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External Evaluation and Review Report

Besafe Training Limited

Date of report: 14 April 2021

About Besafe Training Limited

Besafe Training Ltd (Besafe) provides training in the health, safety and related fields to industry and corporate clients. Courses, which are generally one or two days' duration, are delivered to trainees who are in employment, and are contextualised to suit company, site and individual requirements.

Type of organisation:	Private training establishment
Location:	220J Bush Road, Rosedale, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: approximately 4500 part-time students per year ¹ , approximately: <ul style="list-style-type: none">• 11 per cent Māori• 10 per cent Pasifika• 17 per cent Asian International: nil ²
Number of staff:	Nine full-time equivalents
TEO profile:	See Besafe on the NZQA website
Last EER outcome:	The previous external evaluation and review (EER) of Besafe, held in November 2016, resulted in summative judgements of Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	All training design and delivery
MoE number:	8237
NZQA reference:	C45328
Dates of EER visit:	2 and 3 February 2021

¹ The majority of students undertake courses of one to two days' duration.

² 15-20 per cent of Besafe students are migrant workers who are in New Zealand on work visas. As they are undertaking short programmes of study relevant to their work, they are not classified as international students under the Education (Pastoral Care of International Students) Code of Practice.

Summary of Results

There is clear and comprehensive evidence that Besafe is delivering quality education and training. Besafe has strong achievement and the outcomes are highly valued by trainees and their respective workplaces.

Highly Confident in educational performance

- Besafe has high course completions, along with positive client and trainee satisfaction with the training. Long-term relationships with clients signify that the outcomes for trainees are valued.
- Besafe is using its industry and community connections and relationships effectively to develop and deliver programmes that match individual and employer needs.
- Programmes are taught by experienced, qualified staff who use their significant industry and educational experience to ensure the education is relevant and engaging. Staff are involved in regular reflection and review, leading to continuous improvement of teaching.

Highly Confident in capability in self-assessment

- The organisation is well managed and has a clear philosophy and purpose which is reflected throughout the operation. Educational delivery is well planned and resourced. Important compliance accountabilities are generally being effectively managed.
- The practice of self-assessment is not new at Besafe. Records and discussions indicate that self-assessment is well embedded and has been practised for many years.
- Self-assessment at Besafe is comprehensive, authentic and transparent. NZQA is highly confident that Besafe will continue to use findings insightfully to bring about worthwhile and ongoing improvements.

Key evaluation question findings³

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Besafe trainees have achieved excellent results. Achievement rates have consistently been around 99 per cent over several years. Achievement is supported by accurate recording and analysis of progress. The organisation has a weekly community of practice meeting where teaching staff discuss and agree ideas for improving course delivery and trainee achievement.</p> <p>Besafe is strongly industry focussed and committed to ensuring that trainees and the industry receive high value from the training and services they deliver. Interviews with external stakeholders indicate that the trainees are acquiring useful skills and knowledge contextualised to the trainees' plant and equipment. This enables the trainees to apply their learning and work more safely, immediately in their employment.</p> <p>The clients spoken to during the EER were very satisfied with the value they received from the training provided by Besafe. This feedback has been corroborated in a more structured way through a research project which Besafe has undertaken in partnership with Ako Aotearoa, titled 'Why they come, what they learn, how they change: Measuring the effectiveness of health and safety training'. Key findings included (but were not limited to):</p> <ul style="list-style-type: none"> • Positive attitudes to health and safety improved markedly after training for many survey participants. • 92 per cent of participants considered Besafe courses were valuable for improving attitudes and raising awareness of hazards, risks and responsibilities.

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<ul style="list-style-type: none"> 97 per cent of participants saw course learning as relevant and useful to implement in the workplace. <p>Besafe also views repeat business with client organisations as a key measure of the value of the outcomes. The core of Besafe's business revolves around a small number of clients, most of whom have had a relationship with the PTE over several years. The continuing purchase of services from Besafe is evidence of the perceived value of the training.</p>
Conclusion:	Besafe trainees are achieving strongly across the programmes it delivers. Achievement data is regularly monitored and analysed to identify areas of potential improvement. Besafe is strongly industry focussed and committed to ensuring that trainees and the industry receive value from the programmes and services they deliver.

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:	<p>Besafe's regular and ongoing interaction with its stakeholders is a strong feature of the organisation. Mechanisms employed include ongoing contact with clients and trainees, trainee satisfaction surveys, client surveys, end-of-training discussions, and participation in industry forums such as CHASANZ.⁴</p> <p>Besafe's client focus is typified in the way the PTE often schedules the training around the needs of clients and delivers training where and when it is needed. Trainers also work with client organisations to develop teaching scenarios contextualised to the workplace. For instance, when Besafe contracts to a new client, teaching staff will frequently visit the site to familiarise themselves with the plant and work style so that training can be contextualised to it.</p> <p>Besafe teaching staff have extensive industry and professional experience, and an obvious natural passion and ability to engage with a range of trainees. Staff are participating in formal professional development relating to teaching, and there are</p>

⁴ Construction Health and Safety Association on New Zealand

	<p>regular structured opportunities for staff to discuss teaching practice. Peer observation of teaching is regular, and there were examples of how it has led to improvements. Teaching staff either hold an adult teaching qualification and/or are studying towards adult teaching qualifications. Ongoing professional development for teaching staff helps them to keep their teaching strategies current and ultimately leads to an improved experience for trainees.</p> <p>Assessment materials are externally moderated by relevant industry training organisations⁵ before first use. There is a schedule for external post-assessment moderation, the results of which were generally positive throughout 2016-20. Internal moderation is sound and regularly conducted.</p> <p>Besafe has sound systems to gather feedback from trainees and client organisations. This involves both a systematic approach to gathering feedback (SurveyMonkey) and the less formal approaches such as asking trainees every day: ‘How is it going?’, ‘Did you understand that?’, ‘Did you enjoy that session?’. This dual approach is useful for both identifying improvement and engaging trainees.</p>
Conclusion:	Besafe’s courses are effectively designed and delivered to match the needs of the trainees, their workplaces and the health and safety community.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainees at Besafe receive active and immediate support from staff throughout the organisation. Intending students are well guided into courses appropriate to their aspirations and capabilities, and pre-course materials ensure that they come prepared. A strong focus on personal relationships, beginning with tutors ‘welcoming every student at the door’ every day and taking time to ascertain and understand individual learning needs and goals, ensures that trainees are engaged in their</p>

⁵ Besafe delivers unit standards moderated by: Connexis; The Skills Organisation; and Primary ITO.

	<p>learning and have opportunities to learn in contexts that are relevant to their needs.</p> <p>Tutors teach small groups of trainees which enables them to have a good understanding of both progress and learning barriers and to provide individual support when needed. From experience, staff have developed a comprehensive appreciation of the needs of trainees and have developed strategies to address those needs. In particular, these strategies address the literacy and language challenges typical of many of the trainees in the industries they serve.</p> <p>Course material is designed so that it can be electronically translated into several languages, and speakers of other languages are occasionally available to assist if required. Besafe requires all assessments to be completed in English as this is the language of the workplace.</p>
Conclusion:	From initial enrolment through to and beyond course completion, trainees receive high quality and appropriate learning support from Besafe tutors and administrative staff.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Besafe is a family business which employs and retains highly qualified and experienced staff, whose experience and know-how are valued. A planned approach is taken to staff professional development, especially related to teaching practice.</p> <p>The PTE is well equipped with physical and learning resources for the current number of trainees. There are systems in place to monitor resourcing so that there are always sufficient resources of industry standard to meet the learning needs of the trainees.</p> <p>Besafe has a clear focus on, and clear understanding of, its core business. The business model is sustainable, evident in over two decades of successful operation and growth. All staff were retained through the COVID-19 lockdowns in 2020.</p> <p>Besafe has well-established administration and management systems and procedures in place, with ethical practices.</p>

	<p>Monitoring of staff performance is transparent and open, and systematically applied.</p> <p>As discussed in the next section, a more systematic approach to meeting NZQA compliance requirements is needed.</p> <p>The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Self-assessment is being well led by management and is comprehensively understood and adopted throughout the organisation.</p>
Conclusion:	Besafe has a clear vision and understanding of its enterprise, and strong leadership committed to providing effective support for educational achievement. Monitoring of performance within Besafe is regular and transparent and effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Besafe has a culture that includes an appropriate emphasis on being compliant. Compliance management responsibility sits primarily with the quality assurance manager, with compliance tasks and obligations distributed to staff as appropriate. The management of compliance is in places informal rather than part of a scheduled process, which has led to some oversights of obligations. These include late reporting of unit standard results to NZQA and Fit and Proper Person declarations for some senior staff.</p> <p>Courses are delivered as per unit standard requirements, and a checklist monitors the unit standard status to ensure the correct version is used. A system is in place to review courses and assessment resources on a regular basis.</p> <p>Other evidence of effective compliance management at Besafe includes:</p> <ul style="list-style-type: none"> • Risk management and health and safety planning which is monitored regularly by senior management.

	<ul style="list-style-type: none"> • NZQA annual attestations and returns have been submitted within required timeframes. • The programmes at Besafe are being delivered consistent with NZQA approvals. • Besafe has met compliance obligations associated with moderation, with NZQA and relevant ITOs. • The PTE works positively with government agencies, for instance WorkSafe and Ministry of Social Development.
<p>Conclusion:</p>	<p>Besafe has a good understanding of its compliance accountabilities and manages these effectively to ensure the most important obligations are met.</p>

Focus Areas

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

Focus area: Training Design and Delivery

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.

NZQA recommends that Besafe Training Limited:

- Add structures such as a compliance calendar and bring-up system, to enable proactive and demonstrable compliance monitoring processes.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁶*
- *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.*

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 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). 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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