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# Report of External Evaluation and Review

New Zealand Security Association  
Incorporated

Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 September 2017

# Contents

|   |    |
|---|----|
| Purpose of this Report.....                       | 3  |
| Introduction .....                                | 3  |
| 1. TEO in context.....                            | 3  |
| 2. Scope of external evaluation and review .....  | 5  |
| 3. Conduct of external evaluation and review..... | 5  |
| Summary of Results .....                          | 7  |
| Findings .....                                    | 9  |
| Recommendations .....                             | 16 |
| Appendix .....                                    | 17 |

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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:                 | New Zealand Security Association Incorporated (NZSA)   |
| Type:                        | Private training establishment (PTE)   |
| First registered:            | 19 March 1998  |
| Location:                    | Level 2, 132 Hurstmere Road, Takapuna, Auckland  |
| Delivery sites:              | Delivery sites are leased as required for the short courses. The main area of delivery is the greater Auckland area.   |
| Courses currently delivered: | Private Security Personnel Licensing Authority regulatory training requirements for security guard Certificates of Approval. This includes assessment towards the following unit standards: <ul style="list-style-type: none"><li>• 27364 Demonstrate knowledge of the security industry in the pre-employment context</li><li>• 27360 Demonstrate knowledge of managing conflict situations in a security context</li><li>• 27361 Manage conflict situations in a security context</li></ul> National Certificate in Security (Level 2) |
| Code of Practice signatory:  | No   |
| Number of students:          | Domestic: approximately 530 trainees in the 2016/2017 year   |

|  |  |
|--|--|
|  | International: nil   |
| Number of staff:                           | Four full-time and four contracted staff members   |
| Scope of active accreditation:             | Please follow the link below:<br><a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=724573001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=724573001</a>   |
| Distinctive characteristics <sup>1</sup> : | <p>NZSA is a not-for-profit incorporated society that represents and advocates for the security industry. Its main functions are to provide security training and advisory services, and to operate an audit process to uphold standards within the industry.</p> <p>NZSA operates as a 'peak body' organisation for the security sector, and maintains a membership of security companies and individuals, on whose behalf the organisation lobbies and promotes their interests in the security sector. Currently NZSA has 183 members, some of which are the larger industry players.</p> |
| Recent significant changes:                | <p>The current chief executive was appointed on 1 April 2016 to replace the previous chief executive who left in late 2015.</p> <p>The goals and strategies of NZSA were reassessed to provide a greater focus on stakeholder relationships and to provide leadership for industry training.</p> <p>The corporate structure of NZSA was adjusted to allow direct oversight of the training functions of the organisation. At that time, the director of training position was made redundant.</p> <p>A new electronic student management system called Nipper is now operational.</p>        |
| Previous quality assurance history:        | <p>NZSA has not yet engaged in NZQA consistency reviews, as this is not applicable for the older National programmes that NZSA still uses.</p> <p>NZSA was exempt from national external moderation by NZQA in 2014. In both 2015 and 2016 NZSA obtained moderation results from</p>   |

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<sup>1</sup> This section is paraphrased from the provider's Self-Assessment Summary which was produced for this EER.

NZQA showing that NZSA has met the requirements for all samples submitted.

The 2015-2016 moderation from The Skills Organisation (industry training organisation) showed that all samples of all the three nominated assessment standards met moderation requirements.

The previous external evaluation and review (EER) of NZSA was held in 2015 and NZQA was:

- Not Yet Confident in educational performance
- Confident in capability in self-assessment

Other:

In the past year NZSA has run 17 courses for the Ministry of Social Development (MSD) involving 187 students, in addition to providing this training to the public. The aim of these MSD-funded programmes is to provide training and credentials to get beneficiaries into employment. The short course for mandatory training to enter the security industry provides an employment springboard for these people. NZSA expects to provide more MSD-funded programmes in the future.

NZSA has undergone management changes in the recent past, and this prompted a focus on rationalising the organisation's role as a trainer. NZSA is now looking at the future direction of its training.

## 2. Scope of external evaluation and review

The scope of the EER included the following focus area:

- Compliance or mandatory training

This is the main programme delivered by NZSA, to provide training and credentials for employment in the security industry.

### 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.*

Two NZQA evaluators visited the NZSA head office in Takapuna over one and a half days. Prior to the EER, the NZQA lead evaluator and the chief executive of NZSA discussed the possible focus areas and EER procedures for the visit. NZSA supplied the lead evaluator with compliance and other information about the organisation and sent a summary of its self-assessment activities, including any changes that had occurred since the previous EER. The lead evaluator found the assessment summary to be of great assistance and of high quality. This information assisted in developing the scope of this EER in collaboration with the chief executive of NZSA.

During the on-site visit, the evaluation team interviewed the chief executive, management team and the head tutor, along with tutors, graduates, employers and other stakeholders, including an MSD representative. A range of documents was provided by NZSA and examined by the evaluation team which reinforced the information gathered during the discussions.

# Summary of Results

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

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **New Zealand Security Association Incorporated**.

The evaluation team has found sufficient evidence to be confident in the ability of NZSA to provide educational programmes and to monitor and develop its educational performance through self-assessment.

The following factors support this level of confidence:

- The students are learning skills, knowledge and professional attitudes that are required in the security industry.
- The mandatory qualification requirement for entry into employment in the security industry is being met.
- The students gain in motivation and confidence through participation in the programmes.
- Students who are referred by MSD and who pass the programme get the opportunity to become employed.
- The assessments from each student cohort are moderated to ensure that the assessment tool is fit for purpose and that the marking is reliable, consistent, fair and valid.
- Trainee evaluation feedback is compiled promptly and any issues identified are promptly dealt with where practical.
- There is direct management overview of the training.
- NZSA maintains a strong network of communication with the security industry, The Skills Organisation (responsible for developing qualifications for the security sector) and MSD.
- The PTE shows flexibility in the delivery of the programme, adjusting the length to suit the capabilities of the trainees.
- Programmes are provided in venues convenient for the trainees.
- Students are supported to complete the programme through the recognition of different learning styles.

With recent changes in management, the provider has lost some educational expertise. It should ensure that any changes to training are based on sound educational advice.

Some formalisation of systems is needed so that processes are scheduled and the outcomes documented so that it can be seen how developments happened and what processes influenced this development. This formalisation is particularly required in the areas of managing feedback from industry and past trainees, tutors' reports at the end of programmes, and the establishment of regular dialogue between tutors to share ideas.



# Findings<sup>2</sup>

## Trainee achievement

NZSA has a good record of maintaining trainee achievement. It has a high rate of achievement which has been consistent over the last few years. Currently NZSA is delivering the mandatory compliance programme which is run over two or three days, and the National Certificate in Security (Level 2) which is eight or nine months long. Currently only eight trainees are enrolled in the National certificate programme, as it is difficult to get trainees interested in higher studies presently.

Approximately 530 trainees attended the mandatory compliance programme in the 2016/2017 financial year. The programme is delivered in two streams, with one focusing on MSD-referred students and the other stream being run for public participation as the need arises. Sometimes programmes are run for security organisations who need to get their new employees Certificates of Approval to gain a licence from the Private Security Personnel Licensing Authority.

NZSA has forecast that there will be approximately 180 MSD trainees in 2017/2018 and 120 public trainees (Table 1). This illustrates how MSD-funded training is becoming the predominant form of training. These forecast numbers are fewer than the actual numbers of the previous year, and this is a deliberate part of the rationalisation of training at NZSA. It is common for short corporate course of this nature to have good achievement rates as the attendance rates are good and the motivation of the trainees is strong. Table 1 shows the actual and forecast figures for the PTE.

**Table 1. NZSA training overview 2016-2018<sup>1</sup>**

|                       | Enrolments         |                    | Completion rates |                  |
|-----------------------|--------------------|--------------------|------------------|------------------|
|                       | Learners 2016/2017 | Forecast 2017/2018 | Actual 2016/2017 | Target 2017/2018 |
| Mandatory training    |                    |                    |                  |                  |
| MSD (three-day)       | 212                | 180                | 86.8%            | 92.5%            |
| Public (two-day)      | 356                | 120                | 94.9%            | 95.0%            |
| National certificates |                    |                    |                  |                  |
| Level 2               | 8                  | 10                 | 100%             | 100%             |
| Level 3               | 0                  | 10                 | N/A              | 100%             |

<sup>1</sup>The table has been compiled using figures provided by NZSA.

In the case of the mandatory training, successful completion of the course allows the graduate to apply for the Certificate of Approval issued by the Private Security Personnel Licensing Authority, needed to gain employment in the security industry

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

in New Zealand since 2013.<sup>3</sup> This is a strong motivating factor and helps sustain the consistent achievement rates.

Given the brief nature and level of the programmes, and the careful screening of trainees at entry, all trainees have a very good chance of completing. The achievement rate of Māori trainees is slightly less than that of non-Māori and Pasifika trainees. The needs of all students are dealt with on an individual basis.

There is not much motivation for students on completing the mandatory training to continue with the National Certificate in Security (Level 2) programme. There is little enhancement of remuneration or job opportunities for graduates of the National certificate, so few students enrol (currently around 3 per cent). The small number that do, have in recent years all been passing the programme (Table 1).

NZSA has a good understanding of trainee achievement. The frequency and size of the classes (limited to 15 students per class) are carefully planned to maintain the training as a sustainable service. Course completions are accurately documented and the figures are collated and well understood by the organisation.

### **Value of outcomes and meeting of needs**

The mandatory programme provides good value for those who successfully complete it. Feedback from students and employers stated that the training met their needs. The MSD-referred trainees become employable and gain in confidence and motivation. They become independent wage earners and cease to be beneficiaries, a transition that benefits the country. The public programmes provide training towards a licence for people who often already have employment in the security industry on a three-month temporary permit, and allow newcomers to enter the industry. Trainees on public programmes are first?? NZSA has forged strong relationships with some large national security companies and holds in-house training to enable their employees to gain a Certificate of Approval. Together with these companies, NZSA is striving to professionalise the industry to give its functions and personnel more skill, accountability and credibility, as well as meeting compliance requirements.

The mandatory programme gives a range of possibilities to the trainees who successfully complete. The demographics of the trainees indicate that a significant number of older workers gain employment in this sector, and the sector provides a useful form of entry employment for the relatively unskilled worker and those changing their line of work. People can be employed in different areas, such as court security, event security, mobile patrol, noise control, retail security, secure

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<sup>3</sup> On 1 October 2013, mandatory training came into effect, and any person applying for a Certificate of Approval or licence as a crowd controller, property guard or personal guard must complete the training before their Certificate of Approval or licence can be issued. However, these people will be eligible for a temporary licence which will allow them to work while they train (temporary licence valid for three months).

transport, site security and community security, which makes this a sector with considerable variety. MSD has recognised that, as an industry with a minimum entry requirement, the security sector is a good option to get beneficiaries back into the workforce, even as a stepping stone to another career. NZSA recognises this potential and is continuing to enhance its relationship with MSD.

NZSA meets the needs of the different types of trainees by adjusting the length of training for the two groups. Mandatory training for the MSD groups is normally three days, and the public programmes are run over two<sup>4</sup> days to recognise the different learning styles that NZSA has identified, with MSD trainees needing more support. The MSD groups typically have a fourth day attached to their programme called 'employers' day', in which local security employers will come to meet and interview the trainees as prospective employees. Employers' day works well for all involved, with 11 of the 14 trainees gaining employment at the most recent event. Feedback from employers and MSD supports the efficacy of these events.

To remain active in meeting trainees' needs, NZSA collects exit feedback, which assists the tutors to refine their delivery skills if necessary. This feedback is conveyed to the central NZSA office where it is collated. Feedback from employers is gathered informally and this also helps in the refining of programme delivery and content. NZSA would find some advantage in adopting a more structured approach to the collection and analysis of employer and graduate feedback.<sup>5</sup> This would enable NZSA to gain a better understanding of the long-term value of its programmes. The evaluators saw evidence that programme delivery and trainee support is adapted in response to trainee feedback to improve the learning experience. Systematic feedback from MSD through the trainees' case officers is received by NZSA, and information from this has helped the effectiveness of these programmes.

NZSA ensures the validity and consistency of its educational outcomes through the moderation of assessments. It uses assessment materials developed by the industry training organisation The Skills Organisation, and so pre-moderation is conducted externally. NZSA conducts 100 per cent moderation of its marking through an external contractor, and regularly meets the moderation requirements of external stakeholders, NZQA and The Skills Organisation. The external moderator provides written feedback to the trainers and management, which assists with consistency of practice.

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<sup>4</sup> The evaluators learned that some other providers in this area of training deliver the mandatory standards in one day.

<sup>5</sup> The evaluators acknowledge that the introduction of the Ask Your Team software programme will help in getting focused feedback from its members in the future.

## **Educational support**

The evaluators found that NZSA makes good adjustments to the delivery and structure of the programme to improve the learning experience for the trainees. The rationalisation of the number of intakes throughout the year and the limiting of the class numbers to 15 students have allowed the tutors to concentrate on the quality of the programme delivery and give an appropriate level of attention to individual trainees.

All four tutors have the appropriate credentials<sup>6</sup> to teach the programme and have been carefully selected as contractors with NZSA, so they are able to complement their teaching with their other activities in the security industry. The tutors are well qualified in the field of security, having worked in the industry over many years, and they bring this experience in the industry into the training to reinforce the teaching. Analysis of student feedback indicates that the experience of the tutors is a strong factor in the success of the training.

There is strong support for individual learning needs, and tutors give one-to-one attention to assist with any learning issues. Students have good opportunities to succeed, and the re-sit facility is used when students do not succeed the first time. A time allowance of three months gives the students time to complete the readings and submit their assessment material. These measures are effective and are endorsed by the strong achievement rates and the positive student evaluation ratings.

Teaching effectiveness is monitored through student feedback, and the tutors give a verbal report on each programme at its conclusion. These reports could be formalised and discussed and incorporated into the moderation meetings. There is a lack of formal communication between the tutors, and regular meetings would be useful to give a structure to addressing any issues with the training, and allow for the sharing of good practice.

NZSA is paid by MSD on the basis of successful course completions, not employment outcomes. To ensure best results, NZSA carefully screens trainees before entry. Prospective trainees are interviewed by management and, where necessary, police checks are implemented. This careful screening ensures that well-motivated trainees attend the programmes to give an increased chance of success. These interviews also identify any impairments that could affect the learning. This method is very effective. Of previous MSD cohorts, 14 out of 15 successfully completed the programme. Of these, 11 gained employment at the employer's day.

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<sup>6</sup> Consent and Moderation Requirement 003 for The Skills Organisation – which regulates the requirements for security industry training – states, among other things, that the tutors must be competent in standard 4098 and have qualifications equivalent to or one level higher than the programme being taught.

## **Governance and management**

NZSA is managing the training effectively, and is also managing the PTE's business in a responsible and realistic manner. NZSA is building the membership of the peak body part of the business, with training being a subsidiary to this function. Most of the revenue for NZSA comes from membership fees.

There has been a change in management since the last EER, with almost all the management team being replaced. The chief executive has been in the job for only a year and has rationalised the training in that time. The size and scope of the programmes have been limited to the main industry interest areas, and the number of programmes delivered and the size of each cohort have been standardised at a manageable level. The teaching staff have also been replaced during this time and the organisation has ceased to use sub-contractors to provide training. The chief executive and other management are very active in overseeing the training directly, and this is appropriate in the current situation, but may have to be revisited if circumstances change.

The provider maintains good relationships with its key stakeholders, MSD and The Skills Organisation, and these relationships have improved in recent times. The management understands the importance of maintaining and intensifying these professional relationships.

NZSA is an incorporated society, and so the 11-person board of directors is elected from its membership. It is practical that the various sectors of the industry are represented on the board by high-profile executives from each sector. This allows for good industry contact to evaluate the training. Many of the members employ graduates and this provides a good avenue of feedback on the effectiveness of the training. Board members also have the knowledge and skills to provide advice to management, although NZSA concedes that there is a lack of educational expertise. The board meets every two months and receives a comprehensive report from the chief executive on developments. The report includes operational matters, such as training outcomes and compliance matters. The board instigated the recent rationalisation of the business, prompted by a previous lack of increase in membership. Previously the board was primarily concerned with operational matters, but now it seeks to take on a more strategic role.

## **Management of compliance**

NZSA has systems of compliance management that are appropriate for its size and functions. The provider is small in scale, and so the compliance requirements are dealt with at an operational level as 'business as usual'. There is an internal monitoring system to ensure that deadlines for reports and attestations are being met. There is a strong consciousness of current compliance issues such as health and safety and mandatory police vetting of trainees, and these are being managed well.

NZQA requirements are generally met and there is awareness of these requirements. The evaluators did not see any non-compliant educational activity during the visit.

## Key Evaluation Question and Focus Area ratings

*Key Evaluation Questions are the overarching questions that form the basis for discussion between the evaluators and the TEO in order to reach evaluative conclusions.*

*Focus Areas are the programmes of study and areas of interest which provide the evaluation team with representative coverage of the provider's activities. Using these areas the evaluators will ask relevant questions using the tertiary education indicators, to answer the key evaluation questions.*

| <b>Key Evaluation Question</b>  | <b>Educational performance rating</b> | <b>Capability in self-assessment rating</b> |
|---|---------------------------------------|---|
| 1.1 How well do students achieve?   | Good                                  | Good  |
| 1.2 What is the value of the outcomes for key stakeholders, including students?   | Good                                  | Adequate                                    |
| 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders? | Good                                  | Adequate                                    |
| 1.4 How effectively are students supported and involved in their learning?  | Good                                  | Good  |
| 1.5 How effective are governance and management in supporting educational achievement?  | Good                                  | Good  |
| 1.6 How effectively are important compliance accountabilities managed?  | Good                                  | Good  |
| <b>Focus Area</b>   | <b>Educational performance rating</b> | <b>Capability in self-assessment rating</b> |
| 2.1 Compliance or Mandatory training  | Good                                  | Good  |

# Recommendations

NZQA recommends that New Zealand Security Association Inc:

1. Adopt a formalised system of gathering, collating and analysing feedback from employers and past trainees.
2. Establish regular meetings between the tutors to discuss delivery and teaching issues to ensure consistency and share good practice.
3. Adopt a systematic approach to capturing tutor feedback at the end of programmes.
4. Consider whether some more training/education expertise would be useful in government and management.



# 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](http://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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*Final Report*