

Report of External Evaluation and Review

Emergency Management Training Centre

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 12 December 2012

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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:	Emergency Management Training Centre (EMTC)
Type:	Private training establishment (PTE)
Location:	41 Chester Street West, Christchurch
Delivery sites:	Client-based sites, as contracted for course delivery
First registered:	September 2000
Courses currently delivered	All courses delivered by EMTC are of a maximum of two days (15 hours) and are in three main areas: <ul style="list-style-type: none">• Emergency Management Coordination• Emergency Rescue and Response• Community Preparedness and Welfare
Code of Practice signatory?	N/a
Number of students:	Domestic 2011-2012: 1,176 students (15 equivalent full-time students (EFTS)) (courses are all less than 15 hours) International: nil
Number of staff:	Two part-time management staff: manager and team leader Seven part-time contracted tutors with variable hours of work
Scope of active	Domains:

accreditation:

- Community and Social Services/Civil Defence Emergency Management/Civil Defence Emergency Management Response (level 5)
- Civil Defence Management/Comprehensive Emergency Management (level 6)
- Civil Defence Management (level 6)
- Civil Defence Operation (level 5)
- Community and Workplace Fire and Emergency Management/Community and Workplace Fire and Emergency Response (level 5)
- First Aid (level 2)
- Two local courses as named above
- A large number of unit standards at various levels, including emergency management, workplace health and safety, workplace emergency prevention, emergency communication, specialist rescue, community risk management in fire and rescue, coordinated risk management systems, radio communication, rope rescue, urban search and rescue operations.

Distinctive characteristics:

EMTC is part of the emergency management office (EMO) of the Canterbury Civil Defence emergency management group, which reports through its manager to the chief executives of 10 territorial local authorities, and other bodies including the Regional Rural Fire Committee, New Zealand Police, New Zealand Fire Service, and district health boards. The manager of EMO chairs the response planning group, which includes representatives of the above groups, and provides EMTC with clear directions for the training that it delivers. The budget for EMTC is administered through Environment Canterbury.

Governance of EMTC is undertaken by a joint committee of the mayors of 10 local authorities in the Canterbury region. At a lower level, the coordinating executive group of chief executives of

the local authorities also makes governance decisions relating specifically to the delivery of training by EMTC, and acts as the link between the joint committee and the EMO.

For Emergency Operations Centre (EOC) courses delivered by EMTC, it has been determined by the coordinating executive group that costs will come out of rates; however, since the training activities of the TEO have widened to include local authorities from beyond Canterbury, EMTC is expected to cover the costs of this training delivery through course fees paid by its corporate clients from outside of Canterbury.

EMTC provides short courses to its corporate clients, primarily local authorities and non-government organisations (NGOs) such as New Zealand Red Cross. Learners are either employees of the client organisations or civil defence volunteers. All courses delivered by EMTC are of a maximum of two days (15 hours) and are in three main areas:

- Emergency Management Coordination
- Emergency Rescue and Response
- Community Preparedness and Welfare

Courses are categorised as Tier One, comprising short courses for volunteers, and Tier Two, comprising two-day courses for middle-level emergency operations centre staff. There is also a Tier three of training which is for Controllers and senior management/governance.

EMTC has no full-time staff, with core staff having dual roles with the Canterbury regional EMO. There is a small team of part-time casual tutors who are all civil defence emergency management practitioners, with EMTC having a strong philosophy that in this sector, learning from practitioners is most effective. The original purpose of EMTC was the formalisation and recognition of training being delivered to civil defence volunteers. In recent years this has broadened to include emergency operations training.

Recent significant changes: EMTC was significantly affected by the 2010 and 2011 Christchurch earthquakes. Most training was suspended following both events because the staff, as practitioners, were involved in the management of the response to the earthquakes. The EMTC office was no longer accessible after the February 2011 earthquake, training sites were unavailable, and the majority of key clients suspended all training activities.

In the past year, the training delivered by EMTC has broadened to include local authority clients nationally, and the number of courses delivered has increased significantly, from 583 individual learners in 2010-2011, to 1,176 learners in 2011-2012. The office of EMTC is now at a new site, on the edge of the Christchurch central business district.

Previous quality assurance history: The last NZQA quality assurance of EMTC was an audit in 2009. At this audit EMTC did not meet two requirements of the standard then used, relating to assessment and moderation. These issues were subsequently addressed.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review (EER) of EMTC included the following mandatory focus area:

- Governance, management, and strategy

The following focus areas were selected because they represent the key types of courses delivered by EMTC:

- Short course (Tier One training) – for volunteers and paid staff who work directly with the community prior to and during an emergency event
- Emergency Operations Centre Introductory Course (Tier Two training of two days) for middle-level emergency operations centre staff.

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 evaluators spent two days on site conducting the EER at EMTC's training site in Christchurch. During the visit the evaluators met with the manager of EMO, the manager of EMTC, the team leader, the administrator, and three tutors. Face-to-face interviews or telephone conversations were held with external stakeholders, including two trainees (learners), an industry training organisation representative, and five representatives of client organisations. A range of EMTC's documents and records was also reviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Emergency Management Training Centre**.

EMTC provides training to corporate clients, primarily local authorities and NGOs such as New Zealand Red Cross. The TEO has recorded course completion data for Tier One course attendees over 2011; completions range from 83 to 93 per cent, depending on the type of course run (the courses are based on unit standards). Tier Two course attendees (learners) can complete a 'course knowledge check' at the end of the course, leading to a certificate of achievement or attendance. A course knowledge test is included with course materials. This check is not mandatory. For example, 52 per cent of learners in a 2012 Emergency Operations Centre course completed the test, and of those, 95 per cent passed it.

Qualification completion for individual learners, at 33 per cent, is lower for the Tier Two courses because the short courses delivered by EMTC cover only part of the training towards a qualification. Some learners, usually those already with a developing record of learning in emergency management, achieve the National Certificate in Emergency Management (Level 2). The manager identifies those learners who will be eligible for completion of this qualification, and enables them, through additional work-based assessment if necessary, to meet the requirements.

The primary achievement of learners is that they gain skills to enable them to contribute to their local and wider communities. Along with these skills, which enhance the abilities of local authority and NGO employees and civil defence volunteers to undertake emergency management work, there is a raising of confidence as learners become empowered to 'use their brains' when emergency events arise. Aside from continuing to work towards gaining a qualification, many learners continue to develop their skills and knowledge as volunteer civil defence workers.

The consistent approach in EMTC courses to emergency management is contributing to consistent approaches in the sector, so that it is now becoming easier for council staff and volunteers to work with teams from other centres in major emergencies. For example, the Waitaki District Council employees managed the response to major floods in 2012, with all employees and volunteers having a standard approach to the response. Stakeholders who were interviewed commented that EMTC has contributed to setting a 'national standard across the country', which is also regarded as 'exceptional'. As EMTC expands its activities to clients outside of Canterbury, it is expected by both the TEO and its external stakeholders that consistency of practice amongst volunteer teams will continue to develop.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Emergency Management Training Centre**.

Self-assessment by EMTC is undertaken in a variety of ways, both formally and informally. All learners complete course evaluations after each course. These are reviewed and analysed by the TEO, with any concerns noted and followed up immediately. Comments from learners are frequently placed on EMTC's Facebook site. This is monitored, comments recorded, and all emails kept and filed. There is an annual stakeholder survey, complemented by frequent and recorded informal feedback from stakeholders. An in-depth evaluation of each course is conducted during the annual course review, which is informed by tutor evaluations of courses and stakeholder (client) and learner feedback.

At a higher level, there was an in-depth evaluation conducted during 2011-2012 of the Emergency Operations Centre course (a Tier Two course), including an evaluation of the effectiveness of each self-assessment process used. Findings from this meta-evaluation will inform ongoing self-assessment methodology. For example, a learner six-monthly survey is now planned following this evaluation and its findings. This will both enhance and expand upon the existing self-assessment activities.

The tutors and managers reflect on teaching and learning issues regularly, through tutor meetings, co-tutoring activity, and peer or manager observations of tutoring. A constant theme within all self-assessment activity is needs assessment. The involvement of all staff as civil defence volunteers enables teaching to reflect practice and civil defence training needs. Through their close involvement during responses to the Christchurch earthquakes, staff of EMTC are in touch with community and local authority emergency management needs during a major event, and through reflection on these events and the responses to them, staff have been able to further strengthen their courses to best reflect the needs of the communities of interest. All stakeholders who were interviewed consider that EMTC sets the national standard for emergency management training.

A review of EMTC is planned for 2013, with the key question to be answered by the review being, 'Is this the best model of training delivery?' The aspect that the governing body wishes to explore further is the model of civil defence training within the structure of the Canterbury Civil Defence Emergency Management Group. Considerable preparation has already been made for this review, with ongoing and robust self-assessment likely to inform it.

Through its existing self-assessment activities, EMTC gains useful feedback, which contributes to enhancements that are made in course material and delivery. Consistent and detailed self-assessment practices, throughout all parts of the TEO's training activities, have enabled the organisation to gain a fuller understanding of its educational performance.

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**.

EMTC provides training to corporate clients, primarily local authorities and NGOs such as New Zealand Red Cross. The TEO has recorded course completion data for Tier One course attendees over 2011; completions range from 83 to 93 per cent depending on the type of course run (the courses are based on unit standards).

Learners are generally either employees of local authorities or civil defence volunteers. Full records of their selection and completion data are kept by the TEO. Many corporate clients provide the learners' details to the TEO, when the TEO is contracted to deliver a course. Until the earthquakes, most training had been delivered in Canterbury. Now courses are delivered nationally, including to New Zealand Red Cross.

The evaluators noted that variability in course completion can be affected by the type of learner. For example, the evaluators were informed that older volunteers simply want the skills, which they consistently report that they gain through the courses, but that they are 'not interested in the unit standards achievement'.

Tier Two course learners can complete a 'course knowledge check' at the end of the course, leading to a certificate of achievement or attendance. A course knowledge test is included with course materials. This check is not mandatory. For example, 52 per cent of learners in a 2012 Emergency Operations Centre course completed the test, and of those, 95 per cent passed it.

Course completion for both Tier One and Tier Two courses is very high, although qualification completion for individual learners, at 33 per cent, is lower for the Tier Two courses because for many learners it is only part of the training towards a qualification. Some learners will now achieve the National Certificate in Emergency Management. The manager identifies learners who will be eligible for completion of this qualification, and enables them, through additional work-based assessment if necessary, to meet the requirements. The evaluators were informed that the recent earthquakes have been a major contributor to delays in completion of qualifications for many learners in the Canterbury region.

EMTC has compiled achievement data and course delivery trends for the past five years (2007-2012). Although there was a drop in course numbers delivered over at

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

least a year following the Christchurch earthquakes, course numbers have since doubled for 2011-2012 over the previous period. There were 10 courses delivered in August 2012, in response to increased demand from local government and NGO clients.

Learners consistently give very positive feedback about the value of the courses, both formally through evaluation forms and informally, as on the Facebook site. They comment in particular about their increased confidence to manage responses to emergencies, whether they are in volunteer teams or employed by local authorities. The particular skills gained through the EMTC courses, such as managing welfare centres, ground and rope rescue, coordinating rescue teams, and managing radio communications are considered by learners and their organisations to be essential to their roles. This aspect is commented upon further in sections 1.2 and 1.3 of this report.

The primary achievement of learners is that they gain skills to enable them to contribute to their local and wider communities. Along with these skills, which enhance the abilities of local authority and NGO employees and civil defence volunteers to undertake emergency management work, there is a raising of confidence as learners become empowered to 'use their brains' when emergency events arise. There is clear evidence of the TEO having a comprehensive understanding through a consistent approach to self-assessment, of its performance with respect to emergency management training.

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**.

Stakeholders, including local authority representatives who were interviewed, cited several examples of the value of the emergency management training; this is also reflected in documented informal feedback. Learners value the tutors' knowledge of emergency management, exemplified by their individual management roles during the Christchurch earthquakes. The tutors are all practitioners working as civil defence volunteers. For example, the manager, who is a senior dog handler, was involved with dog search and rescue during the immediate post-earthquake days; another tutor managed the Burnside welfare centre. Through their own voluntary activities, EMTC staff are contributing to the community and are in touch with community values.

Engagement with learners goes beyond course delivery and the formal evaluations completed after each course. Learners also use the EMTC Facebook site, and there is frequent communication with corporate clients such as local authorities and NGOs. EMTC follows up with phone calls to corporate clients after course delivery. Records of these calls are now being retained to inform self-assessment practice.

Formal annual course reviews include key stakeholders. Relevant information gained from stakeholders during annual course reviews is followed up with actions noted and signed off when complete.

A client manager who was interviewed described the EMTC courses as 'fit for purpose', with a particular value being that they are tailored to meet particular clients' requirements. Clients can work with EMTC to assist in making contextual adjustments, so that the course material is always consistent with clients' purposes in seeking the training, and is of value to both the client and the learners. In the case of New Zealand Red Cross, for example, EMTC has a reciprocal relationship with respect to peer observation of courses and mutual professional support, which benefits both organisations.

In 2012 a client survey was undertaken for the first time. A fuller survey was also conducted recently as part of the in-depth evaluation of the Emergency Operations Centre course. The EMTC client survey for 2012 found that 80 per cent of clients considered that EMTC's understanding of their training requirements was excellent. Sixty per cent of clients had utilised skills and knowledge gained during the courses, and a majority of these had found the course prepared them for an emergency very well, while the remainder found the training 'helpful'. EMTC lost its software for the existing website in the earthquake and has now scoped, by talking with its stakeholders, what is wanted on its replacement website. A meta-evaluation of EMTC's self-assessment methodology in relation to the Emergency Operations Centre course has contributed to the refinement of existing self-assessment methodology, and to the consideration of further self-assessment, especially to further engage with learners after course completion.

EMTC reviews client feedback after emergency response activities and makes adjustments to course content accordingly. For example, the Christchurch earthquake experience highlighted the need to include content on how to deactivate a welfare centre, and management skills for volunteers, in order to enhance the welfare management training provided by EMTC. These findings were made in the context of the experience gained at Burnside welfare centre, which had 800 in-house welfare beneficiaries during the earthquake emergency period.

The standardised approach in EMTC courses to emergency management is contributing to consistent approaches in the sector, so that it is now becoming easier for council staff and volunteers to work with teams from other centres in major emergencies. For example, Waitaki District Council employees managed the response to major floods in 2012, with all employees and volunteers having a consistent approach to the response. Stakeholders who were interviewed commented that EMTC has contributed to setting a 'national standard across the country', which is also regarded as 'exceptional'. Self-assessment by EMTC has shown that it is valuable to have consistency of training for civil defence work in all areas.

In summary, the performance of EMTC is exemplary with respect to the value that it provides to its clients, learners, and the community. Through its existing self-

assessment activities, it gains useful feedback, which contributes to enhancements made in course material and delivery. After an in-depth meta-evaluation of its self-assessment methodology, further improvements to self-assessment activities are planned. Self-assessment is consistent and highly effective throughout all parts of the TEO's training activities.

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**.

Local authority and NGO client stakeholders who were interviewed at the EER all reflected that the courses delivered by EMTC match both the clients' and individual learners' needs. These statements matched the formal feedback gathered by the TEO through its 2012 client survey, through learner evaluations, informal learner feedback, and frequent informal contact with all client organisations. The New Zealand Red Cross representative, for example, stated that 95 per cent of its workers are volunteers, and for this group the training provided in emergency management very much matches the organisation's need to have a capable and well-prepared voluntary workforce. The local authority representatives interviewed said the emergency operations training delivered to their staff is consistently matching their need to be able to respond quickly and effectively to a major emergency. The recent Christchurch earthquakes have highlighted this need for local authorities, leading to an expansion in EMTC's business in the past year.

Trainees who were interviewed commented very positively on their needs being matched. One trainee (a council employee) commented on having been given confidence to support her manager in an emergency, through the knowledge she had gained of emergency communication channels and processes. One trainee commented that the Emergency Operations Centre training will give her directions and the confidence to engage in further training, such as volunteer firefighting. The legislative responsibilities of local authorities are being matched by this training; this is reflected also in verbal and written feedback from corporate clients.

Comments on course evaluations indicate a high degree of matched needs. The relevance to learners' needs of the training received is also a strong element in the social media (Facebook) comments seen by the evaluators. Learners consider the practical skills gained as being important to them, either for their employment or for their work as civil defence volunteers. The in-depth evaluation of the Emergency Operations Centre course highlighted the extent to which the training is matching the needs of its learners. By proxy, the training is matching the community need for well-trained volunteers in civil defence.

As noted above, the Christchurch earthquakes have had a significant affect on the work of this TEO, causing disruptions to course delivery and a move of premises to

a new site. The earthquakes have also provided an opportunity for EMTC to use what has been learned about emergency management on a major scale to authentically measure the gaps in its course delivery, as exemplified by its in-depth evaluation of the Emergency Operations Centre course. In addition, the earthquakes revealed a need for volunteers to have management training, and the need for training in disestablishing a welfare centre. Both of these elements are now included in courses delivered by EMTC.

The evaluators were informed that the welfare centres established immediately after the earthquakes had daily debriefings and post-shift debriefings. This practice matched management and volunteer needs during the earthquake response, but it was also modelled on the culture of debriefing that is very visible within EMTC's activities.

EMTC has identified areas where self-assessment could be enhanced, and prior to the EER had already begun planning for new self-assessment activities. For example, the potential value of a six-month learner survey was identified in the in-depth evaluation of the Emergency Operations Centre course. Self-assessment has enabled the TEO's practice to be strengthened, and has enabled the organisation to gain a fuller understanding of its educational performance.

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**.

EMTC has two part-time managers, both of whom are also tutors, and seven part-time contracted tutors, all of whom are also emergency management practitioners. The TEO is working to formalise employment for some tutors, because the number of courses delivered has increased over the past year. The involvement of all tutors as either civil defence volunteers or as specialist rescue service providers is an important aspect of this TEO's training delivery. This provides credibility for its statement, 'Working with the best, while preparing for the worst'.

EMTC is accredited to deliver first aid units. The delivery of this part of any course is provided by experienced tactical medic who has also been a rescue volunteer, in order that the first aid training is carried out in the context of emergency management. The TEO has been using an integrated assessment tool for first aid. With the new first aid unit standards (*26551 Provide first aid for life threatening conditions* and *26552 Demonstrate knowledge of common first aid conditions and how to respond to them*), the TEO has found that contextualisation of first aid training is proving successful. Moderation results for all unit standards delivered are meeting standards. A representative from the industry training organisation, The Skills Organisation (previously Learning State), with whom the evaluators corresponded by email, said that EMTC is wholly cooperative in terms of sharing and providing information, both oral and documented. It was also reported by this

industry training organisation that the TEO is completely open to suggestions for improvements and, in particular, welcomes advice and input on assessment materials. EMTC shares teaching resources and planning with its clients; New Zealand Red Cross and Christchurch City Council representatives both reported this. The TEO demonstrates an excellent record of capability-building within the community of interest.

Most tutors are working towards the National Certificate in Adult Education and Training (NCAET), although others have higher qualifications, including one with the National Diploma in Adult Education and Training. The EMTC manager is engaged in postgraduate study in emergency management through Massey University. Each of the three tutors who were interviewed has at least seven years service at EMTC, and all tutors have achieved unit standard 4098 *Use standards to assess candidate performance*. All tutors are provided with professional development opportunities, some of these being delivered internally by EMTC. Tutors also engage in co-tutoring and regular group analysis or peer evaluation of course delivery. A trainer resource day will shortly be held, where ideas about modules will be shared among staff and external stakeholders.

EMTC ensures that all tutors are practitioners of what they teach, thus ensuring authenticity of their delivery to civil defence workers. The recent Christchurch earthquakes have provided a very strong sense of both reality and urgency for training, for both civil defence volunteers and local government staff. In this context, statements by students and external stakeholders who were interviewed during the EER corroborated that EMTC is professional in its delivery, that it has credibility, and is setting national standards in emergency management where salient. All tutors were involved as volunteers in the Christchurch earthquake response; this was one of the causes of a lengthy disruption to course delivery after the earthquakes. One positive outcome of the earthquake response experiences for EMTC has been the 'career-changing opportunities' for professional development in the field of emergency management, including opportunities to learn more from first-hand experience of rescue, welfare management, and community support.

Self-assessment of course delivery, including effectiveness of teaching, is undertaken by several means, including formal learner course evaluation, informal feedback through the monitored Facebook site, feedback sought from the client organisation following each course, and manager observations of teaching, co-tutoring, and peer evaluation. The raw data from learner evaluations is sent with summaries to the corporate clients, and the clients provide feedback on the summaries. All responses to feedback and any actions that are consequently taken are recorded by the TEO.

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 **Good**.

EMTC is a small organisation, with a close-knit staff of managers and tutors. Guidance and support is implicit in the training in emergency management. The evaluators heard that during the Christchurch earthquake response, volunteers at the welfare centres had end-of-shift debriefings, to assist in their not taking additional stress home to their families. The continuum of support is also evidenced by the fact that EMTC staff were themselves involved in welfare centre management during the earthquake response. Volunteers and emergency management staff are taught to look after themselves first, then their teams, then the people they are charged with looking after. The mnemonic MUST was described: 'Me, US, Them', to illustrate this principle of support.

EMTC staff support each other through learner 'melt-down' moments. They have a very close understanding of the needs of emergency victims and volunteers for support. In this respect, they are part of the fabric of the community, working with a wide spectrum of community volunteers, from new immigrants to retired people who wish to contribute to the community, to local authority staff and management. Within their own organisation and through the training delivered, they model the kinds of relationships they want their learners and clients to model in the community.

Learners may be referred to community services for further support if necessary. Within EMTC, support is provided to learners by both tutors and administrative staff. Care is taken with learner enrolments and records, ensuring that any needs for support, once identified, are followed up. After training is finished, client organisations are responsible for any further support and guidance. Because of the short duration of EMTC courses (two days or less), literacy and numeracy support has seldom been needed. Learners have, however, been referred to this type of support on occasions.

EMTC has self-identified, through self-assessment, the need to find further or improved ways of evaluating the effectiveness of its support and guidance. The organisation has some evidence of this support through informal and documented feedback, and through formal learner evaluations. Further self-assessment in this respect will strengthen the TEO's understanding of ways in which practice could be strengthened.

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 **Good**.

The evaluators found that there was a clear delineation of the governance and management roles within EMTC staff. The organisation is located within the Canterbury Regional Emergency Management Office (EMO). Although the distinctions between the governance and management roles are clear, there are also close and functional working relationships among all staff evident within the office. The building of functional community relationships, very much a part of emergency management training, is also well-modelled within the TEO and its parent body, the Canterbury Civil Defence Emergency Management Group.

A review of the role and performance of EMTC within the Canterbury Civil Defence Emergency Management Group structure is due to be undertaken in 2013. The evaluators were provided with minutes of meetings of this group, confirming the planning for the review. A major component of the review is likely to be consideration of where EMTC fits within a national Civil Defence Emergency Response model, and of its expansion of training to other entities, including New Zealand Red Cross. A key question to be answered by the review will be, 'Is this the best model of training delivery?'

The evaluators were informed that a closer working relationship between EMTC and the coordinating executive group could eventuate from the review, particularly with respect to governance decisions about the work of EMTC. The new manager of EMO plays a central role in the relationship between the coordinating executive group and EMTC. This person is also a member of the group and reports to that body about the work of EMTC.

EMTC is currently analysing the statistics relating to its training delivered inside and outside of Canterbury. It operates within a non-profit model which, although considered by the manager of EMO to be working well, will also come within the scope of the planned review of EMTC, particularly given its expansion to training delivery outside the Canterbury region since the earthquakes. A recent in-depth review of the Emergency Operations Centre course will also inform the EMTC review, given that the course review made some useful findings about evaluation in general, and specifically about the most effective forms of evaluation with respect to course delivery. For example, a learner six-monthly survey is now planned following this evaluation and its findings. This will both enhance and expand upon existing self-assessment activities.

Resourcing for EMTC is excellent. It has moved to a new, well-appointed facility since the earthquakes, and is still adjacent to the central business district of Christchurch. As noted above, all of the trainers are also practitioners, so that the integration of theory and practice is clearly demonstrated to all clients and learners. This is a conscious management practice, reflecting the view of EMTC and its

governing body that a practitioner model of training delivery is the most effective for all civil defence training. Four newsletters to EMTC clients and stakeholders, published during 2010-2012 and spanning the time of the Christchurch earthquakes as well as other emergencies within which EMTC tutors played practitioner roles, clearly demonstrate the synergy between practice and theory that is a key part of this TEO's statement: 'Preparing for the worst by learning with the best'.

Governance and management are highly effective with respect to the supporting of EMTC's educational performance, which has continued to expand outside the Canterbury region, particularly since the emergency response to the Canterbury earthquakes. The position of EMTC within the Canterbury Civil Defence Emergency Management Group structure is also a key driver for the course delivery of the TEO. Self-assessment is effective, and developing well. The planned review is expected to further address the role of EMTC in course delivery outside Canterbury, and its ongoing model of training delivery. Ongoing self-assessment enables the TEO to understand how well it is matching the needs of its stakeholders, and has enabled it to continue improving its performance.

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 **Good**.

Refer to section 1.6 of this report for commentary on governance and management.

2.2 Focus area: Tier One training – for volunteers and paid staff who work directly with the community prior to and during an emergency event

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: Tier Two training – Emergency Operations Centre Introductory Course

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

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

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz