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# External Evaluation and Review Report

Devereux-Blum Training and  
Development Limited

Date of report: 12 October 2022

# About Devereux-Blum Training and Development Limited

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*Devereux-Blum delivers short training courses, workshops and consultancy services in workplace emergency management for a range of government agencies and corporate businesses.*

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Type of organisation:	Private training establishment (PTE)
Location:	43 Beauchamp Street, Tawa, Wellington
Code of Practice signatory:	No
Number of students:	Domestic: in 2021, 490 learners were enrolled in the NZQA-approved training scheme – Māori 12 per cent, Pasifika 3 per cent, male 60 per cent, female 40 per cent.  International: nil
Number of staff:	Three full-time equivalents
TEO profile:	<a href="#">Devereux-Blum Training and Development</a> (provider page on NZQA website)  Training is aligned to the New Zealand's Coordinated Incident Management System (CIMS). This framework describes how New Zealand agencies and organisations coordinate, command and control incident response at any scale, how the response can be structured, and the relationships between the respective CIMS functions and between the levels of response.
Last EER outcome:	NZQA was Highly Confident in Devereux-Blum's educational performance and self-assessment at the last EER in 2017.
Scope of evaluation:	Certificate in Leading and Managing Emergency Response (Training Scheme) (Level 4) ID 116135-2
MoE number:	7374
NZQA reference:	C47380
Dates of EER visit:	12 and 13 August 2022

*Final report*

# Summary of results

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*Devereux-Blum has a comprehensive understanding of the emergency management field and the needs of its clients. This leads to the highly valued outcomes for all stakeholders.*

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## **Highly Confident in educational performance**

- Outcomes are highly valued by stakeholders, contributing to building organisations' and New Zealand's capacity and capability in emergency response.
- Learners complete courses, achieve unit standards, and gain transferable knowledge and skills to support their whānau and communities.
- Highly effective relationship management ensures training is contextualised, relevant and applicable.

## **Highly Confident in capability in self-assessment**

- The quality of facilitation is exemplary, actively engaging learners in a range of activities and real-life scenarios in a safe and supportive learning environment.
- Successful governance and management practices exist, and key compliance accountabilities are understood and met.
- Strategic thinking and planning is integral and evidenced in the PTE's success.
- Self-assessment and reflection are implicit practices, and data and feedback are used to implement changes, make incremental improvements and to add value for clients.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>In 2021, 463 learners (94 per cent of enrolments) completed unit standards associated with the approved training scheme, with 411 achieving these on the first assessment. Devereux-Blum closely monitors completions, providing resits for learners needing another opportunity to complete the assessment. Resits are generally within the target of 10 per cent.<sup>2</sup> These results demonstrate that learners are achieving strongly and there are highly effective processes in place to support assessment and completion of unit standards.</p> <p>External moderation results validate this strong achievement. Assessments moderated by Skills (industry training organisation) in 2021 show that the standard was met for the three unit standards included in the training scheme. The assessments covered all the requirements of the unit standards, and the moderator considered that these would provide ‘consistent outcomes’.</p> <p>Annually, a small group of clients/learners are identified to focus on using qualitative information to capture their ‘stories’. A range of these stories was shared with the evaluators. These clearly evidenced the value provided through the training, the knowledge and confidence participants gain, the usefulness of the skills in and outside of the work environment, and the enduring relationships with stakeholders. This reflective process contributes to Devereux-Blum’s understanding of the difference they are making to individuals’ and organisations’ resilience to risk and their preparedness for responding to a</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

<sup>2</sup> Devereux-Blum refer to resits as revisits. Their goal for these is under 10 per cent of all assessments conducted. The actuals are: 2021, 11 per cent; 2020, 8 per cent; 2019, 9 per cent; and 2018, 7 per cent. The 2021 goal was impacted by COVID 19 restrictions.

	<p>range of incidents under the CIMS framework.</p> <p>The evaluators' interviews with stakeholders confirmed the high value their organisations and staff gain from completing the training with Devereux-Blum. They reported that the training in the past two years had greatly assisted in the planning and executing of Covid responses, as well as building capability in emergency management. Learners confirmed that their goals were achieved and their knowledge of CIMS enhanced, as was their ability to apply this framework to broader risk and incident management. They reported increased confidence, improved understanding of roles and team responsibilities, and gave examples of transferring their skills and knowledge into the community and with their whānau.</p>
Conclusion:	Learners complete courses, achieve unit standards, and gain transferrable knowledge and skills to support their whānau and communities. Outcomes are highly valued by stakeholders, contributing to building organisations' and New Zealand's capacity and capability in emergency response, and supporting responses to the Covid pandemic.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The training scheme is aligned with the third edition<sup>3</sup> of New Zealand's Coordinated Incident Management System (CIMS). Devereux-Blum keeps up to date with reviews and changes to this framework and the associated unit standards. The programme and delivery is updated in a timely manner,<sup>4</sup> ensuring clients are receiving the latest information, skills and knowledge. This demonstrates Devereux-Blum's strategic agility and responsiveness.</p> <p>Devereux-Blum liaises with clients in the planning phase of the training to understand their needs and those of the participants.</p>

<sup>3</sup> From 1 July 2020, the third edition of the CIMS framework replaced all previous versions.

<sup>4</sup> Devereux-Blum's Type 2 change application, reflecting the revised unit standards, was submitted to NZQA on 2 July 2020 and approved on 18 August 2020.

	<p>The delivery is modified to meet clients' learning needs and aspirations. An example was the national training for Māori wardens. The delivery and facilitation were tailored to meet the preferred learning styles and needs of the group to support high quality outcomes, including shorter sessions for deep learning, more regular breaks to meet group needs, and provision of kai to create a whānau environment and normalised context for the learners.</p> <p>Learners set personal goals (generally two or three) based on their knowledge at the start of the CIMS course. Goals are discussed privately with the tutor and reviewed as the training progresses and upon completion. Analysis for 2021 showed that 98 per cent of the 854 learner goals were achieved. Those goals not met generally related to bigger organisational goals which require further work in-house post-training. These are included in follow-up letters, along with suggestions for supporting learners to apply their learning in the workplace.</p> <p>In response to the initial Covid lockdown in 2020, webinars were developed to support online training. These were well received as people needed to work with the knowledge to support their organisation's response to managing through the early stages of the pandemic.</p>
<p>Conclusion:</p>	<p>Effective stakeholder relationship management ensures training is contextualised, relevant and applicable, and follow-up support can be provided in the workplace. Delivery is modified to meet the learning needs and aspirations of both clients and learners.</p>

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

<p>Performance:</p>	<p><b>Excellent</b></p>
<p>Self-assessment:</p>	<p><b>Excellent</b></p>
<p>Findings and supporting evidence:</p>	<p>Facilitation of the course content is personalised to the group and individual needs. Learner information is collected prior to the course, including prior knowledge, roles in their organisation in relation to emergency management, and preferred learning styles.</p> <p>Learning activities are engaging. Scenarios presented in the learning materials are meaningful and applicable to the New Zealand context. Small group activities and role-plays help</p>

	<p>learners apply their knowledge in a low-risk environment.</p> <p>Learner workbooks and assessments have been pre-approved by Skills. The assessments are integrated into the learning journey, contributing to learners' knowledge development.</p> <p>The facilitator sets the tone for the training sessions by establishing group rules, such as everyone having the opportunity to contribute, and not tolerating dominating or bullying behaviour. This creates a safe and inclusive learning environment for all, including people with specific learning needs and disabilities.<sup>5</sup></p> <p>Feedback is collected and is important to Devereux-Blum as it provides insight into how the content meets the individual needs of learners, and how their knowledge and understanding has increased and is used to inform improvements.</p> <p>The Education (Pastoral Care of Tertiary and International Students) Code of Practice 2021 (the Code) is well understood, supported and implemented, as applicable within the context of short course delivery. Devereux-Blum's quality management system and policies have been reviewed to ensure alignment with the Code outcomes.</p>
<b>Conclusion:</b>	The quality of facilitation is exemplary, actively engaging learners in a range of activities and real-life scenarios in a safe and supportive learning environment.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	The director's delineation of the organisation's strategic and governance roles, and the management and operationalising of the training business was clearly evidenced during the evaluation. The strategic direction for 2018-24 sets out the strategic priorities with associated long-term goals, with key and medium-term objectives, results and measures. Planning and reflection has been integral to the PTE's success, and the retention of valued clients over their 24 years in business.

<sup>5</sup> Data for 2018-2022 (YTD) period showed Devereux-Blum provided specific support for 19 learners, including those with hearing and sight impairments and ESOL learners.

	<p>The challenges presented for a key staff member from a medical event have been overcome by utilising their skills in strategically relevant activities, such as developing online training resources and supporting business development. Covid-19 allowed time to reflect and diversify delivery, with the immediate cessation of face-to-face training. More flexible delivery and advice contributed to clients' establishment of pandemic responses. Staff were retained over this time, which is a strong indicator of the value placed on individuals' skills and the strength of the team.</p> <p>High quality and efficient administration systems are in place. These are effectively managed by the experienced administrator.</p> <p>Devereux-Blum is a highly reflective organisation and values self-assessment practices. The team is genuinely committed to continuous improvement, uses data and feedback effectively to make changes, and checks back with clients to ensure impacts were as intended. High standards are maintained in all facets of the business.</p>
Conclusion:	Strategic thinking and planning is integral and evidenced in the PTE's success. The organisation has effective governance and management practices.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Key compliance accountabilities are well understood and overseen by the directors. A schedule of compliance activities guides the systematic and timely reporting and submitting of attestations.</p> <p>The quality management system provides a solid foundation for the business and training delivery. Policies are updated regularly.</p> <p>Reporting of learner results to NZQA is in accordance with the rules. Results for the 2287 unit standards assessed in the period 2018-22 were reported within 90 days of the assessment occurring.</p> <p>Devereux-Blum maintains positive relationships with NZQA,</p>

	monitoring changes to PTE rules, and clarifying if necessary.
Conclusion:	No gaps in the management of important compliance accountabilities were found at this EER.

## Focus areas

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

### 2.1 Focus area: Training Scheme – Certificate in Leading and Managing Emergency Response (Level 4) ID 116135-2

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

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

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>6</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>6</sup> 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.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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