



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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: 11 January 2018

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	4
Summary of Results	3
Findings	11
Recommendations	14
Appendix	15

MoE Number: 7374
NZQA Reference: C25808
Date of EER visit: 10 October 2017

Final Report

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 (PTE)
First registered:	13 December 2000
Location:	43 Beauchamp Street, Tawa, Wellington
Delivery sites:	Workplace delivery across New Zealand
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Leading and Managing an Emergency Response (Level 4)• Coordinated Incident Management System (CIMS 2 and CIMS 4)• Public courses in Emergency Management: Civil Defence/Community and Workplace Emergency Risk Management
Code of Practice signatory:	Not a signatory
Number of students:	2017 domestic to September 2017: 1,093 learners (13 per cent Māori, 2 per cent Pasifika) across all in-house and public programmes (Training Scheme – 41 learners; CIMS – 315 learners) 2016 domestic: 1,024 participants (15 per cent Māori, 2 per cent Pasifika) across all in-house and public programmes (Training Scheme – 84 learners; CIMS – 467 learners)

Number of staff:	Three full-time equivalents; two part-time staff
Scope of active accreditation:	The PTE has consent to assess a range of subfields, domains and standards. Accreditation details can be found at the following link: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=737493001
Distinctive characteristics:	Devereux-Blum delivers workplace emergency management training through in-house training, public courses and consultancy services across New Zealand. While Devereux-Blum assesses to a range of unit standards, the largest number of enrolments are through short courses. CIMS and the training scheme make up approximately one-third of all enrolments.
Previous quality assurance history:	The previous external evaluation and review (EER) in 2013 resulted in an outcome of Highly Confident in educational performance and Highly Confident in capability in self-assessment. In addition to the mandatory focus area of governance, management and strategy, the 2013 EER also focused on Coordinated Incident Management Systems and General Rescue. All focus areas received an Excellent for educational performance and capability in self-assessment. Further self-assessment practices and systems have been embedded in practice and delivery in response to the findings of the 2013 EER.

2. Scope of external evaluation and review

The following was selected as the focus area for inclusion in this EER:

- Certificate in Leading and Managing an Emergency Response (Level 4)

The rationale for this focus area is that this certificate is made up of two unit standards and is the only training scheme delivered by Devereux-Blum.

During the on-site visit, the provider and the evaluation team discussed the 'whole-of-organisation approach' as the focus area, as the bulk of delivery leading to the attainment of unit standards was from the CIMS programmes. These programmes have therefore been incorporated into this evaluation.

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.

A scoping meeting with the PTE was held in June 2017, where required documentation and potential focus areas were discussed. The EER was conducted over one day in Tawa, Wellington. The evaluation team consisted of two evaluators. An observer with the evaluation team also attended. The evaluators spoke with the owners who are also trainers (two) and the office manager. Following the on-site visit, five clients/stakeholders were contacted by phone.

Prior to the on-site visit, the evaluation team reviewed various documentation, including a self-assessment report, statistics report and business plan. The team also reviewed further documentation on site including the trainer's information sheet, client profile, client communication following training, the follow-up letter, 2016 and 2017 business goals, action plans, pre-assessment moderation, post-assessment moderation, and training and evaluation templates.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

¹ 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.

- *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.*

Summary of Results

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

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

The key reasons for the statements of confidence are as follows:

- Devereux-Blum is making a difference to organisations, communities and the nation through its emergency training to small and large organisations, including organisations responsible for nationwide services.
- Devereux-Blum delivers programmes that meet the immediate and future needs of client organisations to improve their responsiveness to emergency situations that are most relevant to them. The PTE maintains ongoing support and networks with multiple agencies to assist with this goal.
- The programmes are delivered in a way that supports the learning and achievement of credits where relevant, and the capturing of knowledge and skills to improve organisational capability in emergency management.
- The management of the organisation is well respected in the industry, and has broad and targeted understanding of the sector and the emergency management landscape, supported with extensive expertise and knowledge in emergency management.
- Devereux-Blum has effective management systems and embedded reflective practice, with systems to manage and monitor important compliance matters.
- The PTE is self-reflective and continuously reviews ways to improve the business and practice for the benefit of clients.

Focus Area

Focus area: Certificate in Leading and Managing an Emergency Response (Level 4)

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

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

Devereux-Blum has effective leadership and a clear purpose and direction which is effectively outlined in strategic documents and well understood and embodied by all staff. The business of Devereux-Blum is emergency management training. The organisation successfully plans and manages the sustainability of the business by organising work and training across government and non-government sectors, and in different regions across the country, with over half of the work currently in Wellington.

Ongoing communication with the client, pre-, during and post-training results in process and system changes for the organisation. These include the development and updating of emergency plans, improved policies and procedures, and resources for employees to apply in relevant situations. Changes made to the collection and storage of information to a cloud-based system has improved the filing and ability to collate, access and analyse data more readily, informing improved programme design and delivery. The organisation is ahead in the sector by taking a leadership role in sharing knowledge and best practice with the organisations it works with.

The certificate is generally delivered directly to staff of client organisations. These organisations differ in size and complexity of operation, and some of them are responsible for nationwide services. Through the training, people in these organisations are prepared to deal with the emergencies that are most relevant to them. In this manner, these organisations are better able to respond to an emergency which could lead to the saving of lives and assets.

Achievement and value to learners

All learners gain knowledge and practical skills in emergency management which lead to the attainment of unit standards. Devereux-Blum has strong achievement rates with all of the enrolled learners successfully completing CIMS 2, CIMS 4 or the training scheme in 2015 and 2016. High completion rates to September 2017 are trending the same as for the previous two years for the Certificate in Leading and Managing an Emergency Response, and for CIMS.

Achievement data is effectively gathered and analysed. Small staff numbers enable regular and prompt verification and reporting of information, which results in useful changes to operational systems around information and data; as well as

teaching and learning. Attainment of the unit standards and engagement in the training increases the learner's capability in managing incidents and planning for emergency situations. Employers that the evaluators spoke to noted the improvement and efficiency in their organisational systems as a result of employees' knowledge and ability to respond to emergencies.

Effective systems

Devereux-Blum has effective systems to track and report learner progress, as a result of improvements made to monitoring templates. The improvements enable a better process for staff to track learner progress against goals. Consequently, re-sits have declined, linked to better note-taking and observation of learners by the trainers, resulting in a more targeted response to the needs and goals of learners. Since 2014, re-sits have declined 29 per cent, 25 per cent, 9 per cent and 1 per cent each year respectively. Achievement for all learners is checked and verified by the trainers, and feedback is provided to learners in a timely manner.

Systems are in place to collect, monitor and follow up the needs of stakeholders. Client and learner needs and expectations are consistently documented and used in the customising of training. Robust processes at entry – such as recognition of prior learning, observations and completion of prerequisite-level learning – ensure the competency levels of learners are appropriate to entry requirements, as well as identifying learners with learning needs. Client and learner expectations are continually monitored throughout the training, and both clients and learners receive immediate feedback on progress against their desired goals. Subsequently, trainers have a detailed understanding of the learner group, and desired outcomes are met through customised training and one-to-one support where required.

Devereux-Blum is innovative, builds best practice, and responds to the needs of individuals, clients and the community. Effective teaching and learning is supported by experienced and trained staff, who are reputable in the industry. Co-facilitation of teaching enables ongoing reflective practice and immediate peer review, whereby each facilitator gives feedback to the other on teaching style. Similarly, observation and feedback on teaching from a third party is also undertaken intermittently and provides an impartial perspective, offering better clarity of concepts for learners.

Teaching and learning

Active teaching supported by effective resources and real case studies are a style of delivery that attracts, and is favoured by, clients and learners. The learning environment is inclusive, and lessons are appropriately customised to suit the needs of the client and learning group. Improvements made to the programme, such as application of the Kaizen² process, reflect better capture of learner goals

²Kaizen Institute New Zealand. See <https://nz.kaizen.com/home.html>

and tutor and learner feedback. The planned venues and effective tutor-learner ratio (2:12-15) assists active and participatory learning, leading to high engagement and involvement in the learning activities. Scenarios and case studies used in training are suitably based on real-life experiences that have occurred nationally and internationally. This has had positive feedback from clients and participants, and builds a portfolio for best practice in similar situations which are shared nationally.

Devereux-Blum is innovative in teaching methods, and is motivated to create effective and useful solutions for clients in the area of emergency management, such as the development of visual technology to monitor and manage traffic incidents on the Auckland motorway. Learning resources are useful during and after training, and are informed by current practice in the sector, such as colour coding according to the phases of emergency management. Learning is supported by an embedded and ongoing internal moderation process, which engages all staff and has resulted in changes and clarity to assessment questions in the workbook. Devereux-Blum's embedded self-assessment practice, and focus on interactions that are valuable to the organisation, means the organisation is selective about who they engage based on trust, expertise and knowledge in the field of emergency management. As such, Devereux-Blum is selective about who is engaged for external moderation. The organisation selects personnel with specialist knowledge, and provides ongoing feedback on training and resources. Additionally, The Skills Organisation (industry training organisation) is confident in the programme assessment practice as determined by external moderation being met.

Staff are valued in their role, and increased responsibility acknowledges the expertise and knowledge they contribute to the organisation. Staff are supported to maintain current and relevant knowledge and skills, such as planned attendance at international conferences, close engagement with the sector, and exposure to emergency situations throughout New Zealand.

Devereux-Blum has a broad and reliable understanding of the legal aspects of emergency management. The organisation is proactive in ensuring that relevant education and industry requirements are understood by people and clients in respective sectors, so organisations gain greater clarity to respond more effectively in a range of emergency situations. Additionally, Devereux-Blum contributes to improvements in the sector and across communities as an auditor of emergency management, to maintain the growth in emergency management performance. With this multisector and multiagency capability, the organisation connects with and supports networks for businesses.

Self-assessment

Self-assessment is embedded into the normal practice of Devereux-Blum staff and into the training, to improve understanding by clients of responsibilities and procedures, and thereby the organisational responsiveness to emergency situations. With an internal knowledge base built on best practice, and a robust system for follow-up, Devereux-Blum is well positioned to offer advice and expertise to inform organisational improvements around emergency management. Evidence of effectiveness includes the ongoing and long-term positive relationships with clients to undertake further training and help build emergency system capability.

The organisation is proactive and has a system to monitor and manage important compliance matters such as NZQA rules and requirements, land and transport requirements, and health and safety, which are checked and validated by administration staff and management. The organisation looks at working closely with The Skills Organisation and other key agents to align to relevant requirements and discuss the development of emergency management. As such, Devereux-Blum aligns to current legislative requirements in the industry, such as the Fire and Emergency Services Act 2017, WorkSafe New Zealand guidelines, and the International Search and Rescue Advisory Group.

Key evaluation question ratings³

1. How well do students achieve?

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

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

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

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

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

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

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

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

4. How effectively are students supported and involved in their learning?

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

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

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

5. How effective are governance and management in supporting educational achievement?

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

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

6. How effectively are important compliance accountabilities managed?

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

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

Recommendations

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

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz