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External Evaluation and Review Report

Broadspectrum (New Zealand)
Limited

Date of report: 21 February 2019

About Broadspectrum (New Zealand) Limited

Broadspectrum provides courses to meet the workplace compliance needs of telecommunications, powerline and road maintenance workers nationally. Broadspectrum is Australian-owned.

Type of organisation:	Private training establishment (PTE)
Location:	277 Broadway, Newmarket, Auckland (head office)
Code of Practice signatory:	No
Number of students:	Domestic: 2018, 293 (40 EFTS – equivalent full-time students) 18 per cent Māori, 23 per cent New Zealand European, 48 per cent Other (11 per cent not stated); Pasifika unknown International: not applicable
Number of staff:	Four full-time equivalents Part-time workplace trainers and assessors who work full-time within various business units.
TEO profile:	NZQA – Broadspectrum (New Zealand) Limited
Last EER outcome:	In 2015 NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Broadspectrum (previously registered as Transfield Services (New Zealand) Limited).
Scope of evaluation:	Safe Operation of Elevating Work Platforms (Training Scheme)
MoE number:	8476
NZQA reference:	C32511
Dates of EER visit:	27 and 28 November 2018

Summary of Results

Broadspectrum has well-qualified, skilled staff to ensure that training activities are relevant and enable upskilling of the workforce to achieve organisational goals.

Highly Confident in educational performance

- Courses provide value for Broadspectrum business units and contractors in meeting compliance requirements, improved safety awareness and increased competence.
- Tutors have in-depth knowledge and skills to meet workplace needs, as well as the ability to relate well to the learners.
- Learning is conducted in suitable learning environments where learners can demonstrate their competency and knowledge.

Confident in capability in self-assessment

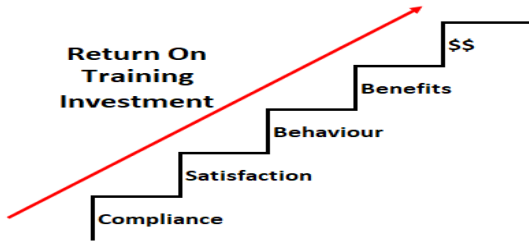
- Broadspectrum has a focussed governance and management team with a culture of continuous improvement that is responsive to stakeholder needs to ensure training standards are maintained.
- Improvements to learning management systems will help to refine reporting on course outcomes to demonstrate value and any areas for improvement, and inform planning at governance level.

Key evaluation question findings¹

1.1 How well do students achieve?	
Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Course data shows that all learners have achieved the required unit standards. Broadspectrum measures achievement using a matrix showing the number of learners and unit standards achieved, which is also used by each business to ensure workers meet workplace compliance requirements.</p> <p>While this is sufficient to show that the courses meet desired outcomes, the data is not analysed to understand overall course completion rates and the time taken by individual learners to complete the unit standard requirements.</p> <p>In addition, while the organisation records participation data for Māori, there is no breakdown of achievement by ethnicity, and Pasifika numbers are collated within the 'other' learner group. This means there are no comparisons of participation and completion rates made between these priority learner groups and others to identify trends.</p> <p>High unit standard achievement is attributable to many of the learners already having the skills and experience and only needing formal validation on their record of achievement for employment purposes.</p>
Conclusion:	Achievement rates are as expected for the nature of the training, i.e. short, compliance-focussed courses for those already employed in the workplace. Analysis of the data would provide information on participation, completion and barriers to success.

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

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Courses are providing value across a range of stakeholders who work for Broadspectrum, as well as external contractors. Broadspectrum formally measures the value of course outcomes using learner satisfaction and one-to-one feedback from employers. High course outcomes also provide evidence that workers are meeting workplace compliance outcomes, which is a key goal along with satisfaction.</p> <p>Broadspectrum’s goal is to not only help businesses meet their compliance requirements, but also to contribute to a higher return on investment with reductions in workplace incidents and increased safety awareness and practices. This is achieved through courses improving employees’ competency and ensuring workplace practices are current, such as emergency descent skills.</p>  <p>Fig 1. Broadspectrum return on investment model</p> <p>Currently, the return on investment in training is not measured at the top end, but anecdotal feedback shows that behaviours are changing as a result of the training, such as use of company health and safety forms and more diligence in checks prior to commencing work. Further evidence of value on improved behaviours using feedback would enhance the organisation’s knowledge about value and provide assurance that goals are being met.</p>
Conclusion:	Value consists in formalising the skills and knowledge required, as well as meeting workplace compliance requirements and improved practices.

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>Courses are based on unit standards required by the industries served by Broadspectrum. Training packages are regularly reviewed to ensure activities are relevant and content is up to date to meet business requirements. Employer suggestions for improvement are actioned to ensure course content remains relevant to stakeholder needs.</p> <p>Assessment is conducted by experienced workplace trainers and assessors who understand workplace requirements to ensure learners gain relevant skills and knowledge. All assessment resources are pre-approved by The Skills Org, and consistency among trainers is maintained using a shared drive to store materials as well as ongoing discussions about the course delivery and materials.</p> <p>Recent moderation by The Skills Org identified some gaps, which Broadspectrum has addressed by checking that assessors use current materials and submit evidence for judgements. The training manager carries out ongoing sampling of assessments to ensure judgements are valid. Trainers also meet annually to review assessments, which helps to maintain consistency. The PTE ceased assessment of NZQA-managed standards in 2018.</p> <p>Broadspectrum has a system to allocate trainers and assessors with the appropriate assessment scope and work experience to meet course demand. Demand is driven by managers who use the training matrix developed by Broadspectrum to identify employees' training needs and to book courses.</p> <p>Learner satisfaction is an important measure of meeting needs, and surveys are regularly reviewed to ensure they are fit for purpose. High learner satisfaction supports that the courses are meeting learner and workplace needs.</p>
Conclusion:	The quality of courses, including delivery and assessment, is well managed to meet stakeholder needs. Feedback is highly supportive of the course content and teaching.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Broadspectrum has a comprehensive support system to ensure learners understand course requirements and receive appropriate support while on courses.</p> <p>Administration staff send learners the course information prior to the course, along with any pre-reading if required. Tutors are also advised of any learning needs by workplace managers.</p> <p>Trainers adapt the teaching to suit the experience of learners. For example, trainers will spend more one-to-one time with newer employees who require more time to achieve competency. Different learning activities are used, which helps support learners who may have some learning difficulties. The assessments are all open-book with clear instructions to help guide learners, along with group discussion to enhance the learning.</p> <p>Learner feedback is very strong on the support provided by the trainers. Broadspectrum monitors feedback closely, but further analysis of feedback would identify themes for follow-up rather than on a case-by-case basis.</p>
Conclusion:	Support is comprehensive, from identifying needs upfront and tutors' engagement, to providing a conducive learning environment and enabling the learners to achieve.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Broadspectrum has a clear strategic direction with goals and operational activities aligned to expected outcomes. The strategy's underpinning principles of collaboration, integrity, innovation and continuous improvement support the mission of training to support core business needs.</p> <p>The management structure has clear lines of responsibilities and reporting on achievement of goals. Feedback on course satisfaction and any changes for improvement provide guidance for decision-making and show a responsive culture focussed on continuous improvement.</p> <p>Broadspectrum was handed responsibility for arranging training to meet workplace training needs, in addition to the delivery and assessment activities following the organisational restructure two years ago. Several improvements to activities, such as survey design, course materials and moderation, have been implemented to support the training services. This has led to increased stakeholder satisfaction, which provides the basis for ongoing confidence in operations.</p> <p>The planned implementation of a new learning management system will provide better information for identifying course needs at the individual business level, and also help with planning at governance level. Broadspectrum aims to include organisation-wide information on all employees' qualification and compliance requirements, including those required in Australia.</p>
Conclusion:	Governance and management structures and systems are in place to support training goals. Achievement is monitored using course completion and satisfaction. Analysis of course data would enhance understanding to support future planning for the sustainability of courses.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Broadspectrum manages the training services for its business units across New Zealand and Australia. Oversight of New Zealand training compliance is based in Queensland with a New Zealand-based training manager responsible for managing the operational compliance requirements.</p> <p>Broadspectrum adopted the wider company Total Quality Mapping System (TQMP) for monitoring New Zealand training activities to ensure it is meeting compliance requirements in New Zealand. The TQMP records trainer qualifications, moderation dates, site approval status, NZQA PTE registration and financial reporting dates. This is an ongoing system for monitoring compliance needs.</p> <p>Where concerns may be identified the organisation checks its responsibilities and works within the rules. Broadspectrum is currently working with the NZQA Code of Practice team and Immigration New Zealand to put in place processes that support employees and the PTE regarding enrolments of international students on work visas. However, Broadspectrum was not compliant for one NZQA managed standard in 2017 and has not engaged with 2018 external moderation.</p> <p>Broadspectrum is proactive in checking for industry compliance, due to the health and safety culture embedded in the organisation and the nature of the courses.</p>
Conclusion:	Broadspectrum has a systematic process to ensure it meets NZQA requirements and has checks in place, along with the process implemented for carrying out internal and external moderation.

Focus Areas

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

2.1 Focus area: Training Scheme - Safe Operation of Elevating Work Platforms (Level 3 and 4)

Performance:	Excellent
Self-assessment:	Good

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 Broadspectrum (New Zealand) Limited:

- Analyse course outcomes by course and ethnicity to understand completion trends over time for comparison.
- Update process for notifying NZQA of assessment intentions for moderation purposes.

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 fraud²*
- *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.*

² NZQA and the Tertiary Education Commission 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 according to 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 for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/ga-rules/external-evaluation-rules-2016/1/>, 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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