



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Peak Safety Training Limited

Date of report: 4 July 2023

# About Peak Safety Training Limited

---

*Peak Safety Training specialises in outdoor safety and emergency management training.*

---

Type of organisation:	Private training establishment
Location:	Level 1, 424 Fenton Street, Whakarewarewa, Rotorua
Eligible to enrol intl students:	No
Number of students:	Domestic: 2818 in 2022 (short courses; mainly for clients seeking compliance for employment)
Number of staff:	Full-time: nine (20-40 hours a week); part-time: 16 contract tutors
TEO profile:	See: <a href="#">Peak Safety Training</a>
Last EER outcome:	Highly Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	Outdoor First Aid (Training Scheme) (Level 3)
MoE number:	7908
NZQA reference:	C52376
Dates of EER visit:	13 and 14 March 2023 (virtual)

# Summary of results

---

*Peak Safety Training is a leader within the outdoor industry. The organisation's purpose is to meet community and individual needs in outdoor first aid training. Strong self-assessment guides performance and has significantly improved since the first evaluation.*

---

<b>Highly Confident in educational performance</b>	Peak Safety has shown strong and consistent achievement since the last evaluation. External moderation results confirm the validity of achievement.
<b>Highly Confident in capability in self-assessment</b>	Learners gain the skills to be highly proficient in safety and emergency management. Stakeholders highly value the training offered.
	The course is fit for purpose. Peak Safety makes improvements based on appropriate review of moderation trends and general self-assessment activity.
	Peak Safety is committed to inclusive learning environments through appropriate cultural competency.
	The tutors are enthusiastic, well qualified and experienced, and have a good understanding of the needs of the learners to produce relevantly skilled people.
	Peak Safety has a deeply ingrained organisational purpose and direction, and is aware of risks to quality as the business continues to grow.
	Peak Safety has strengthened its use of data and self-assessment since the last EER, which supports the organisation's quality enhancements.
	Compliance oversight is fit for purpose.

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

1.1 How well do students achieve?

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>Learner achievement has continued to be strong and consistent over the last four years, sitting above 98 per cent. Priority learner achievement is on par with and often better than the general cohort of learners. In 2022, priority learners achieved at a rate of 99 per cent. Peak Safety provides learners with real-time feedback and the opportunity to resubmit their assessment.</p> <p>Sound assessment and moderation practices verify these achievement rates. Learners gain the relevant first aid, safety and emergency care knowledge, skills and attitudes to be empowered in their workplaces and communities.</p> <p>The value of outcomes for stakeholders is evident and sound. Peak Safety is the preferred provider for many stakeholders. These long-term clients provide feedback which informs change and improvements and input into delivery.</p> <p>Stakeholders appreciate the focus on health and safety and experience in adventure tourism, and the cultural competence of trainers and staff.</p> <p>Peak Safety is well regarded in the outdoor community. Staff volunteer as area leaders to respond to health and safety emergencies within a 10-kilometre radius of the head office, and often intervene before an ambulance arrives.</p>
Conclusion:	Learners achieve well, with achievement rates consistently above 98 per cent. Peak Safety tracks progress and priority learner outcomes. Stakeholders and the community value the outcomes of the training. Ongoing feedback loops inform

<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.

	change and improvements.
--	--------------------------

### 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>Peak Safety is effective in its programme design, consistency of training and level of expertise in delivery across all sites. This is a result of the quality of systems and the tutor training provided.</p> <p>Well-qualified and experienced trainers share and develop their knowledge to improve the teaching and learning. Ongoing review meets the needs of the learners as well as relevant legislation and health and safety requirements.</p> <p>Courses are tailored to meet the needs of clients and their professional contexts. For example, training delivered on marae is adapted to respect cultural expectations and to ensure relevancy to learners.</p> <p>Trainers provide feedback to management monthly. A system of learner and teacher feedback on the quality of teaching, quality of content, and quality of delivery informs improvements through this monthly analysis of trends.</p> <p>Sufficient and up-to-date teaching and learning resources and a robust moderation process support delivery. Any changes made to assessment are based on the review of moderation trends, and feedback from moderation cycles is followed up.</p> <p>Resources to support staff are continuously updated. An online tutor hub assures consistency of knowledge. Learner feedback confirms classroom satisfaction and that changes to delivery match student needs well.</p>
Conclusion:	Teaching and learning is highly effective and matches the needs of learners, employers and the community. Courses are tailored to meet the needs of clients. Trainers continuously upskill to provide consistency of quality across delivery sites.

## 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>Peak Safety is committed to cultivating inclusive learning environments. This is achieved through ensuring all students can participate and are well supported during both the theory and practical components of the training.</p> <p>An enrolment screening tool helps to identify whether students are physically fit or require support. Support is available for those who require literacy assistance, or for those who have physical barriers to learning.</p> <p>Self-assessment of learner support is strong, with a focus on mental health awareness. Recently, learner feedback moved from paper to electronic surveys and resulted in an increase in the response rate to 30 per cent.</p> <p>Peak Safety's teaching and learning approach is highly effective for the learners, which learner feedback has confirmed. Trainers across delivery sites informally reflect on each training session which can result in updates and changes to better meet learner needs.</p> <p>Review of the Code of Practice<sup>2</sup> is comprehensive and ongoing, with some areas yet to be implemented.</p>
Conclusion:	Appropriate and effective support is provided to all learners. Inclusive learning environments are consciously fostered.

<sup>2</sup> [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

## 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>Peak Safety's organisational purpose and direction is clear and effective. The general strength and camaraderie within the management team reflects the effective leadership and support offered to staff.</p> <p>The planned appointment of new staff since the last EER has clearly benefited the growth and development of the organisation. Peak Safety assures the appropriate qualifications and experience of staff. Current training staff all have adult teaching qualifications, and adult teaching is the key focus of the trainer development days held twice a year. Peak Safety maintains a trainer deployment matrix to assure the currency of trainers before they are allocated to deliver training.</p> <p>Management offers comprehensive induction and ongoing support for all trainers. New trainers are well supported with extensive resourcing to progress trainer qualifications and their careers. The fundamentals of adult teaching and first aid are readily accessible to the trainers. Staff reported a sense of being highly valued by management through a wellbeing and developmental approach.</p> <p>Data analysis is fit for purpose and has strengthened since the last evaluation. Appropriate self-assessment activities inform change and improvements. For example, strengths analysis is formally conducted at staff days, trainers undergo annual teaching appraisals and observations, cultural competency training informs teaching and learning, and weekly staff meetings identify the need to follow up any action points. The advisory group also feeds into quality improvement.</p> <p>Close relationships with industry have recently allowed management to grow the portfolio of the business through the addition of height and safety training to windfarm technicians. Peak Safety is aware of risks to quality as the business continues to grow, and is intentionally managing this risk.</p> <p>The pandemic gave the provider an opportunity to pause and assess its journey so far, and to prepare for growth in the future.</p>

	<p>The organisation continues its commitment to Te Tiriti by ensuring staff are culturally competent through ongoing training. Recently, a new logo incorporating a tiki in bandages was blessed by local iwi.</p> <p>Peak Safety is committed to serving its community and offers free training to community organisations where there are cancellations.</p>
Conclusion:	Governance and management lead a self-reflective team who are committed to empowering communities in first aid as a life skill. Self-assessment activities have improved since the last evaluation and have informed change and improvements.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Peak Safety Training maintains a systematic approach to compliance oversight, developing processes and focussing on health and safety.</p> <p>NZQA compliance is well managed, and relevant documentation is up to date. Appropriate processes and oversight ensure the programme is being delivered as approved.</p> <p>The evaluation team suggested adding police checks to memorandums of understanding with those external to Peak Safety who train under 18-year-olds, as an additional layer of risk oversight.</p>
Conclusion:	Peak Safety manages its compliance responsibilities effectively. No issues have arisen around health and safety in the critical context of outdoor first aid since the last evaluation.



## Focus area

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

### 2.1 Outdoor First Aid

Performance:	<b>Excellent</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 Peak Safety Training Limited:

- Consider adding police checks to memorandums of understanding with external trainers who train under 18-year-olds.

## 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 fraud<sup>3</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.*

---

<sup>3</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 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

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

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment 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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)