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External Evaluation and Review Report

Fire and Safety Training Limited

Date of report: 12 November 2019

About Fire and Safety Training Limited

Fire and Safety Training Limited (FST) is a long-established PTE delivering short courses in fire and safety for people mostly employed in industry. Trainees either come to FST or are trained at industry sites to gain the skills required for their workplace. Most courses are one day (some are half a day) and offer one (or two) unit standards per course. FTS frequently offers training at short notice for clients who need their staff to hold a unit standard to enter a specific worksite.

Type of organisation:	Private training establishment (PTE)
Location:	30 Holmglen Street, Washdyke, Timaru; 99 Niven St, Onekawa, Napier
Code of Practice signatory:	No
Number of students:	Domestic: EFTS (equivalent full-time students) as at 30 June 2019 = 254
Number of staff:	10 full-time equivalents (six at Timaru and four at Napier); two part-time at the Timaru site
TEO profile:	Fire and Safety Training Limited
Last EER outcome:	Confident in educational performance Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• Training Scheme – Fire Extinguisher Training• Confined Space and Gas Detection (Unit standards 17599, 18426, 25510)
MoE number:	7937
NZQA reference:	C35649
Dates of EER visit:	14-16 August 2019

Summary of Results

Trainees gain skills and knowledge in fire and safety which match and meet industry needs well. Achievement is high and the organisational culture is inclusive.

Programmes have a strong practical focus and self-assessment is effective to meet educational performance demands and compliance responsibilities.

Highly Confident in educational performance

- Industry skills and knowledge are gained by trainees for work or personal gain which contribute to the safety and competence of the workforce and meet stakeholder and industry needs.
- Relevant purpose-built facilities, equipment and educational resources assist trainees to achieve competency and gain the practical skills required for their workplace, adding value to their performance on the job and meeting regulatory and employment requirements.
- Courses are designed and contextualised to meet stakeholder needs and are updated to reflect current legislation and technology.
- Trainers have extensive and relevant industry experience and are well qualified and active in the fire and safety community.
- Support processes are thorough and effective within an inclusive and respectful environment which is consistent across both sites.
- Management has a clear focus on the future and is proactive in deciding initiatives, changes and future direction to ensure the ongoing sustainability of the PTE by bringing in new staff with new specialities.
- There is a shared philosophy and values across the organisation and across all sites aimed at meeting the most important needs of trainees and other stakeholders.

Highly Confident in capability in self-assessment

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- Compliance accountabilities are identified and managed well. This includes site selection and equipment checks (to ensure safety), training scheme delivery, well-qualified staff and resources.
 - There is ongoing self-assessment through trainee surveys, client organisation surveys, peer reviews, team meetings and shared information around the programmes/resources, and ensuring needs are aligned to all stakeholders.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>FST has a high achievement rate of 99 per cent which is due to the nature of the delivery, including refresher training and updating knowledge to align with relevant legislation. Trainees attend the courses for compliance purposes, with many formalising the skills they already have.</p> <p>Achievement has increased over the last two years (2016-2018). Both Confined Spaces and Gas Detection, and Fire Extinguisher Training show a steady increase in numbers enrolling and completing.</p> <p>FST has a comprehensive understanding of the achievement of each cohort and the reasons for non-completions; non-achievement is attributed to the attitude of learners and the requirement to attend by their organisations.</p> <p>The high rates of achievement are validated through a strict internal moderation process and good results for unit standards externally moderated by industry training organisations.</p> <p>Achievement data is monitored to some extent by management, although analysis and follow-up of the impact of strategies for improvement – and sharing this information with tutors – could provide opportunities for further initiatives.</p>
Conclusion:	<p>Trainees achieve competency relevant to the short courses. This contributes to fire and safety training and adherence to compliance in various industry settings. Present moderation outcomes give confidence in the validity of achievement data. Further analysis of data (for example by site or tutor or demand) would strengthen self-assessment.</p>

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

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FST is highly effective in supporting client organisations to meet their requirements and obligations around compliance and to provide valued outcomes for both trainees and industry employers.</p> <p>Trainees acquire useful skills and knowledge and gain greater safety awareness and confidence from succeeding in the courses offered. This results in the skills and knowledge necessary to work to safety specifications, legislation and compliance requirements.</p> <p>The industry holds FST in high regard for its training ability which is evidenced by repeat business. Industry highlights the gains with relevant trained staff within the community showing increased confidence in completing practical tasks and handling emergency situations.</p> <p>FST works to address client needs by ensuring the engagement reflects learners' capabilities – e.g. School Gateway learners' training is contextualised differently to corporate trainees.</p> <p>Informal discussions and reflections among staff are captured in a notebook. This assists in the organisation's self-assessment to inform future changes and opportunities for improvement.</p>
Conclusion:	<p>Trainees gain certification to continue in employment and employers gain qualified staff to maintain regulatory compliance in the workplace. FST plays an important role in keeping the industry safe through its training and consultancy and support services.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Strong engagement with industry ensures that the course content and delivery meet requirements by adapting to the individual organisation's needs and the skills of the trainees. Examples used for training are relevant and real-world.</p> <p>Prior to the course, trainers gather background information about the company and the participants to ensure the resources for the training are adequate and relevant.</p> <p>FST maintains records to ensure the currency of information, including assessment materials, teaching materials and hours. Course reviews and trainee and industry feedback are monitored regularly to incorporate the latest technology to meet the needs of trainees and industry.</p> <p>Consistency in course delivery between the two campuses is ensured by using the same course and assessment materials, regular communication, and the cross-fertilisation of staff. Peer observations include written feedback for discussion. Napier staff reported visiting the Timaru site and observing other trainers to ensure consistency in delivery.</p> <p>External moderation is a robust process carried out by the relevant industry training organisation. FST has addressed any issues raised with sound internal moderation.</p> <p>Trainees provide feedback at the end of each course. Employers also provide feedback when the trainees are back at work. Informal, regular catch-ups between trainers – and between trainers and management to discuss the feedback – work effectively for the size and culture of the organisation.</p>
Conclusion:	FST has strong processes to ensure that course design content, delivery and resources are well matched to industry and trainee needs. Trainers adjust delivery to suit the trainees and the workplace. Trainees and industry benefit from the industry experience and knowledge of the trainers.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainees are very well supported in their learning in the context of short delivery modes.</p> <p>Resourcing of both facilities and educational materials is very generous and updated regularly.</p> <p>FST has small classes and gives individual attention to trainees. Learning needs are identified – trainers are mindful of this, and start the course with a reminder that those who have concerns can talk to them. Those with learning needs are supported to achieve with one-to-one support.</p> <p>Trainers encourage an inclusive, well-supported environment and work to mitigate barriers to learning. The trainers are required to ensure trainees are ready and able to learn, including with practical tasks.</p> <p>Trainers engage well with the trainees and monitor their learning. Trainees experience training that is authentic and reflects the reality of their working environment.</p> <p>Practical training activities are included in all courses and engage the learners.</p> <p>Ongoing support is carried through to the workplace if necessary, to ensure consolidation.</p>
Conclusion:	Support for trainees is positive, and strategies ensure the training is engaging and provides plenty of time to practise skills and techniques. Students are well supported and learning environments are successfully developed to engage the trainees in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The managing director/owner is well-networked in the relevant industries FST serves. Word-of-mouth is the primary marketing tool. Close relationships with client organisations means FST directly learns of stakeholder training needs and can meet them.</p> <p>Management has clarity of vision and purpose which links well to organisational expertise and capability and the courses offered.</p> <p>The management approach is open and managers talk with staff on a regular basis. Informal, regular catch-ups with staff inform management about any concerns or any resources needed. Staff said they have input into decisions.</p> <p>The organisation is well resourced and the resources are updated regularly to ensure relevance. For example, Bluetooth is used in some equipment, and the training sites (Napier and Timaru) have been developed to provide space for the physical simulations needed in training.</p> <p>Trainers have comprehensive industry experience across all areas of fire and safety and have adult education qualifications. New trainers are well supported to develop their confidence as teachers and assessors. Trainers are supported in professional development. Identifying opportunities is a regular agenda item in the meetings held with management.</p> <p>Staff are clearly valued, and development opportunities are made available. These opportunities would be more targeted if they were linked to performance appraisal, which has recently been improved to make it more meaningful/fit for purpose.</p> <p>A business continuity plan is in place in the event that the managing director steps down from operations. Systems are in place and management is confident that operations will carry on in the absence of the managing director.</p>
Conclusion:	Management has a clear focus on the future and is proactive in bringing in new staff with new specialities and deciding different initiatives, to ensure the ongoing operation of the PTE.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FST is effectively managing its compliance responsibilities.</p> <p>The general manager and the management team and staff share responsibility for monitoring FST compliance accountabilities.</p> <p>During the EER it was noted that FST:</p> <ul style="list-style-type: none"> • is delivering an NZQA-approved training scheme as approved with content/hours/weeks matching NZQA approval • has successful approval and accreditation applications to NZQA • has recently reviewed its quality management system • is undertaking systematic internal moderation and engaging with all required external moderation (supported by internal moderation) • is reporting credit results to NZQA as required • is submitting NZQA compliance requirements in a timely manner. <p>Management is managing risk through contingency planning and ensuring new, well-trained, appropriate staff are being brought on and mitigating risk by carefully staying within their areas of expertise.</p>
Conclusion:	FST manages and monitors its ongoing compliance responsibilities well by maintaining currency with legislation. The evaluators found no concerns with the management of compliance accountabilities.

Focus Areas

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

2.1 Focus area: Confined Spaces and Gas Detection

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Fire Extinguisher Training (NZQA-approved training scheme)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Trainees and industry interviewed during the EER confirmed trainees' obvious confidence and ability to use their skills and knowledge in fire and safety situations.
Conclusion:	Courses are meeting the needs of trainees, industry and other organisations for ensuring ongoing relevant staff capability to respond correctly in fire and safety situations.

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 fraud²*
- *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.*

² 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). 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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