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Report of External Evaluation and Review

Besafe Training Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 6 March 2017

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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 Ltd (Besafe)
Type:	Private training establishment (PTE)
First registered:	May 1999
Location:	1B Beatrice Tinsley Crescent, Rosedale, Auckland
Delivery sites:	As above
Courses currently delivered:	Wide range of health and safety short courses (one to two days), including: Breathing apparatus; Breathing apparatus com; Confined space; First aid – CPR; Cranes; Gas detector; Health and safety; HSNO (Hazardous substance); MWEPP (Mobile elevated work platforms); Pathogens; Permit issue – receive; Zero harm
Code of Practice signatory:	No
Number of students:	Domestic: 2,817 students, approximately 28 equivalent full-time students International: nil Student ethnicity: Māori – 12.9 per cent; Pasifika – 8.12 per cent
Number of staff:	Five full-time and six part-time
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=823774001
Distinctive characteristics:	Besafe delivers one to two-day health and safety courses for people employed in roles requiring this

type of training, either for a workplace compliance requirement (for example, to enable them to enter a workplace) or for raising awareness of safety matters (for example, where there is no legislated requirement for specific training).

Besafe also delivers training for Unitec and Manukau Institute of Technology for the health and safety components of their managed apprenticeships.

Besafe also assists in accident investigations, provides a health and safety consultancy service, and supports clients to set up health and safety policies and systems.

Recent significant changes: Change of ownership in 2013

Previous quality assurance history: Besafe was most recently evaluated by NZQA in 2012, while under the previous ownership. At the time, NZQA was Confident in both educational achievement and organisational self-assessment.

The Skills Organisation has confirmed that Besafe is assessing at the national standard, using valid assessment practice, for First Aid, as well as for the other areas of health and safety under the industry training organisation's control.

Other: Professional memberships and associations:

- EWPA Elevated Working Platforms Association
- New Zealand Safety Council
- National Safety Council of Australia (associate member)
- New Zealand Standards Association
- Australia Standards association
- Safeguard New Zealand
- Gas Alert UK
- ISC UK (Height Rescue)
- Gas Clip USA (Gas detection)

2. Scope of external evaluation and review

This evaluation included two focus areas:

- First Aid – because it is significantly different to the other short courses offered, in that it prepares trainees to respond appropriately if an accident or incident occurs.
- Health and Safety short courses – because this in effect covers all industry-related health and safety short courses offered. The skills and knowledge learnt in these courses will be used day to day in the normal course of trainees' employment.

These focus areas allowed this evaluation to review all aspects of Besafe's training operation.

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-eeer/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.

The methodology for this evaluation included the recently revised key evaluation questions which include a strong focus on governance and management and organisational processes to monitor compliance.

The lead evaluator visited the organisation prior to the evaluation site visit and met with the training manager to discuss the evaluation process, timing, who might be involved for interviews, and the reporting process and timelines.

Prior to the site visit, Besafe submitted a self-assessment summary document, compliance declaration and details of the operation, including staffing, students, courses currently offered and distinctive characteristics.

Two evaluators visited Besafe for two days and met with the owner, training manager, one administration staff member, three tutors, and all the trainees present on the day (13). The evaluators also interviewed external stakeholders by phone, including client companies (seven employers of trainees), and one organisation that manages apprenticeships (Manukau Institute of Technology). The evaluators reviewed a wide range of the organisation's records and documents to confirm and validate information from interviews.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Besafe Training Limited**.

The main reasons for these levels of confidence are outlined below.

Educational performance

- Trainees are consistently achieving success in all short courses undertaken (100 per cent achievement). This is achieved through identification of trainee needs prior to attending, close attention paid to trainees through small groups, and the training being closely aligned with trainees' workplaces.
- These high achievement rates are supported and validated through robust internal quality checks of assessment tools prior to use, and regular and robust moderation of assessment judgements. Achievement is further validated by national external moderation through the standard-setting body, The Skills Organisation.
- Besafe's trainee surveys, ongoing contact and feedback from the client companies, and regular repeat business, provide clear information showing that all parties consider the training offered results in skills and knowledge of value.
- There was clear evidence to show Besafe ensures that all training material and resources are up to date with changing legislation and meet current good practice guidelines. Training materials and physical resources are well maintained and in sufficient supply for the number of trainees on each course.
- Courses include an appropriate mix and balance of the underpinning theory, and opportunities to put the theory into practice.
- Tutors have appropriate industry and teaching qualifications and experience for each course they deliver.

Self-assessment

- Regular trainee surveys are conducted, reviewed, analysed and used to inform where changes might improve trainees' satisfaction and engagement in the training, for example building and soundproofing a training room and offering more one-to-one support, resulting in increased achievement at the first attempt (reduced re-sits).
- During 2016, Besafe has been trialling a new employer survey to collect more complete feedback, to improve current processes.

- Regular contact with client companies making repeat bookings is providing good opportunities for informal feedback. While this is not documented currently, Besafe's understanding of this is that companies are very happy with the service provided, it is well matched to their operations, and results in employees having new or renewed knowledge, skills and safety awareness. This was verified by the evaluators' own phone interviews with company representatives.
- The evaluators observed that Besafe management and staff have a reflective culture and open, respectful communication. This contributes well to the strong self-assessment practices.
- Besafe has appropriate policies and procedures for the size and complexity of the operation, and are suitable for planned future growth.
- Management has effective processes to review changes in the Education Act and associated Regulations, as well as closely monitoring NZQA published Rules for changes.

Findings¹

1.1 How well do students achieve?

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 trainees achieve competence in the training they undertake. Competence is confirmed at a first or second assessment. Besafe has been working on a range of strategies to increase trainees' rate of success at their first attempt at an assessment, and this has resulted in significant improvements over the past three years. Reassessment rates have reduced, from 47 per cent in 2014 to 39 per cent in 2015 and 14 per cent in 2016. While 2016 is not yet ended, the rate of improvement after 10 months is significant and confirms a strongly improving trend in first-attempt success. This is significant because when trainees achieve success the first time, it is likely that this indicates trainees have engaged in the training, and have had sufficient time to understand the underlying concepts and theory, as well as sufficient direction and practice to be confident and competent using related equipment.

Achievement rates are effectively validated through robust internal moderation sampling and review, as well as being confirmed as meeting the national standard by The Skills Organisation, the standard-setting body for health and safety and first aid. This is a significant improvement from the previous evaluation in 2012.

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

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 trainees are in employment, and Besafe provides trainees with the knowledge, skills and competence in a range of health and safety areas and first aid, and the confidence to apply their learnings in their workplaces. Training is tailored to match real workplaces, and many short courses are conducted on work sites with the equipment trainees will be using. These factors add significant value through the trainees' familiarity with their own equipment.

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

An added value provided by Besafe is that they track trainees who are accumulating health and safety unit standards, and support them to complete the National Certificate in Occupational Health and Safety (Level 1 or 3). None have completed this qualification yet. The qualification allows trainees to advance to become health and safety representatives in worksites.

Besafe's training contributes to increasing the number of people in the community who are trained in first aid, as well as lifting the awareness of employers' and workers' responsibilities for their own safety and that of their co-workers. Besafe has experienced a significant increase in trainee numbers since 2013, when they purchased the company. This increase includes significant off-job contracts for two large polytechnics. This is an important indicator of the value employers and the polytechnics see in the training delivered by Besafe.

Besafe has a range of effective processes to review the value of the training, for example trainee surveys, ongoing contact to gain feedback from client companies, and tracking trainees' progress towards completing a qualification, as noted. These self-assessment processes are used effectively to stay up to date with good practice guides and make ongoing improvements, such as adapting courses or delivering training on worksites to ensure trainees are trained in their own safety equipment, and acquiring new equipment, such as infra-red gas detectors.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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**.

Programmes are designed well, meet the requirements of the relevant unit standards, and are delivered using a range of teaching strategies that keep trainees' challenged and interested. All courses are delivered in one to two days, to match employer and trainee needs for minimising time away from the workplace. Training is structured to allow for an approximate 80/20 split of time between theory and practice, providing time to embed knowledge and skills.

Most training is designed to match the requirements of related unit standards on the New Zealand Qualifications Framework, which in many cases is the requirement for entry to a worksite. In many cases, this training covers both the compliance requirements (for example, for working in a confined space or at heights), and meeting good practice guidelines.² Many trainees are completing an

² <http://construction.worksafe.govt.nz/guides/>

apprenticeship, and this training contributes to the completion of their training agreement and qualification.

New tutoring staff are well supported and prepared for their role, with a three-month induction and mentoring period, and teaching short sections of a course before taking full courses on their own. Tutor performance is monitored and reflected on using trainee survey feedback and peer observations. Assessments are reviewed for their fitness for purpose prior to use, and post-assessment moderation is effective and shows that tutors' judgements are valid and reliable. This was also confirmed by The Skills Organisation, which noted that Besafe is consistently assessing at the national standard.

The feedback Besafe collects and reviews from trainee surveys and employers notes that they are overwhelmingly positive about the design and delivery of the courses. This level of satisfaction and perceived value was confirmed by the trainees and employers interviewed at this evaluation. Improvements resulting from organisational self-assessment include improving the teaching space to minimise external noise.

Self-assessment is, as noted, well planned. It is effectively used to analyse issues and make improvements. Examples include improvements to course structure and timing; the design of learning materials; the assessment layout to improve the logical flow; reformatting the confined space manual to provide trainees with an aide memoire; and changing the sequence of assessment tasks in one course to better align delivery with assessment.

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

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 takes care at the time of enrolment to identify trainees with learning challenges, but continues to identify those struggling in the training room or during practical exercises. The evidence to support this being effective is primarily the achievement rate of 100 per cent and the increase in trainees achieving competence at their first assessment, and assessment moderation concerns identified at the previous evaluation have significantly improved, as noted under Findings 1.1.

Tutors discuss providing extra support, for example by giving extra time for trainees who are struggling, adjusting assessment practice to allow for oral answers, and allowing trainees to return with a subsequent course to complete, and for course components missed. Trainees are effectively engaged in their learning through using a range of techniques. For example, trainees work in groups, with each group answering a separate question, and other groups commenting on how well the questions have been answered. This provides the whole group with peer

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feedback and the chance to practise their critical thinking skills, and is valued by trainees.

Trainee survey ratings and comments, and the trainees interviewed at this evaluation, said they 'feel very well supported' and noted that the way the courses were structured ensured they were engaged well in the learning. Trainees' comments included: 'very well taught class, 'all information was really well explained', and '[the tutor] helpfully answered all questions, [it was a] well planned course'.

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

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**.

A wide range of health and safety courses are offered, and they are well resourced and staffed. Resources are up to date and are regularly reviewed for currency and their appeal to the practically oriented trainees. Tutors have appropriate industry and teaching experience and qualifications.

Besafe has a clear purpose, direction and values. This includes 'providing the knowledge and skills ... that can be transferred into working environments ... so trainees value themselves and the importance of their role in creating healthy and safe workplaces'. This is being implemented and achieved, as evidenced from trainee and client company feedback.

All tutors must gain the unit standard 4098 *Use standards to assess candidate performance*, and all have. Some are working towards completing the National Certificate in Education and Training (Level 5). Some tutors have extensive tutoring experience in other PTEs or government training establishments, and the trainee surveys include very complimentary comments on tutors' competence.

Besafe ensures that all staff meet at least quarterly to discuss and share what is working well, and emerging issues. The evaluators observed a very open and collegial atmosphere among staff, and a supportive, free sharing of ideas. This factor, along with all staff being involved in organisational self-assessment, reflects an organisation that is actively reflecting on its performance and exploring better ways of working and meeting internal and external stakeholder needs.

As noted, Besafe regularly updates the learning and physical resources, and actively promotes changes in health and safety legislation and guidelines, both within the organisation and by free seminars for their clients. This holistic approach is one factor that proactively supports achievement, and achievement of the right things.

The new owner uses external education specialists for input to ensure organisational policies and procedures are appropriately focused on education and trainee achievement. With the change in ownership, the business has experienced significant growth in the number of enrolments, and the range of training offered. The quality of delivery has been maintained, and the quality of assessment has improved since the previous evaluation.

1.6 How effectively are important compliance accountabilities managed?

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 has established clear areas of responsibility for monitoring its important compliance accountabilities. Planned reviews are conducted of changes to the Education Act and related Regulations, and similarly personnel are allocated and processes arranged for reviewing changes to NZQA published Rules. No areas of concern were noted by the evaluators, and there were no indicators from within NZQA or other regulators to indicate any breaches of compliance.

Besafe has one NZQA-approved Training Scheme: Working at Heights, which includes unit standard 114465 *Use a safety harness for personal fall prevention when working at height*. The training scheme is regularly delivered and, as noted, all trainees achieve competence. The training scheme has a slightly different structure to the usual format for most working at heights short courses, and the evaluators recommend aligning these (see Recommendations).

The first aid courses are taught by staff with appropriate skills, experience and qualifications, and the hours of delivery are as agreed with the Resuscitation Council, NZQA and the first aid provider sector. The Skills Organisation national external moderation has confirmed that assessment is at the national standard.

Evidence available at this evaluation provides NZQA with assurance that Besafe has robust policies and processes to ensure it monitors compliance matters, and these are implemented in a timely and effective manner.

The evaluation team considers that the educational performance and self-assessment evidence presented by Besafe (documented and oral), was well understood and used by all staff interviewed. Information from trainees and companies interviewed supported Besafe's own self-assessment findings of high and consistent performance.

Focus Areas

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

2.1 Focus area: First Aid

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

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

2.2 Focus area: Health and safety short courses

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

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

Recommendations

These recommendations are made as suggestions for areas to strengthen educational performance, rather than as an identification of any weaknesses.

NZQA recommends that Besafe:

- Review its training scheme to make it more closely aligned to regularly delivered short courses for working at heights
- Consider the value of adding a question on assessment to the trainee survey
- Consider increasing the sampling rate for post-assessment moderation
- Review processes for how tutors record students' oral answers.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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