External Evaluation and Review Report

ACT Safety Limited

Date of report: 20 August 2024

About ACT Safety Limited

ACT Safety (ACT) has vast experience in health and safety for the extractive services (mining, tunnelling and quarrying) and construction. ACT provides services (audit, consulting, training) in these sectors to New Zealand and international businesses and industries.

Type of organisation:	Private training establishment (PTE)
Location:	33A Springs Rd, East Tamaki, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic 2023: 8322 students
	Māori 638 (8 per cent), Pasifika 1189 (13 per cent), learners with a disability, nine (0.01 per cent)
	International: nil
Number of staff:	15 full-time, four part-time
TEO profile:	[ACT Safety](#) (provider page on the NZQA website:
	'ACT Safety is a subsidiary of AEG Group who oversees the operation of five Private Training Establishment (PTE). AEG Group provides shared services in the compliance and quality assurance areas enabling ACT to gain broader understandings and shared practice to support their activity.
	The majority of ACT Safety's students are employed and undertake training arranged by their workplaces. Training can be completed either in person at a campus, in the workplace, or online.'
Last EER outcome:	NZQA was Highly Confident in ACT Safety's educational performance and Confident in the PTE's self-assessment capability at the last external evaluation and review in August 2020.

Scope of evaluation:	• Focus area 1: Certificate in Incident Investigation (Training Scheme/Micro-credential) (ID: 116096) (Level 5)
	• Focus area 2: Crane-related courses focussing on the unit standards 30072, 3800 and 3789 (Level 3)
MoE number:	7948
NZQA reference:	C57086
Dates of EER visit:	12-14 June 2024

Summary of results

Robust quality assurance assures consistently high completion rates and the value of outcomes to stakeholders. Extensive feedback ensures ACT delivers training that responds to the current and emerging needs of all stakeholders. Regular and comprehensive use of organisational data supports informed decision-making and effective change and improvement.

Highly Confident in educational performance

Highly Confident in capability in self-assessment

- ACT assures consistently high achievement through robust quality assurance processes. Students complete courses and competently apply their learnt skills and knowledge in the workplace immediately.

- Stakeholders gain skills and knowledge that immediately and comprehensively contribute to the efficiency and effectiveness of workplaces. Long-term relationships see stakeholders undertaking multiple opportunities to train or consult with ACT.

- ACT regularly reviews the training, and through continuous analysis and use of organisational data ensures the content remains relevant and timely. The PTE only carries out assessment when the students are ready. This is validated by strong internal and external moderation findings.

- ACT seeks, manages and meets the students' needs and goals. An inclusive learning environment minimises barriers to learning. Regular meetings at organisation and group level support regular review and review of the Code of Practice.

- ACT's clear purpose, strategic direction and values are informed by regular and effective use of data. Excellent academic leadership supports impactful decision-making. Highly experienced and qualified staff contribute towards all aspects of the organisation. Comprehensive, ongoing analysis of data identifies areas ACT can develop further. ACT uses annual self-assessment projects to drive effective change

and provide a sense of value and belonging to staff.

- Comprehensive monitoring frameworks and a positive, enquiring attitude toward meeting requirements ensures effective management of compliance accountabilities to comply with all relevant legislation, rules and regulations.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	ACT Safety (ACT) students attend training to upskill and gain knowledge to: • inform safe practices in the workplace • undertake additional duties or other roles. ACT understands (through feedback received) that the students are competent in needed workplace skills and knowledge. Students appreciate gaining the confidence to contribute to a more informed and safer workplace. Students consistently achieve at a high rate (95 per cent and above).[2] Moderation results and benchmarking with other education providers within the AEG Group and in the health and safety and extractive training sectors supports this understanding. As indicated, small numbers of Māori, Pasifika and disabled students attend training with ACT. This is mainly a reflection of the numbers of these groups in the extractive industry that ACT primarily services, and can have a disproportionate effect on achievement data. The data shows there is variability in achievement for all of the students but, overall, the priority group students are achieving on par.[3] ACT regularly analyses achievement and course data to gain further insight into how to enhance their students' success. An example of this goal is ACT trialling a student management system to provide a greater breadth of data for analysis.

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[1] The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

[2] See Appendix 1 for overall and unit standard completion rates.

[3] See Appendix 1 for completion rates. When averaging completion rates between 2020 and 2023, Māori are at 96 per cent, Pasifika 99 per cent, disabled 100 per cent and other students are at 98 per cent.

	No students withdraw and only about 2 per cent do not complete. Generally, the students who do not complete no longer work in the area of study. A regular audit of achievement and progress ensures reasons for non-completion are fully understood. When ACT can support a student toward completing, it does so, with positive results.
Conclusion:	ACT students consistently achieve very well. The reasons for the very small numbers of non-completions are understood. Students gain a high level of competence in needed workplace skills and knowledge. ACT comprehensively collects and regularly analyses achievement data and feedback to inform further delivery, support and review.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Workplace clients place their employees in training with ACT because they require skills and knowledge to meet legislative, safety or work activity needs. Targeted feedback tells ACT that students are able to apply their skills and knowledge competently without need for further workplace training. Clients attain a workforce that is confident, informed, efficient and effective. ACT has an extensive list of long-term clients who undertake multiple training opportunities every year. This attests to the high value of the training offered to these stakeholders.
	The extensive experience held by the ACT trainers means they are sought after for consulting and auditing purposes by a variety of organisations from within the mining, construction and engineering industries. These opportunities often result in ACT trainers developing bespoke training that responds directly to the organisation's context and needs. These opportunities are also used by ACT to inform current training, keeping it relevant and current.
	Multiple memberships with industry bodies means ACT is often at the forefront of protocol change, and incorporates

| | new ideas into training delivery and review. These connections have also allowed ACT to develop libraries of exemplars available to stakeholders for their reference.

ACT and AEG Group regularly engage with Pasifika industry organisations and Māori advisors to develop a methodology that supports priority group student and community needs. ACT then annually assesses its capabilities and stakeholder feedback towards meeting the indicated needs. This process informs further developments, such as the increased use of te reo Māori in the training material. ACT uses self-assessment projects to ensure that it makes informed decisions that meet identified needs throughout the review process. |
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| Conclusion: | Stakeholders gain skills and knowledge that competently and immediately contribute to the efficiency and effectiveness of workplace safety and the meeting of legislative requirements. Long-term relationships see stakeholders undertaking multiple opportunities to train or consult with ACT, which supports each organisation's emerging needs. All interactions with stakeholders inform programme review and identification of future opportunities. |

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**
Findings and supporting evidence:	ACT's goal of making workplaces safer is clear from the PTE's regular review of training and materials. At the end of every course, feedback is sought from involved stakeholders (students, trainers, clients). ACT also has strong, active relationships with workplaces and industry. These factors ensure the training provided is relevant, current and legislatively compliant. ACT engages in pre-moderation (with workforce development councils) with every course change to ensure training and assessment remains aligned with the learning outcomes and unit standards.

	Feedback and students attest to remaining engaged throughout the training, with activities such as group work, problem-solving scenarios, role-playing, sharing of experiences and, where applicable, practical opportunities. This ensures students can see how to apply the theory and knowledge in their own workplaces. ACT seeks end-of-course feedback from students, staff and workplaces to support regular review of the training. Regular reporting to the AEG Group academic and quality committee informs annual programme review and enables cross-group insights and sharing of practice.

Assessment occurs throughout training. Tutors ensure students are ready through a series of activities (as noted above) and questions. Though all theory assessments are open book, ACT does not support copying and, before awarding a pass, will ensure students can demonstrate their understanding and competency. These practical assessments help students to apply the skills they have learned.

Rigorous annual internal moderation (by a moderation team) ensures that 5 to 10 per cent of assessment per unit standard is validated and marking is consistent and appropriate. External moderation from workforce development councils supports these findings. A couple of external moderations have found some areas for ACT to work on (such as students copying guidance material or incomplete samples being sent). However, these are considered isolated incidents and, when compared across all external moderation results, not systemic.

ACT develops action plans for all findings and recommendations and promptly institutes change to mitigate the potential for reoccurrence across all training areas. ACT believes they will meet the internal target of 100 per cent 'meets national standard' results soon. |
| Conclusion: | Strong, embedded relationships with all stakeholders and regular engagement with training review ensures relevant and current training and materials. Highly applicable activities and resources ensure students remain engaged and are able to competently use their learned skills and knowledge in the workplace. Assessment occurs when students are ready and is validated by strong internal and external moderation findings. |

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	When students are enrolled to train, ACT staff seek to understand each student's support needs and goals. When support needs are identified, ACT engages with each individual to ensure appropriate mechanisms are in place to enable a successful outcome. These may include providing a reader/writer during assessment, a translator within each classroom, or additional time and one-on-one tutorials. ACT has rewritten assessment and training material to improve the accessibility of the text (larger font, more industry-relevant pictures, colour). All stakeholders have fed back positively about the value of such initiatives. ACT delivers short-duration courses. This means students need to be settled in quickly and effectively. The campus and classroom set-up and the introduction session welcome students in, create a team environment, and ensure students do not feel isolated. ACT seeks to minimise barriers to each student's learning by providing clear pre-course instructions and guidance, food and resources[4] during training. Tutorial staff are available during and after training to offer individualised support. Students who are having problems have their issues addressed in confidence. Student, tutor and stakeholder feedback and course-related data is collated regularly to inform review of the efficacy of student support. Emerging issues and experiences are discussed regularly at staff, management and group level to ensure all staff are aware of, and can consistently respond to student needs. This also informs annual Code self-review and action planning. ACT has developed a schedule of deliverables related to its Code review, and progress against these is measured monthly at academic committee meetings.
Conclusion:	ACT identifies students' goals and needs before and during training, and manages them using a variety of appropriate

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[4] ACT has developed purpose-built facilities that enable theory and practice to be taught in the same space. The equipment is similar to that used in the workplace.

	methods. Inclusive training activities, facilities and resources minimise barriers to learning. Regular meetings at organisation and group level include review of student support mechanisms, including self-review against the Code of Practice requirements.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Governance for ACT comes from the parent company AEG Group. The group is regularly informed about ACT (and the other subsidiaries') activity and progress through clear lines of communication represented by the academic quality and audit and risk committees. This supports the governance board to set strategic objectives. ACT management is supported through a scaffolded framework towards deliberate strategic planning that enables ACT to meet its overarching objectives and achieve business sustainability.

Management also sets a schedule of deliverables to measure progress and allow for prompt decision-making when needed. This supports a well-articulated, embedded organisational purpose and direction for ACT.

ACT management discuss their operation and progress at regular academic quality committee meetings. This supports regular analysis and use of data and stakeholder feedback, and is an opportunity to share examples of good practice with the other entities in the group. Such rich engagement with multiple data sources by ACT management enables deliberate, reasoned decision-making resulting in effective, impactful change.

ACT's standing in industry means its services are requested nationally and internationally. ACT staff are employed mainly from overseas because they possess expertise that is not readily available in New Zealand. Staff workload is managed by deliberate innovation and responsiveness to ensure that activity and expectations are sustainable. |

	New staff are comprehensively inducted into their roles. With management also remaining involved in administration or training, staff have mentors who support them continuously. Regular review supports understanding of staff goals and emerging needs and identifies suitable staff for promotion within the organisation. Appropriate internal and external professional development is provided to meet recognised goals, needs and growth.
	Staff are regularly asked to provide their insights for operational and training review. These are drawn together with other avenues of self-assessment into projects to ensure deliberate development of effective responses and change. Staff are kept updated about developments; they feel involved in decision-making and valued by the organisation.
Conclusion:	ACT's clear purpose, strategic direction and values are supported by AEG Group and informed by effective use of data. Excellent academic leadership supports impactful decision-making. Highly experienced and qualified staff are encouraged to contribute towards all aspects of the organisation. Self-assessment projects drive deliberate and effective change and give a sense of value and belonging to staff.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	AEG Group provides financial and human resource services for ACT. AEG's academic quality and audit and risk committees provide oversight of ACTs management of its compliance accountabilities, moderation, staff management, complaints and health and safety. These group committees also support ACT's cyclical update of the quality management system and other key academic systems to ensure policies and procedures remain current and legal.
	An academic calendar tracks the due dates of attestations and submissions, and monthly meetings ensure ACT is managing due accountabilities promptly. To support a

	greater efficiency of current processes, further capability is being built into ACT's student management system. This will automate processes such as credit reporting and unit standard version/expiration checks in line with the monitoring calendar. This will also provide further data towards ongoing review of compliance processes.
	ACT completes a monthly review of its Code of Practice deliverables by measuring activity against four staff and student wellbeing intentions set by AEG group. This ensures ACT is responding to areas identified in its gap analysis/action plan[5] from the previous year. These regular meetings with the academic quality committee ensures progress continues but also supports a well-informed next year's Code review. Registers for complaints and incidents are also monitored at these meetings, and summaries from these published alongside the Code self-reviews. ACT did not have any complaints or critical incidents to report at the end of 2023.
	ACT monitors the delivery hours of its approved programmes and the nominal hours of unit standard-based training to ensure they are delivering to what is agreed and understood. This further supports training review.
	ACT also ensures all tutors meet the requirements of the consent and moderation criteria for each unit standard delivered. Staff are police vetted every three years.
Conclusion:	All of ACT's compliance accountabilities are managed effectively through comprehensive reporting and ongoing review and measurement of planned actions. Such rigorous processes also effectively inform ACT's future reviews and planning. ACT complies with all relevant legislation, rules and regulations.

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[5] ACT develops action plans for any area where they feel development is required to ensure change is managed, measurable and delivered promptly.

Focus areas

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

2.1 Certificate in Incident Investigation (Training Scheme/Micro-credential) [ID: 116096]

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.2 Crane-related courses focussing on the unit standards 30072, 3800 and 3789

Performance:	**Excellent**
Self-assessment:	**Excellent**

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.

There are no recommendations arising from the external evaluation and review.

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 completion rates (%) per year

Year	Asian	NZE	Māori	Pasifika	Other	Not St	Total
2020	99	96	95	99	99	99	98
2021*	100	95	96	99	100	88	95
2022	100	97	98	100	99	100	99
2023**	99	95	93	97	98	99	97

(Source: ACT Safety data source)

* During 2021, Covid lockdowns had some effect on completions, particularly where students were not able to complete due to family and personal reasons.

** Due to rolling intakes, some students will not have completed courses and assessment so will not be included yet in the quoted figures.

Table 2. Certificate in Incident Management (Unit standard 16686) completion rates (%)

Year	Other (%)(#)	Māori (%)(#)	Pasifika (%)(#)	Disabled (%)(#)*	Total (%)(#)
2020	100 (88)	100 (20)	100 (1)	N/A	100 (109)
2021	100 (49)	100 (11)	100 (1)	100 (1)	100 (62)
2022	100 (72)	100 (10)	100 (3)	N/A	100 (85)
2023	100 (46)	100 (5)	N/A*	N/A	94 (54)

Data source: ACT Safety achievement data source

* N/A for disabled and Pasifika students indicates there were no students identifying as disabled or Pasifika enrolled for that year.

Table 3. Crane-related course (unit standard 30072) completion rates (%)

Year	Other (%)(#)	Māori (%)(#)	Pasifika (%)(#)	Disabled (%)(#)**	Total (%)(#)
2020	100 (67)	N/A*	N/A*	N/A	100 (67)
2021	100 (64)	100 (3)	100 (16)	N/A	100 (83)
2022	100 (251))	100 (50)	100 (80)	100 (2)	100 (381)
2023	99 (414)	100 (35)	100 (89)	100 (3)	100 (542)

Data source: ACT Safety achievement data source

* During 2020 ethnicity was not captured and disaggregated by ACT, so completion figures for Māori and Pasifika are not available.

** N/A for disabled students indicates there were no students identifying as disabled enrolled for that year.

Table 4. Crane-related course (unit standard 3800) completion rates (%)

Year	Other (%)(#)	Māori (%)(#)	Pasifika (%)(#)	Disabled (%)(#)**	Total (%)(#)
2020	100 (87)	N/A*	N/A*	N/A	100 (87)
2021	100 (74)	100 (4)	100 (15)	100 (1)	100 (94)
2022	100(207)	100 (23)	100 (69)	N/A	100 (299)
2023	100 (203)	100 (20)	100 (20)	100 (4)	100 (247)

Data source: ACT Safety achievement data source

* During 2020 ethnicity was not captured and disaggregated by ACT so completion figures for Māori and Pasifika are not available.

** N/A for disabled students indicates there were no students identifying as disabled enrolled for that year.

Table 5. Crane-related course (unit standard 3789) completion rates (%)

Year	Other (%)(#)	Māori (%)(#)	Pasifika (%)(#)	Disabled (%)(#)**	Total (%)(#)
2020*	NA	NA	NA	N/A	NA
2021	100 (28)	100 (2)	100 (7)	N/A	100 (31)
2022	100 (38)	100 (27)	100 (23)	N/A	100 (88)
2023	75 (129)***	85 (20)***	100 (25)	100 (1)	90 (175)

Data source: ACT Safety achievement data source

* This unit standard was not offered in 2020.

** N/A for disabled students indicates there were no students identifying as disabled enrolled for that year.

*** Due to rolling intakes, some students will not have completed courses and assessment, so will not be included yet in the quoted figures.

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[6]*

- *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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[6] 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 2022, 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 excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, s 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 2022. 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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