

Report of External Evaluation and Review

Besafe Training Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 5 December 2012

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Besafe Training Limited (Besafe)
Type:	Private training establishment (PTE)
Location:	622A Whangaparaoa Road, Stanmore, Auckland
Delivery sites:	Besafe delivers New Zealand Qualifications Framework (NZQF) unit standard and non-unit standard-based courses in the areas of first aid, health and safety, emergency procedures, confined spaces, height safety and rescue, civil construction, fire and emergency training. All courses are short courses and delivered at the industry worksites of trainees.
First registered:	6 May 1999
Courses currently delivered	First aid, compliance training, civil construction, health and safety, emergency procedures, health and safety audits, confined space training, height and safety rescue, licence endorsement, and fire fighting.
Code of Practice signatory?	No
Number of students:	Domestic: 991 trainees in 2011, 463 as at end of September 2012
Number of staff:	Two, both joint owners and directors with one the primary trainer and the other involved in administration. Both contribute to the governance, leadership, and management of the organisation.
Scope of active	Besafe has accreditation in a number of domains

accreditation:	<p>involving first aid and health and safety in the construction and extractive industries.</p> <p>The main emphasis for training in the past two years has been on first aid, compliance training, health and safety, emergency procedures, health and safety audits, confined space training, height and safety rescue, licence endorsement, fire fighting, and some civil construction.</p>
Distinctive characteristics:	<p>Affiliations: member of the Private Emergency Care Association of New Zealand (PECANZ), the Association of Emergency Care for Tertiary Providers (AECTP), New Zealand Safety Council (personal and corporate membership).</p> <p>Besafe works alongside and for industry training organisations: Extractive Industries Training Organisation (EXITO), InfraTrain, Primary Industry Training Organisation, and the New Zealand Industry Training Organisation (NZITO), where training is directed and moderated by the relevant ITO.</p> <p>Because of affiliations with an overseas company, some courses can be cross-credited to meet Australian requirements.</p> <p>Courses are tailor-made to suit the employer or ITO and are undertaken at client venues. Courses cover all construction, civil, and commercial requirements to the various national certificate levels. All courses are NZQA-accredited and registered.</p>
Recent significant changes:	<p>Because of the ill health of one of the directors, the business is to be sold. In the interim, the director/primary trainer will continue with training and if necessary refer clients to another trainer or use contractors who will need to comply with the Besafe quality management system and policies.</p>
Previous quality assurance history:	<p>The organisation met all but two requirements when last quality assured by NZQA in 2007. The requirements not met related to governance and management, and assessment and moderation, which have since been addressed.</p> <p>External moderation is undertaken by EXITO, NZITO, InfraTrain, and NZQA with the following</p>

outcomes:

- Besafe has InfraTrain's confidence to deliver industry training and assess to the required standard.
- EXITO's moderator has confirmed assessor judgements for the unit standards used.
- NZITO moderation outcomes for 2012 note that assessment materials cover all requirements but that some assessor decisions/judgements are not supported by the ITO.
- NZQA moderation for 2012 noted that two of the unit standards sent for moderation require modification and none of the assessor decisions on the two sets of learner samples submitted were approved. NZQA recommends that Besafe review the 2011 action plan, consider actions to take to improve processes, and ensure assessment materials are modified before being used again.

2. Scope of external evaluation and review

The focus areas of first aid and health and safety were selected for this external evaluation and review (EER) because these programmes incorporate the majority of training provided by Besafe. During the EER it was noted that the confined spaces course was also a highly sought-after course and it was added to the focus area.

Governance, management, and strategy was the other, mandatory focus area selected.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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.

A team of two evaluators met with all Besafe permanent staff for one day at the NZQA Ellerslie, Auckland offices and spent the following two days phoning external stakeholders including graduates, refresher trainees, ITOs, and relevant stakeholder industries.

The two permanent staff interviewed were the joint owner-directors of the company, one of whom is responsible for overall training and resourcing and the other for the supervision and administration of the training offered. Phone interviews were held with ITO representatives, employers, a secondary school Gateway coordinator, and past trainees. A range of documents was sighted during the EER, including trainee evaluations of the trainer and training materials. The lead evaluator also spent some time discussing the external moderation outcomes for Besafe for 2011 with a member of the Tertiary Assessment and Moderation Unit of NZQA.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Besafe Training Limited**.

Besafe delivers unit standard, non-unit standard, and custom-designed courses over a few hours or across full days at each employer site. Overall, 99 per cent of all learners achieve the unit standard/s or course they attend.

Achievement outcomes are accomplished through detailed training courses, with individual attention to the learning needs and purposes of learners and employers and a comprehensive assessment regime. Feedback from employers and learners indicates that courses have an appropriate mix of theory and practice and are delivered in a manner that enables learners to understand and acquire useful skills and knowledge.

The organisation has good, ongoing involvement with local communities, ITOs, and business employers, promoting first aid, health and safety, and confined space emergency care to organisations, schools, and others. Stakeholders identify the good level of communication, the established relationship that results from it, and the impact of the training on their workplaces as contributing to their high trust in the quality of training Besafe delivers, with offers of repeat business. Employers and trainees provided a variety of specific examples where individual and site improvements or changes have occurred as a direct result of Besafe training.

Good quality learning resources are provided and the course structure is adapted to the specific contexts of the learners and employer requirements. Learner evaluations indicate strong satisfaction with the teaching and learning, as does feedback from those external stakeholders interviewed.

As the learners are all employed, the skills and knowledge gained are immediately applicable to the workplace and are valued by ITOs, the employee, and the employer. Discussion with stakeholders indicated that Besafe management and trainers have sound skills and experience, engage well with clients and industry, and are valued for the positive contribution they make.

Besafe has good assessment tools and robust external moderation processes whereby NZQA and the ITOs provide formal external moderation of assessment. Two of the three ITOs interviewed confirmed that assessments and assessment outcomes were valid and the third confirmed that assessment materials covered all requirements but that assessor decisions/judgements were not supported. The NZQA external moderation for 2012 noted that two of the units sent for moderation required modification and the assessor decisions on the two sets of learner samples submitted were not approved. NZQA has recommended that Besafe review the 2011 action plan, consider actions to take to improve processes and paperwork, and ensure assessment materials are modified before being used again.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Besafe Training Limited**.

Besafe works closely with its client organisations to help identify their learning needs and those of the learners and then addresses these needs well through excellent teaching, comprehensive formative and summative assessment, up-to-date resources, and appropriate learning support.

Besafe has comprehensive systems to gather and collate feedback from learners. This information is then used to inform improvements to teaching practice and course delivery. Feedback from client organisations, while anecdotal, is consistent and ongoing repeat business gives an indication of client satisfaction with the training given. The organisation is small enough that any concerns are dealt with informally and quickly. The primary trainer also has plenty of opportunities for reflection on his role, which benefits learners through improved teaching techniques and updated and real-life scenarios.

Course evaluation processes are robust and the information collected from the learners is, in the main, authentic, relevant, and useful. The results of this form of self-assessment are used to improve the quality of educational experience and outcomes for learners and their employers.

The focus of Besafe's self-assessment has centred on identifying and responding to customer needs, which has resulted in a sound reputation with its customers. There is no benchmarking with other providers in the sector. Much is informally known about the training and assessment methods of other providers, but more organised external relationships might provide Besafe with a wider source of self-assessment data.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learners complete courses and gain qualifications that enhance their employment opportunities, a result that is validated by the relevant ITO and employers. In 2011 Besafe trained 991 trainees, of whom 40 were assessed as not yet confident and offered re-sits or resubmission of their workbook. Of these, 34 were reassessed and gained achievement and the other six failed to submit their workbooks. To date for 2012, Besafe has trained 463 trainees, with a 99 per cent first-time achievement rate and only four who have had to re-sit or resubmit work.

Evidence of achievement was verified by stakeholders: company employers and the ITOs. InfraTrain, which tracked closely the achievement of trainees in the National Certificate in Infrastructure Works, stated that trainee achievement met and sometimes exceeded their expectations as employers.

Besafe's own achievement tracking mechanism is sufficient to capture and record the most important fundamental information and provides accurate reporting of results. As yet there is no consistent benchmarking of outcomes with comparative organisations in the sector, but there is periodic informal observation of the training offered at other TEOs.

Moderation reports from NZQA and NZITO for 2012 highlight some standards where the marking of assessments was not at the national standard and outline requirements to be actioned. This can bring into question the validity of achievement results; however, the evaluators are confident that the achievement outcomes for Besafe learners are reliable, as evidenced by the repeat business from industry.

Where a trainee has not achieved a unit standard, there is a clear rationale for this. Wrong answers are reviewed and necessary revision given until completion. Failures to complete are immediately taken up with the client organisation for further action. Individual failures are given one-to-one attention.

Besafe has noted a decline in enrolments for 2012, which is mainly due to the downturn in the economic climate, the Christchurch earthquakes (which have taken industry and the required training in these areas to Christchurch), and the ongoing health problems of the tutor/director.

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

Course evaluations completed by the learners reflect positive feedback. Apart from trainee evaluations, self-assessment is mostly unrecorded, but given the prompt response of Besafe to the outcomes of the delivery and the resourcing of the courses, as affirmed by external stakeholders, this does not seriously diminish its value. The quality of the feedback from ongoing contact with stakeholders gives Besafe confidence that trainee achievement is well regarded, and this was also evidenced from EER team discussions with the learners, ITOs, and employers.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Evidence of the value of outcomes to stakeholders lies in the positive feedback by learners and refresher trainees, and in the long-term relationships with employers, ITOs, and other community agencies. Stakeholders, including learners, indicate that Besafe engages exceptionally well with its industry clients and is highly valued for the contribution that it makes.

There are long-term business relationships, both in repeated training contracts and in consultation on health and safety needs, with major industry training organisations including EXITO, NZITO, InfraTrain, and the newly formed Ministry of Business, Innovation and Employment (MBIE). Besafe also has the formal endorsement of a number of trades and industry associations, especially those concerned with safety and emergency response. There are ongoing relationships with and demand for courses from numerous smaller client groups, including interested schools in the Waikato area. These relationships provide an ongoing source of information for self-assessment, and are used as such. Self-assessment shows a high degree of repeat business from key stakeholders, demonstrating the value they place on Besafe training.

Besafe has an affiliation with an Australian company and completed specific training with them to enable some courses undertaken at Besafe to be cross-credited to meet Australian requirements.

Positive feedback was reflected in the majority of trainee evaluations. Trainees said it was good to learn and understand the latest regulatory requirements. This was especially the case for trainees who have returned to do additional courses.

External stakeholders, including employers and an ITO interviewed at this evaluation, affirmed the value of the programmes, as did the trainees interviewed. Employers and the ITO said that the courses were exceptionally well tailored to the needs of the learners and noted that they would continue to use Besafe for future training and would highly recommend it to others. They said they had received

positive feedback from staff and all those approached would recommend the course to other people.

This training has valuable outcomes in life skills and well-being that are wider than the specific course competencies and qualifications. The evaluators consistently heard about the confidence that the training has provided learners.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

All of the learners attending Besafe courses are in employment. The courses are directly related to that employment. As the learners are all employed, the skills and knowledge gained are immediately applicable to the workplace and are valued by the industry training organisation, the employee, and the employer.

The programmes run by Besafe are current and relevant to employer needs. Through the courses, learners acquire useful skills and knowledge which they can apply within their workplace or when sent to particular sites by their workplace. This enhances the value of the training for employers and makes the programmes engaging for the learners. The clients spoken to during the EER were very satisfied with the value they received from the training provided by Besafe. They also commented positively about Besafe's regular communications with them to gather feedback on how well they were meeting their needs.

Learners and industry employers are interviewed to determine their purpose for enrolling, and each course structure is adapted to the specific contexts of the learners' and employers' requirements. Learner evaluations indicate strong satisfaction with the teaching and learning, as does feedback from those external stakeholders interviewed. Courses covered in 2012 to date were generally first aid, working at heights, and confined spaces.

Participants interviewed by the EER team said the courses were well designed, practical, and well resourced. They noted the many hands-on activities for the learners. The material used for the training is up to date, as noted by two trainees contacted; after three years the content and activities had changed in line with the new working environment. Activities were well resourced, with practical equipment which is checked and maintained to ensure safe use on an ongoing basis. There is plenty of discussion and the teaching methodology is changed according to the group attending.

There is no industry advisory group because industry consultation is sought on an as-needs basis. Besafe has a close relationship with four industry training organisations and MBIE, and receives the latest information around changes in legislation and course requirements.

Relevant company policies and procedures are incorporated into the training. Wherever possible, training scenarios, practical components relevant to the work of the trainees, and the onsite workplace resources are utilised, ensuring an authentic experience. The inclusion of a major practical component in almost all training increases the interest of trainees and provides the opportunity to practise skills.

Besafe regularly surveys trainees and gets anecdotal feedback from clients and uses the feedback to inform improvements to courses. Trainee evaluations are examined for emerging patterns. These are analysed by the trainer and action is taken if required.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**

The rating for capability in self-assessment for this key evaluation question is **Good**

Learning activities and the resources used by Besafe are effective and engaging for the learners. Course and delivery approaches are constructed specifically for learner environments and contexts, focussing on the knowledge and skills needed for each learner cohort. A range of delivery approaches covers various learning styles. A good range of teaching resources and equipment is used for practical skills, including the use of photos to retain evidence of skills learnt. The learner group and employers interviewed by the EER team praised these aspects of the courses.

The primary trainer at Besafe is often the preferred tutor as staff at various organisations and ITOs will request him as their trainer. His reputation within the industry is very good as he is highly experienced and ensures his knowledge and skills are current. His consultancy skills are also sought by industry as a health and safety auditor.

The trainer and learners relate well to one another. The trainer is well qualified and experienced, with an adult teaching qualification, and has wide experience in the industry. There was evidence from learners, employers, ITOs, and a Gateway coordinator that the trainer has strong practical and theoretical competence in the skills and knowledge he is imparting to the learners.

The trainer attends the annual PECANZ and AECTP conferences to remain up to date with the latest international information and standards. He receives assessor newsletters from NZQA and the ITOs he is involved with, and attends relevant workshops.

Besafe is responsive to learner feedback and employer needs. Learner, employer, and ITO feedback overall is good and shows satisfaction with the training offered. Besafe has effective systems to closely monitor learner feedback and takes immediate action where there is any indication of less than satisfactory delivery of training. The evaluators heard evidence of changes made to classroom activities,

workbooks, and assessments in response to learner feedback from both the trainer and the clients.

Besafe uses course evaluations with each group of learners to assess the courses and to assist with making improvements. One example is that the organisation revised the course evaluation form to make it more user-friendly and enable the learners to provide more useful information.

Assessment is moderated externally by the ITOs and NZQA. InfraTrain's assessment resources are used for their particular unit standards and the latest versions are utilised, which meet InfraTrain's pre-assessment moderation requirements. Both InfraTrain and EXITO agree with Besafe's post-moderation assessment judgements and outcomes. NZITO and NZQA have outlined issues with Besafe's external moderation outcomes and assessor judgements, with NZQA noting that it will continue to monitor Besafe in 2012 for those particular two units.

Learners interviewed by the evaluation team confirmed that the course assessments were fair and that the trainers used formative assessment to provide learners with constructive feedback. Learners reported receiving clear information about assessment tasks and receiving good, timely feedback about their learning progress which has contributed to improved learning and helped learners develop self-assessment habits.

Trainees spoke highly of Besafe training. They liked the open, friendly atmosphere and found their learning activities interesting and challenging. One contracted tutor with the appropriate expertise is engaged as required for a subject area not covered by the primary trainer. Where learners are reserved, the trainer is able to pick up the reticence and support them to offer their thoughts and opinions. Learners noted that the trainer is particularly good with those in the class who have a short attention span, and they mentioned the effective use of oral assessing for trainees with literacy difficulties.

Teaching resources are of a high quality, relevant, and modern. Besafe utilises effective and practical tools for the different specialised areas of training which allow for realistic practical experiences for all trainees during training.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **-Excellent**

The rating for capability in self-assessment for this key evaluation question is **Excellent**

Besafe does not face the same learner support requirements as providers of full-time courses, but what support services it does provide are appropriate to the courses delivered. As all learners are already employed, their employers' human resources staff manage their well-being. Support and encouragement for trainees to achieve all components of the course is the key focus for Besafe, and to ensure

this Besafe has appropriate strategies in place to identify where extra support may be required.

Learners are provided with full information on the first day of training and often with a role-play scenario which sets the scene for the importance of the training.

Learners are preselected by employers who will ideally identify and inform Besafe of any learners who have specific support needs. If Besafe identifies any trainee who has specific support needs that may impact on achieving the qualification, they work closely with the employer to ensure a coordinated approach to supporting the trainee. For example, if a learner on a heights course cannot bear heights, the learner is sent back to work rather than forced to complete the training. The evaluators heard evidence of learners in wheelchairs or who were blind attending first aid and health and safety classes being supported with their different learning needs.

The trainer often works one-to-one with the learners in the classroom and in the breaks. The evaluators also heard from the trainers that, where peer support had been encouraged, it was very effective among the learners in motivating each other to achieve. The trainer responds to the well-being needs of learners appropriately.

Trainees can re-take assessments and are supported to do so if necessary. As discussed in section 1.4 above, Besafe offers many ways to support the trainees in their assessments, such as oral questioning and good explanation of the theory requirements.

Besafe's investment in resources to support learning, teaching, and achievement was evident in the significant numbers of resources involved in the training to ensure each learner has their own materials or props to support their learning.

To ensure the sufficiency and effectiveness of the equipment, Besafe regularly evaluates, tests, and updates equipment and other practical resources.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Besafe is owned and operated by two directors, one of whom is involved in the delivery of training and the other in the administrative aspects of the business. Both directors have a very good understanding of the business and its purpose and direction, which are clear and are articulated throughout the small organisation. The directors are aware that the success and sustainability of the business is dependent upon meeting the needs of the learners and employers/ITOs.

Initially, Besafe was run from premises in Albany, but the organisation has benefitted from a strategic move to offer all training on site at the various

organisations, and this allowed training to be delivered further afield, including confined space training being offered in Christchurch following the earthquakes.

The two directors complement one another well as there is a balance between the commercial and educational focus. Their combined leadership style is open and transparent and encourages communication and feedback. The training director is proactive in providing training for the industry that meets stakeholder needs and is also actively involved in the day-to-day operation of the training. He is passionate about the well-being and health and safety of organisations and the people in them, and it was clear to the evaluation team that this attitude has been inculcated into the training and is shown in the care taken with the training equipment and from feedback from clients and learners.

Effective resourcing is planned and provided for all courses, with the latest equipment and material resources being allocated to ensure the quality of course material and to support learning and safety in training. The organisation keeps abreast of the latest information and changes, and updates to unit standards lead to an ongoing process of updating resources, materials, and assessments.

Besafe has invested in a modest student management system which enables access to learner information quickly and for the trainer to access data directly. This will provide reports from the data to better inform self-assessment, planning, and outcomes.

The organisation has, over time, employed, developed, and retained a competent, well-qualified, and dedicated contract staff which it supports effectively to improve educational achievement. At present there is only the one contract person who is employed from time to time for confined space training.

The directors at Besafe are at present looking for a different lifestyle because of ill health and have had to closely review Besafe's purpose, strengths, and opportunities as a prelude to sale. There is evidence of clear action plans as a result of this self-assessment, and the resources and determination to implement them.

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

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.2 Focus area: First Aid, Health and Safety, and Confined Spaces

The rating in this focus area for educational performance is **Good**

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or 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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz