees are able to apply their competencies in the workplace. There was some anecdotal evidence of trainees using their new knowledge and awareness in the wider community, for example improving safety awareness and equipment in their homes or on their marae.</p> <p>Trainees and client companies are surveyed post-course, with ratings and comments analysed in detail. The data and analysis sighted at this evaluation confirms that Safety 'n Action has an in-depth understanding of the value of the courses to the trainees and client companies. Most survey responses are positive – a very small percentage of comments include areas for improvement. These relate primarily to factors such as room temperature or food rather than the value or effectiveness of the training.</p> <p>Safety 'n Action is proactive in anticipating changes in health and safety legislation, as evidenced by its relationship with WorkSafe.³ Safety 'n Action has been contracted to deliver update seminars for recent changes in the Health and Safety at Work Act 2015, and to develop an asbestos course in anticipation of legislation coming into force in April 2018.</p>
<p>Conclusions:</p>	<p>Training outputs and outcomes are of high value. There were no significant areas of weakness identified at this evaluation.</p>

³ The health and safety in employment regulator: <https://worksafe.govt.nz/>

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**

<p>Findings and supporting evidence:</p>	<p>The planning for and oversight of the training site visited – including equipment and its maintenance as well as course design and learning materials – is exemplary. Robust systems ensure programme material meets current good practice and is version-controlled from a central server, which is easily accessed by trainers from the 10 permanent delivery sites. Assessments are fit for purpose and assessor judgements are well monitored and at the appropriate level. Assessment is fair, valid and appropriate, as confirmed by internal and external moderation of assessments and assessor decisions.</p> <p>The organisation provided extensive evidence of effective and well-informed course planning, updating and consultation with relevant standard-setting bodies, including reference to Australia/New Zealand standards (AS/NZS)4 and New Zealand industry training organisations.⁵ Evidence that subject matter experts are used in all aspects of course design was available and able to be validated. This included technical health and safety subject matter experts as well as instruction and assessment design experts on staff. The organisation is proactive in consulting with client companies and using their policies and procedures and equipment in the design of courses where appropriate.</p> <p>The organisation’s documentation shows an organisation-wide focus on ensuring course design, delivery and assessment anticipate change, and maintain their relevance and validity.</p> <p>Trainers are effectively inducted into the role through a staged process, ensuring competency in delivering courses. Trainers’ performance is well monitored as evidenced through feedback from trainees and client companies. The new student management system ensures systematic observation of every trainer.</p>
<p>Conclusions:</p>	<p>Programme design and delivery is exemplary and matches trainees’ and client companies’ needs to a very high level. While there is room for further professional development in adult teaching practice, there was no evidence that trainers were less than satisfactory.</p>

⁴ <https://www.standards.govt.nz/faqs/joint-asnz-standards/>

⁵ The Skills Organisation, Competenz, Motor Industry Training Organisation and Connexis

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>The information provided to students is appropriate in this context of one to two-day health and safety courses. The organisation's ongoing relationship management with client companies ensures trainers receive appropriate information from their clients that ensures trainees are well supported to succeed (see 1.1).</p> <p>Learning barriers are identified through self-disclosure prior to attendance on courses. Trainers have effective strategies for one-to-one support where this need is identified.</p> <p>Interviews with trainers, client company representatives and the organisation's analysis of student surveys provide sufficient information to confirm that the level of support is effective and appropriate for the nature of short courses.</p> <p>The training material is designed with specialist course designers and literacy and numeracy specialists. Courses and assessments are reviewed to identify areas requiring ongoing improvement, and evidence presented at this evaluation confirmed this to be effectively occurring. Examples were provided at this evaluation of where the support provided enabled trainees to succeed where otherwise they might not have.</p>
<p>Conclusions:</p>	<p>The level of support is fit for purpose in the context of the courses provided. There were no areas identified by the evaluators requiring significant improvement.</p>

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>The board and management team convincingly demonstrated their support for educational achievement through a range of investments since the change of ownership.⁶ The organisation has been progressively implementing improvements to streamline the operation as it grows. For example, they have been hiring industry-experienced staff and subject matter experts, setting up a database and software to enable staff to communicate effectively from the 10 sites across New Zealand, and setting up training sites to high specification. Each site is set up to a standard format, allowing any staff to arrive and set up for a course with minimum disruption.</p> <p>This uniformity is mirrored in the training materials controlled from head office, allowing all staff to access identical material and work in any site and have the right materials and equipment.</p> <p>The organisation is growing and developing the number of its sites and range of courses. While some systems and processes are still being implemented, the evaluators saw evidence of detailed planning and implementation. The organisation's plans for growth are well considered, and the systems and support for this growth are highly effective.</p> <p>The organisation has a clear strategic and business plan, and clear lines of reporting, financial planning and tracking, including for the purchase and updating of safety training equipment. Safety 'n Action is implementing health and safety systems across its organisation to minimise harm to its staff. This includes tracking systems to monitor staff travel times to monitor fatigue in 'real-time'.</p> <p>The evaluators sighted numerous documents and records, including the electronic database and digital records, records of enrolments, trainees' achievement, reports from trainers, team leaders and management through to the board. These indicate that well-considered actions are taken based on evidence and reflection.</p>
<p>Conclusions:</p>	<p>The management team and board are largely new to this private training establishment. While some systems and processes are a work in progress, there was sufficient evidence of gains in improvements to justify the ratings for this key evaluation question.</p>

⁶ Safety 'n Action was bought by Aspire2 in 2015.

1.6 How effectively are important compliance accountabilities managed?

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Findings and supporting evidence:</p>	<p>There was sufficient evidence to confirm that the NZQA-approved programme is delivered as approved. Delivery is to full-time employees of client companies, so there are no full-time trainees. The programme is therefore completed over an extended period of time.</p> <p>The board and management team are proactive in ensuring they stay current with changes in legislation, for example the recently changed Health and Safety at Work Act 2015 and the pending implementation of new legislation covering the removal of asbestos from industrial plant and buildings. Aspire2 has a dedicated manager who oversees compliance with the Education Act 1989 and amendments, and the rules and regulations created under this Act.</p> <p>The evaluators identified an oversight in one area during this evaluation. The oversight was not to have notified NZQA of all temporary delivery sites used by Safety 'n Action. During the evaluation this was rectified and accepted by NZQA. The evaluators consider that while this is a technical breach, the impact on educational quality, trainee achievement and trainee safety was minor. Safety 'n Action has robust processes to ensure that all temporary sites are fit for purpose and appropriate for the context of the health and safety courses provided.</p> <p>The organisation is proactive in staying current with changing legislation, and this is acknowledged through its relationship with WorkSafe. Safety 'n Action was contracted by WorkSafe to deliver training to 13,000 industry personnel about the changes to the 2015 Health and Safety at Work Act. This was done via an online presence as well as face-to-face training.</p> <p>A detailed risk management matrix is in place and evidence showed it is actively used.</p>
<p>Conclusions:</p>	<p>No evidence came to the attention of the evaluators at this evaluation of any significant non-compliances. The organisation has detailed planning and is actively and effectively monitoring its compliance accountabilities.</p>

Focus Areas

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

2.1 Focus area: Occupational health and safety courses

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: Management of the 10 delivery sites

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

Recommendations are not compulsory but their implementation will improve the quality and effectiveness of the training and education provided by the TEO. They may be referred to in subsequent EERs to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Safety 'n Action consider:

- Developing a more formal process for the board to review its effectiveness
- Exploring options for trainer professional development to stay current with changing adult teaching theory and 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 1

About Safety 'n Action

Type:	Private training establishment
Code of Practice signatory:	No
Distinctive characteristics:	<p>One to two-day short courses on occupational health and safety, mainly to client company employees.</p> <p>Some online courses offered for knowledge-based refresher courses.</p> <p>Health and safety training for secondary school students through the Gateway⁷ fund.</p>
Recent significant changes:	Change of ownership to Aspire2 in November 2015.
Previous quality assurance history:	<p>The previous EER was held in 2014. NZQA was Highly Confident in the organisation's educational performance and capability in self-assessment.</p> <p>Safety 'n Action has engaged as required in external moderation of their assessment with the following standard-setting bodies:</p> <ul style="list-style-type: none">• The Skills Organisation – some assessments have been submitted and results not yet received, others have been improved.• Primary Industry Training Organisation – approved• Connexis – approved.

⁷ <http://www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/gateway/>

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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) 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.

Two NZQA evaluators visited Safety 'n Action at their Albany site for two days. Prior to the EER, the NZQA lead evaluator and the academic director agreed on proposed focus areas and procedures for the visit. A range of information was supplied to NZQA prior to the visit which informed the evaluation planning.

During the on-site visit, the evaluation team interviewed members of the board and a wide range of staff. The evaluators made phone contact with tutors working at several delivery sites, as well as industry training organisations and client company personnel, to gain their perspectives on the quality of the training provided.

A wide range of documents and records were provided and reviewed to confirm and validate the on-site discussions.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud⁸*
- *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.*

⁸ 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.

Appendix 2

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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