

Report of External Evaluation and Review

Devereux-Blum Training and
Development Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 7 May 2014

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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:	Devereux-Blum Training and Development Limited
Type:	Private training establishment
Location:	43 Beauchamp Street, Tawa, Wellington
Delivery sites:	Client organisation sites or temporary premises nationally
First registered:	13 December 2000
Courses currently delivered:	<ul style="list-style-type: none">• Civil Defence/Rescue Training• CIMS (Co-ordinated Incident Management System)• General Rescue• Business Continuity Planning• Health and Safety in the Workplace.
Code of Practice signatory:	No
Number of students:	Domestic: approximately 400 learners annually attend short courses assessed for New Zealand Qualifications Framework (NZQF) unit standards
Number of staff:	Four
Scope of active accreditation:	<p>The organisation has approval to develop a training scheme for the Certificate in Leading and Managing an Emergency Response (Level 4).</p> <p>The organisation holds consent to assess for the sub-field Adult Education and Training (to level 5) and for</p>

the following domains:

- Assessment of Learning (to level 5)
- Civil Defence Emergency Management Response (to level 5)
- Civil Defence Management (to level 6)
- Civil Defence Operation (to level 5)
- Comprehensive Emergency Management (to level 6)
- Fire and Rescue Services - Generic Fire Fighting (to level 4)
- Fire and Rescue Services - Structural and Industrial (to level 4)
- Fire and Rescue Services - Vegetation (to level 3)
- First Aid (to level 2)
- Occupational Health and Safety Practice (to level 4)
- Workplace Emergency Risk Management (to level 4)
- Workplace Fire and Emergency Response (to level 5)
- Workplace Health and Safety Management (to level 4)

Distinctive characteristics:	Devereux-Blum offers training, seminars and consultancy services to private and government organisations to review and develop policies and procedures.
Recent significant changes:	Approval to develop a training scheme for the Certificate in Leading and Managing an Emergency Response (Level 4) was granted in October 2013.
Previous quality assurance history:	<p>At the previous external evaluation and review (EER) conducted in November 2009, NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of Devereux-Blum Training and Development Limited.</p> <p>The three focus areas of governance, management and strategy; CIMS; and General Rescue were all rated excellent for both educational performance and capability in self-assessment. The key evaluation</p>

question ratings were also all excellent.

Other:

The organisation delivers a range of other in-house training, including abseiling/team building/rope rescue skills, bomb threat, breathing apparatus, building and building warden including fire evacuation, civil defence/rescue, confined space entry, developing a 'we' safety culture, emergency management planning and procedures, emergency procedures for staff, emergency operations centre development, evacuation chair, vehicle fire, pre-hospitality emergency care, hazardous substances, health and safety in the workplace, heights safety, movement control, pandemic planning, radio use, response and preparedness in disasters, river safe (ACC) emergency simulations, storm response, swift-water rescue, trial evacuations, urban search and rescue training.

2. Scope of external evaluation and review

This EER included the focus areas of:

- CIMS (Co-ordinated Incident Management System)
- General Rescue.

These courses were selected because they lead to formal qualifications using the assessment of NZQF unit standards. The remainder of the training offered is specifically targeted to a range of client organisation's needs, with no formal assessment outcomes.

The mandatory focus area of governance, management and strategy was also included.

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.*

The EER was conducted by two evaluators on site at the organisation's head office in Tawa. The EER team spoke to the two directors, two staff present in the office, and conducted phone interviews with clients. The team reviewed a range of documentation, including analyses on the participant course feedback, client profile records, business planning, moderation reports, participants' goals assessments and course information.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Devereux-Blum Training and Development Limited**.

- Almost all course participants have achieved the unit standard assessments where required for the completion of courses in the last two years. The exceptions are where changes to employment meant that completion was not possible. There is a strong benefit to clients and their employees from their staff attending the civil defence-based courses, with feedback stating that participants have increased their skills and knowledge of how to manage a coordinated incident management system, and for preparing for and responding to an emergency event.
- There is a range of evidence demonstrating Devereux-Blum's contribution to community outcomes, including its involvement in community emergency planning, a Hutt Valley Secondary School emergency response programme, contributing articles to the Ministry of Civil Defence's magazine, and circulating a regular newsletter to clients highlighting changes to relevant legislation and providing information and advice. This has raised civil defence awareness within these communities and helped to develop a network of people who are able to respond appropriately to an emergency event.
- Devereux-Blum has demonstrated that it is matching training to the needs of the client, with an initial needs assessment of policies and procedures to identify training requirements, and the development of relevant courses tailored to suit specific organisations' needs. The highly positive response from clients and participants about the professionalism and consistency of the training confirms the ability of the organisation to closely match training needs and indicates that the organisation is providing relevant professional advice. Overall, the two owner-directors are responsibly managing the courses to ensure Devereux-Blum delivers industry-relevant content.
- A support system for participants upfront and during the course, with post-course follow-up with client liaison people, helps to ensure that barriers to learning are removed and that assistance with the learning is available. The increase in the number of participants that achieved assessments on their first attempt over the past two years demonstrates the effectiveness of the support systems in place to help people complete the courses.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Devereux-Blum Training and Development Limited**.

- There is evidence that the organisation is successfully identifying the main areas for monitoring and is using the results to make appropriate changes to course content and assessment activities, aimed at maintaining high course completion and high unit standard credit results. This self-assessment activity includes ongoing monitoring of participant course evaluations and achievement of personal learning goals, and monitoring of client post-course feedback, tutors' teaching performance and course results. Any queries or issues are responded to appropriately by staff, such as requests by clients for resources to use in their workplace post-course.
- Client profiles, developed at the initial engagement, provide useful information about the type of training and the scale required for Devereux-Blum to adapt courses accordingly to meet the needs of client organisations and participants. The organisation has recently conducted case studies to gather information about clients' needs and to gain feedback about how well the training is applied in the workplace, in order to adapt the training as required.
- Overall, the organisation's self-assessment activities comprehensively cover the most important areas of training: participant assessment data, course materials and tutor performance. The ongoing review throughout the year as well as the annual review of individual course feedback and completions is carried out to identify trends and make any improvements.

Findings¹

1.1 How well do learners 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**

Devereux-Blum measures the success of the training by achievement of unit standards, participant course satisfaction, participants' goal achievement, and client and participant feedback about the application of the learning in the workplace. In 2012, 99 per cent of participants who were assessed against unit standards achieved overall. The results for 2013 to date are similar, with only two people not completing because of changes in their employment or other work commitments, leading to a 98 per cent achievement rate. This is a strong result for this type of corporate training, where people attend short courses and are completing assessments while working full-time.

The organisation attributes the high achievement rate to the individualised training and support and the post-course follow-up of participants to help them to understand the theory and complete the assessment. Participants who do not complete all assessment requirements during the short (one to two-day) courses are allowed to complete these following the course. Two resubmissions are permitted and the majority of those that resubmit achieve on the first resubmission and nearly all by their third resubmission. Often, non-achievement is related to reason stated above. The organisation is focused on reducing resubmissions, and uses the feedback from course participants about assessment activities to make changes to foster a better understanding of course content. These activities, along with the follow-up of learners, have had an immediate impact: a reasonable improvement in successful completions of assessments on first submission, showing that participants are gaining new knowledge during the course to complete assessments, with the majority completing on the course or on their second attempt.

In 2012 98 per cent of participants achieved their personal goals set at the start of the course, which is similar rate for previous years. The goals range from certificate achievement to increased confidence in emergency response. Course satisfaction is very high, with nearly all participants rating the training as very good or excellent.

Unit standard assessment results and feedback about the courses are reviewed weekly, along with peer moderation, and at weekly staff and directors' meetings.

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

Analysis of results provides Devereux-Blum with indicators of whether strategies are working, such as reducing resubmission rates.

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

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

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

The training courses provide client organisations with a Coordinated Incident Management system, called CIMS, which is a requirement for government organisations under section 58 of the Civil Defence Emergency Management Act (2002).

Clients said the training creates a community of responsiveness within their organisation, which has helped in the development of comprehensive strategies for emergencies. An example is where one organisation's CIMS plan training course helped to identify other agencies in the region that it could connect to in an emergency. This resulted in an integrated CIMS plan subsequently developed across the area. This joined-up response plan will benefit the community in the event of an emergency.

Stakeholder feedback from course evaluations, and client follow-up support the value of outcomes for key stakeholders, with participants and clients developing resilience for an emergency and raised awareness and knowledge about appropriate responses. Feedback from major long-standing clients also confirmed that the training is not only useful but also professional and consistent. The spike in training requests following the recent earthquakes in Wellington is another indicator that the training is seen as relevant and of value.

Devereux-Blum is focused on and effective in raising awareness and responsiveness and ensuring people feel empowered rather than helpless in an emergency situation. The organisation achieves this through its work in the community to develop emergency response plans. Students who have participated in a Hutt City Council secondary schools civil defence programme (students are selected from secondary schools to learn about civil defence and are assessed against unit standards), have gone on to contribute by joining a volunteer group in the community, such as a community response team, Rural Fire Service, university response team leading to long term engagement with the emergency response sector in the workplace. . This demonstrates the benefit of raising awareness of emergency responsiveness within the community.

The organisation proactively follows up with clients to gain feedback about the training and identify whether it met their needs and the needs of participants. This feedback, as well as analysis of course evaluations, shows high satisfaction with the training. The organisation has begun using case studies, as well as client

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follow-up reports, to gain a more in-depth understanding of how the training is being applied in the workplace. This approach is intended to form a longitudinal study of changes in behaviours and to assess organisations' readiness in an emergency. The case studies have already provided stories demonstrating that knowledge is being applied.

Ongoing client feedback has also provided Devereux-Blum with information about where clients have identified gaps in their current emergency policies and procedures. Devereux-Blum has used this information to suggest and provide assistance to address these gaps, including through the provision of specific emergency equipment, development of policies and procedures, and further training targeted to specific needs. The ongoing monitoring of clients' needs and the longevity of and repeat business from clients further demonstrate the value placed on the training.

Overall, the training is effective in developing a community of people who have the resources and knowledge to be able to respond appropriately in an emergency.

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

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

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

Devereux-Blum develops a strong understanding of its clients' and participants' needs in order to provide training courses that are appropriately tailored to each organisation to teach the knowledge and skills required for an emergency response. Before each course, Devereux-Blum assesses the organisation's staff roles, context and size, and reviews existing policies and procedures to ensure it develops a suitable training course.

Typically, the training developed and provided is not 'one-off' but rather is built on the evolving needs of each client organisation and Devereux-Blum's own in-depth client knowledge gained through long-standing relationships. As a result, the programmes are highly relevant and responsive to training needs. The timing of the course and a suitable training location is also determined on the basis of what will best suit each client organisation. Training materials are adapted to the individual organisation's needs, and are provided to participants for their own use back in their workplace.

The CIMS course specifically targets the need for government organisations to have CIMS in place and trained staff across the organisation to meet the national security plan requirements of government. Devereux-Blum engages with a client organisation's senior executives and emergency response managers to identify and provide advice about the appropriate staff to train in specific emergency response roles. The CIMS course content covers emergency management strategies, roles

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and responsibilities, and the key aspects of civil defence: reduction (of risk), readiness, response and recovery.

General rescue training courses are targeted towards the floor wardens, rescue teams and first aid people within the organisation who require more practical emergency response skills.

The organisation uses its networks in the industry and a team of specialists to provide input into the development of training to keep the courses current with the sector, such as changes to the Health and Safety in Employment Act (1992). Content is also kept up to date using international and national research on emergency events. The evaluation team saw and heard evidence that feedback is used to adapt course materials to meet the client's needs and to make the teaching relevant and useful to the participants. On-going reviews of outcomes and course evaluations from each course helps to identify improvements to the course materials and make any necessary changes.

The course is delivered using a mix of theory and practical exercises. Participants work in groups, which reinforces understanding of the content. Feedback at the end of the course is used to identify improvements to the delivery or content. Devereux-Blum staff note any suggestions for improvement to the training, and follow-up actions are signed off when completed and implemented at the next course, closing the loop of checking that the programme matches the training needs of clients and participants.

Processes in place ensure that the training is specific to the needs of the client organisation and that outcomes match participants', as well as organisational learning outcomes.

1.4 How effective is the teaching?

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**.

The tutors (directors) have long-standing experience in teaching, education and the New Zealand Fire Service.

Participants come from a range of backgrounds, and tutors use a range of scenarios and practical activities to cater to various learning styles and to engage participants in the learning. Tutors use their expertise and knowledge to adapt their teaching activities to suit the group and to check that participants are engaging in the learning. The high level of course achievement provides evidence that the teaching is effective, and this is supported by the participants' meeting their training goals and the highly positive feedback about the tutors.

Assessment is conducted through tutors observing practical skills and asking questions during the course, as well as through written work completed while on the course or submitted afterwards. Feedback on the assessment outcomes from participants and clients said the assessments were robust – not just ‘ticking the boxes’ – and confirmed the participants’ competence in their new knowledge and skills.

Moderation activities help to maintain consistency of course delivery and assessment outcomes. Internal moderation between the tutors is ongoing as both co-facilitate the delivery and review materials before and after each course. Where specialist tutors are contracted, for areas like heights, the directors provide peer reviews of assessments and teaching performance reviews based on feedback from the participants, other peer observations, and the tutors own self-assessment. The organisation has consistently met the moderation requirements of EMQUAL (the industry training organisation for civil defence unit standards), demonstrating that the assessment activities and assessment decisions are at the required national standard.

Devereux-Blum provides a safe, inclusive learning environment. The tutors provide one-to-one support to help learner understanding, and discuss all aspects of the training content. The organisation contacts the client’s liaison person after each course to support course participants to complete and/or resubmit workbook assessments. Resubmission rates for 2013 are an improvement over 2012. Resubmissions are required where participants have not fully answered the questions or need further clarification. The organisation is managing this process within its moderation and review meetings, where improvements to be made to the assessment process are identified.

1.5 How well are learners guided and supported?

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

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

Devereux-Blum has strong support systems in place for participants to help them to complete the course requirements, as evidenced by the majority of those that attend completing the course. Around 10 per cent of learners go on to complete further training courses with Devereux-Blum.

The organisation helps ensure successful outcomes for participants by working with the client’s liaison person prior to each course to identify participants’ specific learning needs. Courses are open entry, but Devereux-Blum provides information to the liaison person about the course, including assessment requirements, and a guide to help select suitable attendees. Information is gained from the liaison person about the type of participants who plan to attend, to help ensure the learning environment is suitable.

On the course, the course requirements are explained to participants for clarification and guidance, including the purpose of the course and the assessment process. Each participant then identifies their personal training goals, and Devereux-Blum modifies the training to meet the learners' needs. The goals are verified at the end of the course, and the organisation's analysis shows that nearly all of the participants meet their training goals – the only exception is where the wider organisational goals are a work in progress for the client.

The success of the courses is attributable to the contact – face to face and by email – that Devereux-Blum staff maintain with the client organisation as well as participants prior to and following the courses. This holistic approach has led to the successful outcomes and the highly positive feedback about the professional support that Devereux-Blum provides.

1.6 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**.

Devereux-Blum is governed by the two owner-directors, who are also tutors. The distinction between the roles is clear, with governance and management and tutor activities separated from administrative activities.

The overall goal of the organisation is to develop organisational resilience and staff capability to manage in emergency events. This is underpinned by strong business goals, which are to provide integrated solutions to clients through ongoing or new staff training, and to provide advice on developing emergency response policies and procedures, as well as specific awareness seminars for staff.

The organisation's philosophy and practices, aimed at increasing people's confidence and skills, align well to sector needs to have people empowered in an emergency situation. The experience of the governors in their specialist areas provides credibility to the organisation's vision and ability to realise it.

The organisation reflects the civil defence culture of readiness and demonstrates this with ongoing review and monitoring to help ensure it is flexible and responsive to training needs. This includes monthly director meetings to review business goals, marketing, resources, course timetabling, course outcomes, review of materials and website information, as well as the recent case studies to monitor the impact of training and how well the organisation is tracking against targets. The staff also meet monthly as a team to review materials and course evaluations.

An annual planning and review day brings together all key information to inform developments going forward. The ongoing monitoring of activities provides the directors with sufficient information to identify areas for improvement to course

materials and the teaching, as evident through the course outcomes and feedback from stakeholders.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: CIMS (Co-ordinated Incident Management Systems)

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

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

2.3 Focus area: General Rescue

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

NZQA recommends that Devereux-Blum continue to develop its evaluative system to build on its existing body of information about course outcomes, including comparisons of the outcomes over a period of time for the various types of courses delivered to inform ongoing activities and to ensure that these lead to improvements overall.

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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