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External Evaluation and Review Report

Peak Safety Training Limited

Date of report: 27 May 2019

About Peak Safety Training Limited

Peak Safety Training specialises in outdoor safety and emergency management training short courses. Experienced staff share a passion for providing and instructing a range of outdoor safety solutions.

Type of organisation:	Private training establishment
Location:	Building X48, 49 Sala Street, Rotorua
Code of Practice signatory:	No
Number of students:	Domestic: 1771 (May 2018–March 2019); 2.31 EFTS (equivalent full-time students) (2018) 27 Māori enrolments, three Pasifika enrolments Peak Safety does not deliver to international students.
Number of staff:	Six full-time staff, five part-time contract staff, 40+ casual contractors
TEO profile:	See NZQA: Peak Safety Training Limited
Last EER outcome:	This was the first EER for Peak Safety Training since a change of name and ownership in 2017. Previously, Southern First Aid Limited was rated Highly Confident in educational performance and capability in self-assessment.
Scope of evaluation:	The EER looked at the following focus areas: <ul style="list-style-type: none">• Outdoor First Aid• Pre Hospital Emergency Care
MoE number:	7908
NZQA reference:	C33773
Dates of EER visit:	26 and 27 March 2019

Summary of Results

Peak Safety Training has established a reputation in the outdoor industry. The organisation has developed a delivery model for first aid courses that meets the important needs of students, employers and the community. Sound self-assessment of all key activity guides the performance of Peak Safety Training.

Highly Confident in educational performance

- Students achieve consistently across all first aid courses and gain certification, knowledge, skills and attributes that are well suited to the outdoor environment.
- The learning needs of students are met and the outcomes are valued by students and industry. The skills students gain contribute to safety in the outdoor workplace and community, meet workplace requirements, and develop the students' confidence to deliver first aid.

Confident in capability in self-assessment

- Assessment and external moderation practice is sound. There is room for improvement in the sampling of materials for internal moderation.
- Highly experienced tutors support the students well in the outdoor teaching and learning environment. Feedback is used to make improvements in teaching and learning and to facilities. There is room to improve teaching and learning resources.
- The very clear kaupapa and vision of Peak Safety connects them well to their clients and community.
- Peak Safety Training generally maintains good self-assessment.
- Compliance responsibilities are managed effectively.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Peak Safety offers short courses in outdoor safety and emergency management, generally of one to five days in duration, with high student success. Achievement rates for Outdoor First Aid and Pre Hospital Emergency Care first aid courses are currently at 99.86 per cent of those who attend.</p> <p>Students complete their unit standard-based courses in the time allocated, with the opportunity to resubmit. Assessment and moderation practices are sound, verifying validation of these achievement results. Students are acquiring the first aid and emergency care knowledge, skills and attitudes that are well suited to their working environment.</p> <p>Peak Safety Training is aware of the reasons for non-completion of the few who do not complete. Achievement rates are high after discounting those who enrolled but did not begin the course. Those who do not complete are considered to have not attended or not completed the unit standard-based assessments.</p> <p>Some students gain the first aid certificate but choose not to complete the unit standard assessment or gain the credits attached to the assessments.</p> <p>While pass rates are high, there is still an opportunity to monitor and better understand achievement. Although Māori and Pasifika numbers are small, management would benefit from tracking priority student achievement data to better understand learner progress.</p>
Conclusion:	Nearly all students achieve consistently well, and the evidence shows that performance will continue to be consistent and sound. Tracking and analysing the achievement of priority learner groups would identify whether they had achieved parity with other learners

¹ 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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The outcomes of the training are of high value to the students, employers and the public. Students are already working in the outdoor industry; for example, at the Department of Conservation, as mountain biking adventure operators, paramedics or ski instructors. Students gain first aid certification for workplace compliance purposes to respond to emergency care in the outdoors. The focus on outdoor education is Peak Safety's point of difference.</p> <p>Stakeholders value the quality of the courses and have confidence in the quality of graduates from Peak Safety Training. Student feedback indicates their growth in confidence and a sense of empowerment in being an active first responder in their professional role and in the community. Students also increase their confidence and competency after refresher courses and deepen their understanding of outdoor first aid.</p> <p>Certification supports mainstream first response services (for example, St John Ambulance) and allows Pre Hospital Emergency Care graduates to offer emergency outdoor first aid to the public, where there is difficulty with access for an ambulance.</p> <p>Management has strong relationships with industry training and other community stakeholders working in the outdoor industry. Employer feedback is used to improve outcomes for students. A pre-course survey is well used to identify client needs and to track return business.</p>
Conclusion:	Students highly value the training offered in the relevant context of the outdoors. Employers also value the outcomes which allow their staff to be compliant, upskill and keep the public safe in outdoor emergencies.

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:	Good
Findings and supporting evidence:	<p>Peak Safety Training provides a broad range of services such as safety at outdoor events (for example, Oxfam, Crankworx). Learners benefit from their tutors actively working in the assessment of event safety management, event medical services, and as auditing operators. The design and delivery of first aid courses provides students with the opportunity to learn through a mix of theory and hands-on application suited to their learning style. First aid courses are tailored to different outdoor contexts, keeping the learning environments exciting and relevant. Courses also draw from the experience of the student.</p> <p>Peak Safety Training maintains sound moderation and assessment results to ensure assessments are robust. Ten per cent of assessments are sampled and internally moderated. Moderation does not systematically cover all assessments and tutors. Peak Safety Training could consider expanding the sample size to moderate more assessors to better inform areas for improvement. Assessment guidelines could also be improved around the tracking of resubmissions.</p> <p>The current learning materials are sufficient. However, the organisation is planning to improve materials for learners. Research on non-English language speakers, literacy and numeracy, and use of technology would be of value.</p> <p>Student feedback is used to inform improvements. For example, the first aid take home resource was reprinted on waterproof paper to better suit outdoors use.</p>
Conclusion:	Peak Safety Training offers a highly effective teaching and learning model matching the needs of students, employers and the community. Courses are tailored to match the students' professional and learning needs. Ensuring all assessors and assessments are systematically moderated would enable tracking of consistency of tutor performance and marking over time.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are well supported to complete their courses. Provision of unit standard overviews and other information prior to the course commencing supports the students to succeed.</p> <p>Appropriate support is given to the students in the context of outdoor first aid. Expert trainers, including pioneers of the industry, draw on their considerable experience to tailor teaching and learning activities to small groups. Tutors are qualified in adult education, and those who do not yet have the qualification are working towards it.</p> <p>Ongoing feedback is given through real-world examples as students are engaged with learning activities. Literacy support is available in the theoretical component of the courses for students who require extra support.</p> <p>Although there is appropriate support for literacy and numeracy, there is a lack of clear guidance and tracking around resubmission support and guidelines. Greater guidance would identify possible improvements and ways to better support students.</p> <p>A strong sense of whānau links to Peak Safety Training's vision and focus on connections between people. Student feedback recognises that this culture is embedded within student support.</p> <p>Peak Safety Training contracts 40 medics to deliver the courses. Students value the expertise and knowledge of the directors and tutoring staff and the opportunity to network.</p>
Conclusion:	<p>Peak Safety Training has appropriate support mechanisms in place for the students to learn and complete the short and longer courses. Students feel well supported in the sometimes-risky outdoor teaching and learning environment. Clearer guidelines around resubmissions would improve student support.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Peak Safety Training has a clear organisational purpose and vision to build connections between people through delivering quality products which empower individuals and organisations to effectively respond to outdoor emergencies. Peak Safety is fulfilling its purpose well and understands its point of difference to support the organisational direction.</p> <p>The directors have a strong industry reputation and are qualified and experienced, with the skills and confidence to teach first aid in emergency situations. They have created new roles and responsibilities to ensure sustainability of the business model.</p> <p>Peak Safety Training maintains fit-for-purpose resources and equipment which meet health and safety requirements. A new facility as of 2018 caters better to the needs of the business and students in terms of outdoor location and resources.</p> <p>Enhanced systems support the organisational purpose well and function with health and safety at the forefront of decision-making processes. The advisory board contributes to organisational growth with a good range of experts in the field as members, including a local iwi representative.</p> <p>Data analysis is sound. However, management has room to improve in data collection and analysis, particularly in capturing, understanding and using Māori and Pasifika achievement and moderation data.</p> <p>Tutors are supported by clear induction and professional development opportunities. This is further supported by a transparent and supportive management culture. Management seeks support where there are gaps in expertise and review procedures to understand what has been achieved and what can be improved.</p>
Conclusion:	Peak Safety Training is closely connected with the sector and is well known. Governance and management are robust and supported by a clear vision and purpose. Capture and analysis of data requires further refinement to identify trends and areas for improvement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Since a change of ownership of the private training establishment in September 2017, Peak Safety Training has upgraded and reviewed its systems and procedures. A quality management system was inherited, and management has revised the system while continuing to use it.</p> <p>Peak Safety Training takes a systematic approach to monitoring its compliance responsibilities. Relevant NZQA compliance documentation is up to date and has been submitted. The organisation is delivering to the approved hours and has delivered its approved training scheme within the past 12 months, as required.</p> <p>No issues have arisen around health and safety in the critical context of outdoor first aid. There is an embedded culture and processes supporting health and safety.</p> <p>Peak Safety Training said there were no significant legal and ethical issues arising. The EER found no matters of concern.</p>
Conclusion:	Peak Safety Training has robust processes in place to identify and manage its important compliance responsibilities effectively.

Focus Areas

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

2.1 Focus area: Outdoor First Aid

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Pre Hospital Emergency Care

Performance:	Excellent
Self-assessment:	Good

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 Peak Safety Training Limited:

- Strengthen its self-assessment practice by reviewing the capture and analysis of data, including tracking priority student achievement data and re-enrolments.
- Consider reviewing assessment guidelines to improve the tracking of resubmissions.
- Consider reviewing teaching and learning resources to strengthen the use of literacy and numeracy support and technology.
- Consider ensuring all assessors and assessments are systematically moderated to enable the tracking of consistency of tutor performance and marking over time.

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

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 fraud²*
- 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.*

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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