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# External Evaluation and Review Report



ACT Safety Limited

Date of report: 24 August 2020

# About ACT Safety Limited

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*ACT Safety Limited (ASL) provides safety training nationwide, offering a portfolio of training and assessment in fire and emergency, health and safety, and specific training related to the extractives industry. ASL also delivers focused audits and consulting services in health and safety systems. It is owned by a larger educational resource company which is also a registered private training establishment.*

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Type of organisation:	Private training establishment (PTE)
Location:	25 Springs Road, East Tamaki, Auckland
Code of Practice signatory:	No
Number of students:	Total: 20,872 5339 (2016); 4817 (2017); 4620 (2018); 6096 (2019) Māori: 1971 (9.44 per cent) Pasifika: 1875 (8.98 per cent) Others: 17,026 (81.57 per cent)
Number of staff:	Four full-time; two full-time equivalents; five contractors
TEO profile:	<a href="#">See ACT Safety Limited on the NZQA website</a>
Last EER outcome (2016):	Highly Confident in educational performance Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none"><li>• Governance, management and strategy</li><li>• Certificate in Incident Investigation (Level 5) (NZQA-approved training scheme)</li><li>• Elevated Work Platform</li></ul>
MoE number:	7948
NZQA reference:	C38421
Dates of EER visit:	23 and 24 June 2020 (virtual)

# Summary of Results

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*ACT Safety Limited (ASL) has a high completion rate and offers courses that are valuable to the industry, playing an important part in making workplaces and communities safe.*

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## **Highly Confident in educational performance**

The courses delivered by ASL are regulatory-driven: trainees need to complete the courses as part of their jobs.

This means the outcomes are undoubtedly valuable, especially because the knowledge and competence that trainees get are important, not only in their workplaces but in the industry and community in general.

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

ASL has strong completion rates which show equity and parity in achievement. ASL has systems to ensure the courses are relevant and up to date, and that assessment and moderation requirements are met. Trainees are well-supported pre- and post-course by qualified and experienced trainers and staff. The design and delivery reflects different learning needs and styles.

A change of ownership in 2018 brought more systematic processes into the PTE. The improved access to resources and the strong governance and management team puts ASL in a good position for further growth and peak performance. The organisation's response to the disruption caused by the recent COVID-19 pandemic demonstrated how client-centred, innovative and agile they are.

ASL generally manages compliance accountabilities well. Management is committed to continuously improve in this area.

The organisation's self-assessment practices are effective and appropriate.

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>ASL has high completion across its courses, especially in the focus areas: Elevated Work Platform and the Certificate in Incident Investigation.<sup>2</sup> ASL also has positive external moderation results and sound internal moderation practices.</p> <p>Māori and Pasifika enrolment has increased every year. Their completion rate is generally higher than the total population.<sup>3</sup></p> <p>Trainees complete courses and/or unit standards that are compliance-related and required in their employment. They acquire skills and competencies relevant to their jobs. These courses provide them with a heightened sense of awareness of health and safety practices. They apply this in the workplace and in their communities.</p> <p>ASL has a system to regularly monitor learner achievement, and priority groups in the Tertiary Education Strategy (TES).<sup>4</sup> This data allows ASL management and staff to have a real-time overall picture of the organisation's performance. With this regular monitoring, the organisation is aware of the factors behind the movement of data. ASL could further improve data monitoring and analysis by better understanding the small percentage of trainees who are not able to achieve.</p>
Conclusion:	ASL has strong performance across the courses it delivers. They regularly monitor achievement data and can further improve this by analysing the reason for non-achievement of a relatively small number of trainees.

<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.

<sup>2</sup> See Appendix 1, Table 1.

<sup>3</sup> See Appendix 1, Table 2.

<sup>4</sup> TES priority groups are Māori, Pasifika and under-25 learners.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>ASL courses are often requirements for the trainees in their workplaces, so the primary value is meeting the compliance obligations of both the trainees and the client organisations. The trainees understand and become familiar with relevant legislation or industry codes of practice, which they need in their line of work.</p> <p>These high-value outcomes benefit not only the workplaces but also the community in general. Trainees have an improved awareness and knowledge of health and safety, as well as risks and hazards.</p> <p>ASL views repeat business with client organisations as one measure of the value of their outcomes. ASL uses the relationship and open communication between them and their clients to add value to the training. This also allows for honest feedback on the valued outcomes, and anecdotal evidence of customer satisfaction.</p> <p>This informal way of assessing the value of outcomes currently works well in ASL's context. However, it is worth considering a more structured way of capturing and analysing valued outcomes in order to identify trends and possible concerns.</p>
Conclusion:	<p>The outcomes are valuable not only for the trainees, their employers and workplaces, but for the community in general, since ASL's courses are focused on health and safety and compliance. A more structured way of capturing and analysing feedback from stakeholders will enable better decision-making in the long run.</p>

### 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>ASL courses are unit-standard based, so the PTE has to meet all the relevant moderation requirements. All assessment materials are externally moderated before first use and after assessment, with positive results from 2016-2019. There is regular and sound internal moderation.</p> <p>ASL ensures that courses are up to date and relevant to the trainees and their workplaces. ASL works with clients to understand the learning needs of staff and adopts suitable teaching materials and methods. ASL tries to contextualise the scenarios and examples for the learners' companies. Trainees complete pre-course work and must bring materials relevant to or from their workplaces. This ensures that programmes meet their and their employers' needs. ASL develops the assessment and learning materials, ensuring they are relevant and appropriate and meet the unit standard requirements.</p> <p>ASL ensures that trainees get relevant and current training by regularly monitoring unit standard status and development, and regularly reviewing courses and resources. ASL gets industry updates from regular contact with external trainers.</p> <p>ASL uses peer reviews and observation to ensure consistent delivery, as captured in the trainer evaluation forms. Trainees complete an evaluation form at the end of each course. ASL continually seeks feedback from their clients and the wider industry to understand if their courses meet industry needs.</p> <p>ASL is innovative and agile in their response to the COVID-19 lockdown. Some courses quickly moved to virtual learning and ASL ensured this did not disadvantage learners. There are effective online practices to check that work is authentic (e.g. sharing screen, emailing assessment in real time, breakout rooms).</p>
Conclusion:	ASL's courses are very responsive to the needs of the trainees, their workplaces and their industry. The PTE has effective systems and practices to ensure they meet learning needs.

## 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>From the time of enrolment up to, and beyond, course completion, trainees receive good pastoral and academic support from ASL trainers and administrative staff.</p> <p>ASL keeps an open communication channel with client organisations to ensure the PTE understands clients' learning goals well. Trainees receive pre-course information and/or materials which prepares them for course days. Staff discuss the specific learning needs and/or style of individual trainees before the course.</p> <p>Trainers support the trainees, and try to identify and accommodate their learning style and needs (i.e. the use of interpreters and reader-writers, providing one-on-one coaching or extra tuition as needed). In some instances, trainers also provide support after the training to ensure trainees are applying their learning properly in the workplace.</p> <p>From experience, staff develop a good understanding of the types of trainees and their needs. Repeat business allows the staff to be familiar with the client organisations and their learning needs. Formally, trainee evaluation forms inform ASL trainers and staff of how satisfied trainees are with their learning experience. This is complemented by the anecdotal and informal feedback received by ASL staff.</p>
Conclusion:	<p>ASL provides trainees with effective pastoral and academic support during their training to ensure they are involved in and satisfied with their learning.</p> <p>Both informal and formal self-assessment practices inform ASL management and staff of the effectiveness of their initiatives in this area.</p>

## 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>ASL changed ownership in 2018. The new ownership structure is adding good value to the organisation (i.e. more systematic processes, access to resources of the parent organisation, using technology to make the PTE operate more efficiently and assist in decision-making). Through this change, the PTE has maintained the familial culture nurtured by the previous owners.</p> <p>The members of the board (including the CEO) are experienced directors from the academic, business and finance sectors, and well-involved in ASL through regular meetings. The monthly ASL division report is submitted to the board.</p> <p>ASL has a well-defined vision, mission and values, and a clear strategic direction executed as rolling 90-day plans. The PTE has sound and comprehensive management and analysis of risk. The senior management team<sup>5</sup> meets weekly, and the staff are satisfied with their open and collegial leadership. The CEO has huge confidence in the academic leadership and operational management of ASL.</p> <p>There is a good mix of qualified, experienced and loyal staff, who feel valued by management. Both internal and contract staff members have opportunities for professional development. There is a sound induction system for new trainers.</p> <p>ASL has sufficient resources and is currently developing more to provide an improved training experience (i.e. building additional training resources). This will ensure a safe learning environment.</p> <p>ASL is innovative, prompt and effective in responding to change, as proven by how they addressed the disruption caused by the COVID-19 pandemic.</p>
Conclusion:	ASL has an effective governance and management team which is instrumental in its strong educational achievement.

<sup>5</sup> The senior management team is composed of the CEO, the operations manager, and the office manager.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The organisation operates in a highly regulated environment, and the operations manager and office manager have a good oversight of ASL's compliance responsibilities.</p> <p>Courses are delivered to meet unit standard requirements, and a checklist monitors the unit standard status to ensure the PTE uses the correct version. ASL has a system to review courses and assessment resources on a regular basis.</p> <p>The PTE updates its internal systems and regularly conducts an internal audit. ASL recently had an external audit, with successful results. The CEO reviews the organisation's risk management plan every three to four months, and the board sees it every six to nine months.</p> <p>ASL works well with other compliance agencies (i.e. WorkSafe) and participates in the external moderation requirements of relevant standard-setting bodies.</p> <p>A new student management system was implemented which stores accurate trainee data (including ethnicities). This allows the PTE to report to NZQA more efficiently, and trainees have access to an up-to-date Record of Achievement. ASL has a robust system to select and approve temporary delivery sites.</p> <p>ASL mostly submits NZQA requirements on time (i.e. annual reporting, credit results reporting). With the change of ownership, there was some required documentation that the new management was not initially aware of (i.e. the requirement to notify NZQA of temporary delivery sites, submitting a Fit and Proper Person Attestation and Conflict of Interest for all new governing members). These have been addressed as soon as management was made aware of the requirements.</p>
Conclusion:	ASL generally manages its compliance responsibilities well and is committed to continuously improve on this area.

# Focus Areas

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

## 2.1 Focus area: Governance, management and strategy

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

## 2.2 Focus area: Certificate in Incident Investigation

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

## 2.3 Focus area: Elevated Work Platform courses

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 ACT Safety Limited:

- understand the factors for, and analyse, the non-achievement of trainees in order to aid decision-making.
- have a more structured way of capturing and analysing valued outcomes in order to identify trends and possible concerns.

## 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. Achievement rates – Elevated Work Platform and Certificate in Incident Investigation**

Year	Elevated Work Platform	Certificate in Incident Investigation
2016	100%	99.58%
2017	100%	100%
2018	100%	100%
2019	99.90%	100%

Source: ACT Safety Ltd

**Table 2. Total course completion per year**

Year	Total course completion	Māori completion rates	Pasifika completion rates
2016	95.8%	96.95%	99.41%
2017	96.4%	98.10%	95.98%
2018	96.9%	98.87%	96.69%
2019	96.9%	97.03%	98.47%
Total	96.46%	97.77%	97.49%

Source: ACT Safety Ltd Self-Assessment Report 2020 (pp 21-22)

# 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>6</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>6</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 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](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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