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External Evaluation and Review Report



Fire and Emergency Training Solutions Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 28 May 2018

Fire and Emergency Training Solutions Limited At a Glance

Type of organisation:	Private training establishment (PTE)
Location:	16 Nicolaus Street, Trentham, Upper Hutt, Wellington
Courses	Various courses in fire safety and emergency training for industry
Number of trainees:	Total for 2017 – 4603 Maori – 9 per cent; Pasifika – 4 per cent
Number of staff:	Seven full-time, eight part-time
Scope of evaluation:	1. Full course for Working at Height 2. Confined Space Entry
TEO in brief:	<p>Fire and Emergency Training Solutions Limited (FETS) offers short courses in fire, emergency and incident prevention for general industry, and the transport, construction and maritime industry sectors. Most courses are run for client organisations; some public courses are also scheduled.</p> <p>Many of the courses are specifically tailored to meet clients' needs. Most trainees are sent by their employers to undertake the training as part of the conditions of employment. The courses range from a half-day to eight days.</p> <p>Changes since the last external evaluation and review (EER) in 2014 include a move to larger premises, a new chief executive position to allow the directors to concentrate more on strategy, and an accounts/marketing manager to expand the business.</p>
MoE Number:	8260
NZQA Reference:	C27704
Dates of EER visit:	21 and 22 February 2018

Summary of Results

NZQA is Confident in educational performance

- FETS continues to maintain a high level of course completions.
- It employs trainers that have industry experience and appropriate training.
- The provider is well resourced and has relocated to new and spacious premises.
- FETS maintains good industry credibility.
- Management has adapted well to changing commercial circumstances.
- Internal moderation could be strengthened in a few areas.
- Feedback from current trainees is collected and analysed; more understanding of the longer-term value of the training would be an advantage.
- FETS has a strong training relationship with another provider; which is covered by a sub-contract arrangement.
- It is not clear how the credit values of the programmes are made up in learning hours.
- The courses are adapted to suit industry requirements.
- FETS has intensified its self-assessment since the previous EER.
- Management of compliance is generally good, but FETS needs to monitor NZQA rule changes more closely.

NZQA is Confident in capability in self-assessment

Key evaluation question findings

1.1 How well do students achieve?

Educational performance: **Excellent**

Self-assessment: **Excellent**

Findings:	FETS has a consistently high achievement rate, sitting at around 97-98 per cent. Almost all the trainees who complete the courses gain the certification. Trainees learn useful skills and knowledge which have influenced their work practice.
Supporting evidence:	<ul style="list-style-type: none"> • The provider has a good system of tracking individual trainee achievement through the electronic student management scheme. • FETS has tracked the few trainees who do not achieve, and understands why non-completion occurs. Deficiency in literacy and numeracy was a recurring factor. The employers who finance the training are supplied with an end-of-course report showing the achievement rates and an analysis of the effectiveness of the training. This is also a monitoring tool for management. • A survey of the trainees' ethnic and demographic backgrounds was commissioned to help FETS understand the makeup of its student body. • FETS asks for trainees to declare their ethnicity for short courses. This means it can make comparisons of Māori and Pasifika achievement. With such high achievement rates overall, the provider concludes that Māori and Pasifika trainees achieve at a similar rate to other trainees.
Evaluative comment:	FETS does identify the small number of trainees who do not finish the course. It does not formally analyse any themes that emerge with a view to improving trainee guidance and retention.

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

Educational performance: **Good**

Self-assessment: **Good**

Findings:	There is significant value in the completion and achievement of these courses. Trainees and their employers confirmed that people gained useful skills and changed their work habits for the better. The gaining of the certificates meets employment compliance requirements. When preparing for training in the workplace, FETS often highlighted issues that could be remedied, and this provides further value to the employer.
Supporting evidence:	<ul style="list-style-type: none"> • The provider has conducted client surveys to ascertain whether there is value in the training. • Most of the feedback was gained informally through the many exchanges with the PTE's large network of clients and many industry links. Some of this feedback has been documented. • FETS sees repeat business as an indication that there is value in the training. Many of its clients have used the training services repeatedly. • Seafaring courses are subject to Maritime New Zealand audits, which have confirmed their fit with industry requirements. • The certificates gained by trainees are recognised across various industry sites in New Zealand.
Evaluative comment:	Feedback from employers and graduates is not being systematically gathered and analysed. Doing so would help to understand the long-term value of the training.

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

Educational performance: **Good**

Self-assessment: **Good**

Findings:	FETS provides compliance-based programmes to suit the hours, type of business, training needs and learning preferences of the client. The training enables the client and the trainee to meet compliance requirements. Workplace practices also improve.
Supporting evidence:	<ul style="list-style-type: none"> • FETS' programmes are adapted to suit client's needs. The workplace scenarios provide a realistic and familiar environment for the trainees. • The provider works around the clients' production hours for minimal disruption to work. • Training design and delivery is informed by the extensive industry and training experience of FETS and staff. • FETS has suitable premises and equipment for the training. • The quality of training materials and equipment is consistent across the trainers. • The training material considers the Australian and New Zealand requirements for health and safety, all changes to legislation, and the requirements of the unit standards. The training material is reviewed often and redeveloped. • FETS is planning a purpose-built training unit for working at heights and confined spaces. • Internal moderation lacks concentration and coverage. Internal post-assessment moderation is structured around checking the trainer, and each trainer is checked four times per year. Engagement with the industry training organisation and other external course scrutiny is ongoing and documented.
Evaluative comment:	<p>Trainees are not given the reading material in advance of the training days. Doing so would allow trainees to familiarise themselves with the material beforehand.</p> <p>More work is required to convincingly align internal moderation practices with policy.</p>

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

Educational performance: **Good**

Self-assessment: **Good**

Findings:	FETS does a sound job of supporting trainees throughout their studies. The nature of the training, i.e. short courses, means that the need and opportunity for support is limited. Within these constraints, FETS performs well.
Supporting evidence:	<ul style="list-style-type: none"> • FETS recruits its trainers effectively. They are skilled and experienced health and safety practitioners (from police, fire services, etc) who can relate course content to safety issues with real-life examples. • The trainers are appropriately qualified as educators, or are working on achieving the qualifications. There is good knowledge and awareness of industry trends and relevant legislation. • Trainers are involved in professional development supported by FETS, and attend workshops by visiting speakers, as well as industry events and conferences. • Trainee feedback is taken at the end of every course, and the results are compiled. Feedback is given to the trainer which helps develop the course material and delivery. • Most of the trainees have industry experience. This prepares them well for the training, as they already have knowledge and capability in the setting and its terminology. • The trainers are available during breaks and after hours to assist trainees on a one-to-one basis. This is useful to support those trainees having difficulty. • Any trainees with learning difficulties are identified during the training and offered assistance. • Trainees are given the opportunity to re-sit the parts of the unit standard assessments they do not complete satisfactorily.
Evaluative comment:	Internal moderation was not systematic and extensive. Providers have a responsibility to ensure the integrity of their assessment system through internal moderation.

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

Educational performance: **Good**

Self-assessment: **Good**

Findings:	<p>FETS has undergone a lot of changes in governance and management since the last EER in 2014. Many of the changes will have an educational effect, but it is too soon to see this. Management is robust and has guided the provider through some challenging times. The management structure comprises two directors, a chief executive, and two or three managers.</p>
Supporting evidence:	<ul style="list-style-type: none"> • The provider recently moved to larger premises. Purpose-built training structures are planned and will allow for more standardised and accessible training facilities. • The directors and managers are very experienced in the health and safety field. Most have had lengthy careers in industries related to health and safety. • New appointments include a new chief executive and a new marketing and accounts manager. Improvements from these roles are still in progress. • The provider is considering starting an advisory committee to give oversight and guidance on commercial matters. • Management has an ongoing, wide-ranging network of connections with industry, which it uses to inform strategy. • FETS has very good relationships with client organisations and much repeat business. • Management has responded to the 2014 EER by intensifying its self-assessment. A planned demographic study will give FETS a better understanding of its learners. • Management has produced a number of reports on the business, but no annual report on the outcomes of the training.
Evaluative comment:	<p>More use of achievement data to analyse, identify trends and compare outcomes will give insight into any areas that can be improved.</p> <p>The quality management system description of moderation and the monitoring of teaching quality did not correspond with actual practice.</p>

1.6 How effectively are important compliance accountabilities managed?

Educational performance: **Adequate**

Self-assessment: **Adequate**

Findings:	FETS is generally proactive about maintaining its compliance responsibilities. There are a couple of areas of NZQA compliance that had been overlooked by management.
Supporting evidence:	<ul style="list-style-type: none"> • The provider has compliance obligations with other industry agents such as Maritime New Zealand. It has met the requirements of these bodies. • External moderation requirements of the industry training organisations, SkillsOrg and Primary ITO, have been met. • The provider relies on communication from NZQA to gain information about NZQA rule changes. Some rules do not apply because of the nature of the student body at FETS, but the main rules of registration as a PTE do apply. • FETS engages a consultant to check its health and safety compliance. • The provider has a number of training sites that were not listed with NZQA. These are temporary sites and must be notified to NZQA. • FETS has a training arrangement with another provider which was covered by a memorandum of understanding. The arrangement needed sub-contracting approval from NZQA, and FETS has now responded quickly and appropriately to remedy this situation. • FETS is revising its quality management system documentation to make it more concise and relevant. This work is not yet complete.
Evaluative comment:	<p>The provider could do more in keeping abreast of NZQA rules and their changes.</p> <p>There is no policy and procedure for checking compliance.</p> <p>The provider was not cognisant with the NZQA rules about sub-contracting and site approval.</p>

Focus Areas

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

2.1 Focus area: Working at Height

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

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

2.2 Focus area: Confined Space Entry

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

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

Requirement

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.

FETS is required to inform NZQA of any temporary delivery sites before they are used. Further information is available in the NZQA [Guidelines for PTE Registration](#).

Appendix

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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- *Identify organisational fraud¹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *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.*

¹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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