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External Evaluation and Review Report

Canterbury Regional Council trading
as Emergency Management Training
Centre

Date of report: 28 October 2021

About Canterbury Regional Council trading as Emergency Management Training Centre

Emergency Management Training Centre (EMTC) is the only private training establishment in the country that sits within a Civil Defence Emergency Management Group (CDEM). It has the sole purpose of delivering training to meet the training needs of civil defence volunteers and managers in the Canterbury region. EMTC's short courses include rescue, medical, welfare and core skills.

Type of organisation:	Private training establishment
Location:	Justice and Emergency Services Precinct, 40 Lichfield Street, Christchurch Central
Code of Practice signatory:	No
Number of Trainees:	Domestic: 694 for the 2020 year
Number of staff:	One full-time equivalent, with four to five contracted trainers
TEO profile:	Canterbury Regional Council EMTC is owned by Environment Canterbury (Canterbury Regional Council) as the administering authority for the Canterbury Civil Defence Emergency Management Group, comprising the 10 territorial authorities and key stakeholders in Canterbury. The primary purpose and focus of EMTC is to increase the capacity and capability of the territorial authorities, including their staff and volunteers, to respond to emergencies. The focus has remained on training delivery in Canterbury with a very limited number of courses delivered in other CDEM regions, including Wellington.
Last EER outcome:	In 2017, NZQA found Emergency Management Training Centre Confident in both educational performance and capability in self-assessment.

Scope of evaluation: Emergency Preparedness Course (Training Scheme) (level 2) (ID:121845-2)

MoE number: 7355

NZQA reference: C45300

Dates of EER virtual visit: 23 and 24 June 2021

Summary of Results

EMTC is providing high-value training for learners in the volunteer civil defence sphere. Graduates gain emergency management skills to enable them to contribute to their local and wider communities and the Canterbury region. Contextualised modules of learning design and delivery match the needs of all relevant stakeholders including learners. Self-assessment practices are ongoing and effective and identify areas to improve valued outcomes.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• Trainees acquire useful skills and knowledge to enable consistent and valuable responses to emergencies as front-line civil defence volunteers or in emergency operations roles. Trainees apply their knowledge and skills in real-world emergency events.• For those that undertake the training scheme achievement is high at 96 per cent.• Stakeholders, who include territorial authorities such as the Canterbury region, police, fire and Māori wardens, said they highly valued the outcomes and were satisfied with EMTC's training and delivery and the relevant and immediately useable learner outcomes. These include the skills, knowledge, confidence and ability to act and take direction in an emergency. |
| Highly Confident in capability in self-assessment | <ul style="list-style-type: none">• Relevant and current course design ensures the courses are fit for purpose in an exacting context and are consistently updated to meet the needs of stakeholders. Recognised subject matter experts from the relevant industry feature in the training.• There is evidence of robust internal pre and post moderation and external moderation of assessment processes and outcomes by the external standard-setting bodies (NZQA and The Skills Organisation).• Governance and management are effective in supporting educational achievement and compliance outcomes. The Board is kept informed of outcomes and the relevance of the programmes offered. |

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- Self-assessment is ongoing and purposeful, and modules are updated regularly as a result of stakeholder, Board and community feedback. A new course has recently been added as a result of stakeholder feedback – Psychological First Aid – which all Board members and management have undertaken to assess its value.
 - NZQA compliance requirements have been met in a timely manner, with the systems for monitoring having been improved since the last EER.

Key evaluation question findings¹

1.1 How well do trainees achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainees of EMTC gain useful skills and knowledge which prepare them well to respond to emergencies in their local and wider communities (as either front-line volunteers or in emergency operations management roles). The trainees are generally mature trainees with significant life skills and a high motivation to succeed.</p> <p>Data from 2020 indicates about 55 per cent of volunteer trainees undertake the training scheme and achieve the NZQA DAS² credits. Of these volunteer trainees, 96 per cent are successful. (see Table 1, Appendix 1). The rest of the volunteer trainees receive an attendance certificate from EMTC. Clearer delineation between those that enrol in the training scheme to gain the NZQA credits for the training scheme and those that do not, would provide more accurate information around achievement rates for EMTC.</p> <p>Trainees report gaining confidence and self-worth along with skills and knowledge and the ability to act and take direction in an emergency and within a civil defence role. They gain the confidence to address needs in emergency events and provide their communities with much-needed support.</p> <p>Trainees can contribute to the development of knowledge and expertise from their own experiences to improve and execute the responses to emergencies in their region and within their own employment.</p> <p>EMTC has invested in a new student management system to collect and undertake real-time and effective tracking of data to understand achievement and course completions. The student management system is also used to analyse the performance of trainees across ethnicities and priority groups. This</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.

² Directory of Assessment Standards

	<p>monitoring of achievement data allows staff to understand any reasons for withdrawals and non-completions. This process could be further enhanced and benchmarked by direct comparisons with other regions and overseas agencies. Further data analysis could also show how the courses help trainees progress.</p>
Conclusion:	<p>Trainees achieve well and complete the training scheme courses and gain the knowledge and expertise to execute responses to emergencies in their region and within their own employment. Those that choose to achieve the training scheme NZQA DAS credits. Māori and Pasifika trainees achieve on a par with non-Māori trainees.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Positive employer, stakeholder and graduate feedback on the training and the value gained from the outcomes shows the value of the training and outcomes. The organisation is recognised as a leader in the country, and the programmes offered are highly regarded by the key stakeholders including community councils and government.</p> <p>EMTC is able to respond to differing training needs resulting from the different work contexts in the various territories. Courses delivered in 2020 were divided between Tier 1 (33 courses), aimed at a community-level response to an emergency, and 12 Tier 2 courses aimed at the coordination of a response.</p> <p>The programme provides volunteers with the skills required for the region and informs practice in the field. Evidence from graduates shows that valued and well-rounded, multi-skilled graduates achieve the primary skills and are ready and available to contribute as volunteers to their local and wider community in any civil defence emergency.</p> <p>Excellent tracking of graduates and their eventual employment provides understanding of the value of the training scheme. Graduates interviewed value their acquisition of skills and knowledge and commented that EMTC fully prepared them for</p>

	<p>emergency response work and added value to their current work. They often progress in their volunteering status, and this can lead them to gain different employment.</p> <p>There are strong linkages between the PTE and the community. The PTE's training practice sets a benchmark for other organisations in the emergency sector.</p> <p>EMTC gains good information from the trainees, trainers and employers for the value of the training. Ongoing formal collection and analysis of trainee and stakeholder feedback assists in assessing the value of the outcomes.</p>
Conclusion:	The outcomes from the training provide volunteers with skills that address multiple needs in emergency events and provide their communities with much-needed support and guidance, with a strong focus on community wellbeing.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The training programmes offered by EMTC were developed to increase the capability and capacity of staff and volunteers for the territorial authorities of the Canterbury region. Trainees who complete courses benefit their own and industry and community needs.</p> <p>Trainees learn from practitioners who are experts in the field and are involved in emergency operations, thereby providing trainees with real-world examples. Tutors take a collaborative and intentional approach to promote consistency in programme delivery and assessment. Barriers to learning are well managed, with planned strategies in place to cater for different trainee needs.</p> <p>EMTC is responsive to client/stakeholder needs with bespoke programmes of learning offered along with the training scheme. Programme planning is done with territorial councils and determined by community needs. The programme is constantly being updated to reflect current knowledge and the changing needs of the region, and to respond to government legislation.</p>

	<p>Learning activities are appropriately designed and planned, with differing training needs resulting from the work required in the various territories.</p> <p>Internal pre- and post-assessment moderation is occurring regularly according to a plan. At present the training scheme assessments meet only one of the external moderation requirements. This is because The Skills Organisation has not completed moderation for 2020 but hopes to complete it in 2021. The 2019 NZQA US12355 moderation report indicates that fair, valid and consistent assessment is achieved. Pre-assessment moderation of Skills unit standards is done by The Skills Organisation.</p> <p>Teaching resources are up to date and assessed regularly for wear and tear and fitness for purpose. Teaching approaches by qualified staff are appropriate and engaging, as shown by the feedback received.</p> <p>Stakeholder satisfaction is paramount and checked regularly. Feedback data around learning and support is collected via course feedback sheets and surveys. Informal peer observations are carried out with comprehensive feedback loops and excellent ongoing analysis of feedback. Evidence for this is the psychological first aid course being developed as the result of an identified need. Debriefing sessions after emergencies inform course development and review. EMTC successfully works to develop training pathways for different council requirements.</p>
<p>Conclusion:</p>	<p>Programme design, delivery and assessment for the focus area match the needs of trainees and stakeholders well. There is clear evidence of trainees learning in an inclusive, contextualised, real-world environment where practical knowledge and skills are supported in the workplace/emergency environment context.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainees are well engaged in the learning experience due to the practical nature of the programme and the experiential, contextualised anecdotes provided by the trainers. This adds value to the content of the courses.</p> <p>Barriers to learning are managed by each trainer. Strategies are in place to support learners who may experience challenges, including a comprehensive interview process to assess any issues that may hinder their performance – e.g. fear of heights. Support at EMTC includes spending extra time with trainees and employing a range of training resources and support; after-hours tutoring is also offered.</p> <p>The learning environment is planned and considered for different contexts, ensuring the training facilities meet the needs of learners, who are often in their workplace. Small classes are held and after-class support is offered to ensure needs are being met. Trainees' learning goals are well tracked, and territorial councils determine the learning plan in many instances, assuring fitness for purpose.</p> <p>Training is inclusive, engaging and well resourced, with good study information up-front and a strong focus on safety within the courses, as well as a workbook that is updated regularly. Trainees are engaging with the learning management system and so they are enrolling online and accessing their course material online. Trainees noted that extensive demonstrations of the outcomes/learning needed are contextualised well. Trainee feedback affirmed that they gain the required knowledge from the training and feel well supported by the trainers. Trainers track learners' progress and provide support when required.</p> <p>The interim domestic Code³ has been reviewed and worked through with all staff to ensure full understanding. Trainees have very limited time with the organisation. However, steps are in place to ensure student wellbeing and needs are appropriately considered. Trainees are not EMTC volunteers, so the</p>

³ <https://www.nzqa.govt.nz/providers-partners/domestic-code-of-practice/>

	organisation engages with the authorities if there are issues related to a student's wellbeing.
Conclusion:	EMTC provides an inclusive learning environment that is student focussed. Management and services staff provide highly effective academic and pastoral support.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The governance and leadership team has a deep and comprehensive understanding and overview of the training and its outcomes. Communication practices are open and transparent. Clear goals and strategies are in place. This includes investing in technology and streamlining processes for efficiency. Staff report feeling valued and well supported.</p> <p>Sufficient resources are allocated to the training and the support of learners, and the leadership group is looking to increase the capability of staff inside the organisation to ensure there is sufficiency of ongoing expertise for managing the training.</p> <p>Teaching approaches, to ensure consistency, include buddying up new trainers and peer teaching. Trainers are reflective in their training practice and share good practice among their colleagues and maintain currency by attending new courses and assisting on other courses.</p> <p>Survey data and data pertaining to outcomes is used effectively to ensure there are sufficiently trained volunteers within each community in the Canterbury area and that their knowledge and ability is contextualised to their region.</p> <p>All trainers are very experienced and are usually trained volunteers themselves or civil defence employees who have been involved in emergencies themselves and used their skills. This includes experience from military backgrounds and deployments overseas – this enables EMTC to benchmark civil defence responses in New Zealand. The civil defence manager for the regional council said the emergency responses in Canterbury were world class and that the volunteer training was fit for purpose.</p>

	<p>As a result of various emergencies within the Canterbury region, EMTC and its governing bodies have anticipated and responded effectively to the need to change aspects of the training to meet new legislation requirements and/or stakeholders' needs.</p> <p>Innovation in the emergency management training arena is ongoing. This is balanced with the need to be consistent across New Zealand, but is also contextualised within and around each region and for each particular emergency.</p> <p>Considerable time is spent debriefing following the training to ascertain whether the needs of the learners and stakeholders have been met. Regular changes are made to ensure the training is up to date and that the training is meeting the needs of the learners.</p>
Conclusion:	<p>A strategic and innovative governance and management team supports the well-qualified and experienced staff members to ensure that the educational outcomes are relevant and up to date. Data is used effectively to enable an efficient and balanced response to changes required as a result of ongoing self-assessment.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>EMTC has effective systems in place to ensure compliance accountabilities with the various regulatory agencies are met. Government civil defence regulations and health and safety are of prime concern.</p> <p>There is clear delineation and delegation and regular discussion around compliance due to the nature of the organisation and its work in the civil defence arena. Regular review of policies and procedures maintains their currency. Day-to-day practices are monitored to ensure compliance with government legislation and any updated community civil defence practices.</p> <p>Regular reporting to governance, management and the Board about the requirements and needs of key stakeholders, including NZQA and professional and community bodies, is undertaken and actions tracked.</p>

	<p>The approved training scheme is being delivered according to the required hours and timelines and is reviewed regularly every 12 months. Significant changes have been approved in accordance with NZQA rules.</p> <p>There is good engagement in moderation activities, both internal and with the industry training organisation concerned.</p>
Conclusion:	<p>There is strong evidence of effective systems that ensure compliance accountabilities are managed well.</p>

Focus Areas

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

2.1 Focus area: Emergency Preparedness Course (Training Scheme) (level 2)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This training scheme has high achievement rates and positive outcomes for trainees, who gain useful skills and knowledge, contextualised to community needs. These contribute positively to the local and wider community in the volunteer civil defence space.</p> <p>There is evidence of effective systems in place to monitor individual learning and trainee progress.</p> <p>More extensive use of the student management system would give EMTC immediate numbers of achievement and assist in distinguishing those volunteer trainees who enrolled in the training scheme and achieved, and those who completed the courses and received an attendance certificate.</p>
Conclusion:	<p>Performance in the focus area training scheme is strong overall. There is evidence that trainee, stakeholder and community needs are well understood and met, and are contributing to strong learner outcomes and are a benefit to the region. As noted, a separation and better understanding of those enrolled in the training scheme who achieve would give a clearer picture of achievement and outcomes.</p>

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.

NZQA recommends that Emergency Management Training Centre consider how:

- Student management system data could be used to gain a greater understanding of the relationship of the training scheme to trainees' need for unit standard completion and reporting.

Requirements

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

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

Appendix 1

Table 1. Emergency Management Training Scheme achievement

	2020	2019	2018
Number who attempted assessment	298	291	489
Number who passed assessment	287	282	479
% of those attempting unit standards who gained unit standards	96.30	96.90	97.96

Appendix 2

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 fraud⁴*
- *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.*

⁴ 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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