

# External Evaluation and Review Report

Safety 'n Action Limited

Date of report: 17 January 2023

# About Safety 'n Action Limited

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*Safety 'n Action Limited is a member of Aspire2 Group with a focus on health and safety training. Safety 'n Action has delivery sites in Whangārei, Auckland, Waikato, New Plymouth, Palmerston North, Wellington, Christchurch and Dunedin.*

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Type of organisation:	Private training establishment (PTE)
Location:	7B Ride Way, Albany, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: (2022) 29,601 enrolled; Māori 14 per cent; Pasifika 8 per cent
Number of staff:	63 full-time equivalents and six part-time equivalents (21 trainers, four regional training managers)
TEO profile:	<a href="#">Safety 'n Action Ltd</a>
Last EER outcome:	Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of evaluation:	The scope of this evaluation is: <ul style="list-style-type: none"><li>• Hazard and Risk Management</li><li>• Training Schemes Provision (inclusive of Health and Safety Representative Training Scheme Level 3, and Overhead Gantry Crane and Sling Regular Loads Training Scheme Level 3)</li></ul>
MoE number:	7476
NZQA reference:	C47170
Dates of EER visit:	13 and 14 September 2022

# Summary of results

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*Safety 'n Action is a high-performing provider that is aligned to the needs of the health and safety industry, providing training and technical advice. The programmes are industry-relevant, and staff are closely connected to the industry and the learners. Leadership and direction are clear and effective, and the organisation as a whole is focussed on continual improvement and reflection.*

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## **Highly Confident in educational performance**

- Effective leadership, management and communication inform a clear purpose and direction, and ensure consistent provision and expectations for all programmes, staff and locations.
- The organisation is well resourced with a skilled workforce and equipment, and is responsive to stakeholder needs. It contributes to improvements in overall health and safety in the workplace.

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

- Robust systems and processes track and manage the programmes, supported by qualitative and quantitative data that is effectively analysed and used to bring about improvements and respond to change.
- Leadership and management have effective mechanisms for understanding the organisation's activities and next steps.
- Programme design and delivery are informed by stakeholders to ensure the relevancy and currency of information for both the industry and the learners. Assessment expectations are clear and are supported by effective moderation processes.
- Staff recruitment and support is effective and contributes to a culture of improvement and reflection, and also supports successful learning and outcomes.

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Safety 'n Action has high completion rates, with parity for Māori and Pasifika learners (See Appendix 1). Data is collected and analysed regularly and informs effective changes across the organisation and programmes.</p> <p>Overall completion rates exceed the internal target of 95 per cent, and the organisation's benchmarking against providers of a similar nature is favourable. Reflection on the training scheme data led to key decisions around investment and programme improvements. There is sound understanding and responsiveness to non-completions, including discontinuation of the Overhead Gantry Crane training scheme due to low demand and high resource needs.</p> <p>Graduates become certified to operate in the workplace, and employers and community groups note improved health and safety practices as a result of the training. The increased knowledge and responsibility that the training provides also leads to the effective monitoring and maintenance of compliance around workplace health and safety requirements. A measure of success is the growth of repeat business and referrals from businesses to qualify their workforce.</p>
Conclusion:	<p>Student achievement is consistently strong across both programmes, and students progress to meaningful pathways. Students perform well, achieve and gain relevant skills and knowledge to contribute and enable them to work. This also contributes to ensuring workplace compliance relating to health and safety requirements.</p> <p>Safety 'n Action is effective in supporting graduates to maintain employment. Graduates are given additional responsibilities in the workplace in line with the certification attained. As such, student achievement and success is valued by the industry.</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.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Safety 'n Action is proactive in understanding the value of their provision, in a journey of continual improvement. This is informed by regular surveys and engagement with stakeholders including learners, employers, community and staff.</p> <p>Learners' certification enables them to practise safely in the workplace. Certification qualifies learners to make key decisions and actions that affect the safety of staff and surrounding people. Safety 'n Action also provides reminders to employers prior to the expiration of certification to ensure businesses have qualified staff with a current practising certificate.</p> <p>Stakeholders said they valued a training organisation located over multiple sites that offers consistent teaching and materials, thereby ensuring a reliable and capable workforce. Employers also valued access to current technical advice and guidance that positively impacts the function and safety of the worksite.</p> <p>Safety 'n Action has an appropriate and effective focus to engage, understand and provide outcomes for Māori learners. Access to training for Māori is supported by scholarships and relationship-building with surrounding iwi. While still in its infancy, engagement with iwi is supported strategically with priorities for both Māori and Pasifika.</p> <p>Alongside the attainment of skills and knowledge, learners also gain a clearer understanding of industry requirements, and increased confidence in their roles and responsibilities. Learners and graduates gain an understanding of legislative requirements and industry standards essential for their work.</p> <p>Learners and employers also gain the confidence to raise health and safety matters and make recommendations for improvement. This has contributed to a reduction in workplace accidents.</p>
Conclusion:	Learners become certified to practise in the workplace. They gain confidence and a clear understanding of the legislative and industry standards relevant to their field. Employers and the community gain access to training for staff that is consistent

	across multiple sites. Safety 'n Action enables access to the most current technical advice and expertise, supported by stakeholders who value this information.
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### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Learning activities are effective in engaging learners to participate. Online, face-to-face and webinar delivery is purposeful and well monitored to ensure effectiveness and improvement. Group activities, research, case studies and role playing encourage communication. The teaching styles accommodate different learning styles. This is informed by regular feedback from staff, graduates and employers, which also informs improvements to provision such as the move to online learning, encouraging the students to engage.</p> <p>Resources are also effective for the learning and relevant to the subject. These resources maintain their value as graduates use them in the workplace, giving clarity and understanding around legislative requirements and standards of practice. Trainers provide feedback on the resources and are involved in moderation to ensure the currency of information and relevance to the industry.</p> <p>Moderation is well managed through a committee, is scheduled, planned and feedback is shared, thus validating assessment and assessor practice. Systems ensure the regular monitoring of version control to keep resources and material current. Graduates appreciate the ease and relevance of these in the workplace. The training facilities are well equipped and fit for purpose, meeting industry needs and expectations.</p> <p>Trainers are well equipped, and access and use further development opportunities relevant to teaching, the subject matter and engaging with Māori. Administration support ensures the trainers are well prepared with learning and teaching resources. All trainers have rich industry experience and current working knowledge, and are connected to and involved in conversations with industry such as employers and WorkSafe.</p>

	<p>Further development includes bicultural training with additional mechanisms to improve oversight, monitoring, observation and support. Students are supported by a cohesive and positive team environment that fosters relationships and workflow through effective and regular communication. Positive learner-trainer relationships are fostered.</p> <p>Programme development is matched with education compliance requirements, such as the alignment of product development to important programme requirements as per the approved documentation. The validation of practical skills and knowledge involves competency sign-off by experienced industry experts. Moderation is well managed by a committee that reports effectively on strengths and areas for development. Moderation is scheduled and planned, with internal and external input. Information and feedback is shared appropriately and leads to improvements across assessment practice.</p> <p>The organisation understands its effectiveness through regular review, with systems for reflection driven by legislation, education requirements and the organisation's understanding of its overall effectiveness. Feedback is well monitored, including complaints which are analysed and reported to the senior leadership team.</p>
<p>Conclusion:</p>	<p>Learning activities are effective in engaging the learners, and the programme and teaching is relevant to employers and the industry. Resources are effective and relevant, and assessment practice is valid and fair. Staff are appropriately qualified, and graduates are tracked for currency of knowledge and skills.</p> <p>Positive relationships are fostered between students and trainers, with trusting and respectful engagements. Programme development is matched with education compliance requirements as well as industry standards and expectations. These are supported by fit-for-purpose equipment and resources. The organisation understands the effectiveness of its provision through regular review.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Strong relationships with industry employers support the delivery of relevant programmes. The PTE takes into account student availability and learning styles, as shown in the different modes of learning.</p> <p>Safety 'n Action supports the learners in applying their knowledge and skills in the workplace, or in simulated work environments. Graduates said familiarity with the equipment on the worksite helped their learning success, along with observation and instruction by qualified trainers. Graduates are tracked for their currency of knowledge and practice, and employers are notified of dates for expiration of certification, to initiate refresher courses. Many graduates were not aware of the expiration dates of their qualification.</p> <p>Programme expectations are clearly communicated, or options are provided to grow learner readiness such as workshops. Effective processes identify and understand learner readiness and needs. Clear expectations between the employer and Safety 'n Action enables appropriate vetting of employees to ensure their suitability for the programme and mode of delivery, or to discuss pathway options.</p> <p>The organisation understands the needs of all learners and how to best accommodate them. Systems for checking and monitoring entry and learning requirements are employed, such as literacy and numeracy levels, and monitoring of online presence in online learning. These are followed up with IT accessibility checks and contacting students where or when required.</p> <p>Improvements include a disability action plan, Māori responsiveness plan and Code of Practice review. While still in the early stages of implementation, these have contributed to improvements that will better engage and attract students.</p>
Conclusion:	Strong relationships are formed with industry to support the delivery of relevant programmes. Programme expectations are clearly communicated to ensure learning-ready learners are

	<p>enrolled. Trainers are well equipped and further developed for teaching and engaging priority learners. A cohesive and positive team environment that fosters relationships and clear workflow and expectations supports effective communication between learners and tutors.</p> <p>Learners can apply their knowledge and skills in the workplace and simulated work environments. The PTE understands the needs of all learners and how to best accommodate these to assist achievement and success.</p>
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Safety 'n Action is led by an effective governance and management team, which has a clear purpose and direction driven by strategic intention and stakeholder feedback. A high level of oversight helps the organisation to understand its priorities and actions, as well as future planning.</p> <p>The leadership understands the education environment and works closely with employers and stakeholders. Future growth is being considered and carefully managed to ensure alignment to current provision and resources. Risks are monitored and managed effectively through an accessible database for all staff, and lead to overall improvements. Equipment is aligned to industry requirements and standards.</p> <p>Recruitment processes ensure quality and experienced staff to deliver the programmes. The comprehensive recruitment and induction process supports an effective Safety 'n Action workforce with considered future planning and careful implementation. This was shown in the careful training of staff over time to improve the system for reporting credits. Staff are also supported by a solid performance appraisal system.</p> <p>Staff have sector currency and experience and are connected to the industry. These connections have been beneficial to programme design and development, particularly in the transition to online and webinar provision. Staff feel valued, as shown by</p>

	<p>the flexible working conditions, promotions, professional development, long service awards and wellbeing checks.</p> <p>Investment in understanding and accommodating diverse learners has seen a growth and commitment by staff to engage in te reo lessons, and an overall organisational culture that is student-centred and self-reflective. Safety 'n Action responds to feedback to make necessary improvements. Regular communication connects the trainers and management.</p> <p>Safety 'n Action takes on board recommendations from education and industry organisations, including improving technology to better assist learning and achievement. The Board has responded to the recommendations of the previous EER. There is a noticeable growth in the understanding and use of data and the reporting of credits.</p> <p>Governance and management demonstrate an effective and purposeful understanding of the organisation through the use of data, particularly pertaining to Māori and Pasifika learners and priority groups. The use of monthly metrics and tracked key performance indicators has informed the development of key plans and strategies. Stronger engagement with the Education and Training Act will enhance the organisation's understanding of its responsibilities and opportunities in regard to understanding and working with all learners.</p>
<p>Conclusion:</p>	<p>The organisation has a clear purpose and direction, with effective governance and management. This has improved with the purposeful use of data to better understand the effectiveness of the organisation and delivery. Effective resources maintain quality practice and education, including effective recruitment of staff who are passionate and committed to improvement.</p> <p>The organisation is responsive to change and growth, which is being carefully managed to align to current provision and resources. Safety 'n Action has a reflective culture, and staff feel valued.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Safety 'n Action has effective systems to monitor and manage important compliance matters. The business of the organisation is driven largely by legislative and industry standards in health and safety, with regular compliance monitoring mechanisms in place and the support of an external compliance organisation.</p> <p>Regular oversight of industry and education requirements by way of leadership discussions and reporting ensures the organisation understands existing and pending compliance activities, such as the updating of unit standards. The organisation is also guided by a quality management system. Updated IT systems support the use of current versions of unit standards and enables monitoring of expiring unit standards.</p> <p>The provider has maintained relationships with key organisations to support product and IT compatibility for reporting and system design relevant to the delivery and achievement of the programmes. An improved system, including training of staff, is currently being embedded to better monitor and check the reporting of credits in a timely manner.</p> <p>Teaching materials are aligned to education and sector compliance requirements. Moderation practice for all unit standards is planned and supports the validation of assessment and assessor practice.</p>
Conclusion:	<p>Safety 'n Action has appropriate systems in place and is effective in monitoring and managing important compliance accountabilities, for both education and industry requirements. Close connections and involvement with the industry keeps the organisation ahead of legislative and industry standards. Appropriate improvements to systems such as credit reporting indicates the organisation's responsiveness to requirements.</p>

# Focus areas

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

## 2.1 Focus area: Hazard and Risk Management

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 Focus area: Training Scheme Provision (Health and Safety Representative Training Scheme, Level 3; Overhead Gantry Crane and Sling Regular Loads Training Scheme, Level 3)

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</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 Safety 'n Action ensure that the systems for reporting credits are continually monitored and checked in a timely manner and on a regular basis.

# 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. Overall achievement**

	Benchmark	2022 (Jun)		2021	
		Enrolled	CC*	Enrolled	CC
All	95%	29601	98.79%	36611	98.13%
Māori	na	4115	98.14%	5509	98.90%
PI	na	2435	97.84%	2834	98.79%

**Table 2. Training Scheme achievement**

	Benchmark	2022 Health and Safety		2019 (Gantry)	
		Enrolled	CC	Enrolled	CC
All	95%	19	63% (12)	6	67% (4)
Māori	na	5	80% (4)	0	na
PI	na	3	67% (2)	0	na

**Table 3. Health and Risk Management achievement**

	Benchmark	2022		2021		2020	
		Enrolled	CC	Enrolled	CC	Enrolled	CC
All	95%	1413	97%	2017	94%	1603	98%
Māori	na	146	99%	251	95%	198	91%
PI	na	53	100%	60	98%	62	94%

CC=course completion

# 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 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 2021, which are made by NZQA under section 253(1)(pa) of the Education and Training Act 2020 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 TITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively. 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 and Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](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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