

Bridging the Gap

How Training Can Help Support Change

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How Training can help support change

Fire and Emergency NZ's Training function provides critical support for a variety of change activities and projects across the organisation. This guide:

- Introduces you to the teams that make up Training ([section one](#));
- Provides examples of the kind of change projects Training can assist with and identifies the phases of the change management process Training should be involved at ([section two](#));
- Introduces the range of services Training can provide to help you successfully deliver your change projects ([section three](#)); and
- Guides you in taking the next steps to contact and formally engage Training's services ([section four](#) and the Training Proposal Template).

1. An introduction to the Training teams

Training consists of four departments: Education Services, Training Business Services, National Training, and Regional Training. These departments work closely together to facilitate training and learning activities across Fire and Emergency NZ (FENZ). An overview is provided below; you can find additional information about personnel on the Portal's [Training pages](#).

Education Services

Education Services is based at National Headquarters in Wellington and is comprised of three teams: Learning Development, Education Technologies, and Training Quality (formerly known as Assessment and Evaluation).

The Learning Development team creates learning activities and resources across a range of media to meet a variety of training needs within the organisation. They will be a major point of contact for you. The team will work with you to thoroughly scope, design, produce and review your required learning activities and materials.

Learning Development will collaborate with the Education Technologies and Training Quality teams to fulfil your delivery, recording, reporting and assessment requirements. You may have less direct interaction with these latter teams but all three have an immensely interconnected relationship which requires a mutual awareness of each other's projects and workloads.

The Education Technologies team is responsible for the provision and management of efficient, flexible and blended learning technology solutions to meet the current and future needs of FENZ's learning community. They also manage and maintain Learning Station (FENZ's learning management system) and the Operational Skills Maintenance platform (OSM). These systems facilitate the delivery of digital learning materials and the tracking and reporting of learning pathways and skills maintenance within FENZ.

The Training Quality Team monitors and develops the standards for training delivery, and handles all matters relating to course/programme assessment and moderation. This includes developing and moderating assessment materials, developing and maintaining trainer and course quality, and working with NZQA and ITOs to provide formal reporting on programme and assessment moderation. This team includes operational staff who observe trainers and courses to provide constructive feedback to improve trainer and course quality.

Training Business Services

TBS is comprised of four teams: TAPS (both Career and Volunteer), Specialist Courses, and Training Resources. The TAPS and Specialist Courses teams are focused on course coordination while the Training Resources team has a focus on trainer certification and supporting the three training centres at Mt Wellington, National Training Centre (NTC) and Woolston.

TBS provide business services to FENZ personnel engaged in training and to the Training function itself, and additionally provide the logistics and coordination which wrap around the delivery of training activities across the county. The course coordinators are based at NTC and administer all course attendee requirements including travel and accommodation bookings, resource allocation, attendee training absences, travel expense and overtime claims, and record keeping for all training courses delivered nationwide.

Training Programmes and NTC Management

Training Programmes and NTC Management personnel consist of the programme managers for Firefighter Training, Officer Training and Specialist Courses. Delivery is primarily at NTC although increasing numbers of courses are run in other locations. There is a pool of full time Trainers to deliver a range of operational skills. These are augmented by seconding operational staff into training for periods ranging from one week to two years.

Region Training

The Region Training Team is based all over NZ and consists of ten region-based Region Training Coordinators (RTCs), over 40 operational Region Trainers who deliver courses at region, area and brigade level, and a Volunteer Learning Advisor.

Region Training works closely with region and area management teams to understand and meet operational region training needs. RTCs schedule and manage training and trainers, with responsibility for volunteer and career operational training in their region. The Region Trainers work with brigade training officers to support station-based learning and support brigades locally while delivering training courses nationally to ensure consistency across operational training practices.

2. What kind of change projects can Training help with?

There are numerous ways in which Training connects with other functions across FENZ to support change objectives. Training can support any situation where a significant number of FENZ personnel are required to absorb new information or be inducted into new processes.

Below are a few example scenarios where Training can help bridge the gaps between the inception and implementation of organisational change:

- Equipment rollouts
- Policy changes
- Operational procedure updates
- ICT improvements
- Strategic priorities
- Community engagement
- Changes to reporting structures
- New facilities
- Revisions to existing programmes and courses

When should I engage Training in my change project?

Training should be engaged as early as possible in the [change management process](#), and tied in to all three phases alongside communication and engagement/events planning.

The scoping and development of learning activities and materials, assessment activities, and tracking and reporting systems should all occur during the change identification and planning phases, as should the planning and resourcing of delivery mechanisms. Tracking, reporting, evaluation and assessment will occur throughout the change implementation phase, and quality assurance will be involved at all phases of the process.

3. Products and services provided by the Training teams

Once a need for support is identified and scoped, Training will work with you to develop, maintain and deliver the products and services required to successfully support your change project.

Instructional design and multimedia materials

Learning Development will design bespoke learning activities and supporting materials. They will assist you in identifying the best materials to support your project and provide a clear development plan. Learning activities and materials can be designed and delivered in a variety of modes, such as:

- Printed course guides, manuals, and handbooks
- Visual media (photographs, computer-generated images, diagrams)
- Face-to-face (f2f) instruction at national, regional and brigade-based training events
- Videos, animations, simulations, augmented reality, and virtual reality
- e-Learning modules
- Assignments, online examinations and surveys/questionnaires
- ‘Blended’ options (combinations of the above)

The goal is to make fit-for-purpose products that align with learning structures and objectives. Please refer to [Appendix 1: Guidance for choosing learning media](#) to view introductory information about what kind of materials might be the most suitable for your change project.

Delivery and reporting through training-specific IT systems

Many of the learning activities and materials developed are hosted in FENZ’s learning management system, Learning Station. Learning Station hosts a wide range of learning materials and administrative and reporting structures. Related materials and events are linked together to create larger course and programme structures as needed. Different populations of learners are shown materials relevant to them and directed along learning paths incorporating dependencies such as pre-requisites.

Reporting is available at all levels of learning. Learning Station can provide reports on who attended a course, who accessed and/or passed/completed an e-learning module, which learners have which components of a programme still pending, and so on.

Some tracking and reporting may be more appropriately done via SMS tasks, especially if the organisation requests the relevant skills be monitored in OSM. Consideration of the desired reporting outcome needs to occur early in the training scoping process as it will influence the development of training materials.

FENZ’s IT environments

FENZ learners are distributed across a huge range of diverse and sometimes challenging IT environments. Many stations have poor internet connectivity, and some have none on-station. Learning materials intended for widespread online delivery need to ensure the best possible experience for all learners, not just those in urban centres. This needs to be considered early in the training scoping process.

F2f training delivery and learner support

Training can help arrange the F2f delivery of training at the national, regional, area and brigade level. The certified trainer programme ensures that FENZ trainers are equipped with the best practices for adult education and can deliver a range of learning materials. Our teams work together to find solutions for challenges in learning. This includes supporting learners with diverse needs, as well as solving complex training delivery issues.

Assessment development and quality assurance

Training Quality works with NZQA, industry training organisations (ITOs), private training providers, and online examination vendors to ensure that FENZ meets the expectation of a Government Training Provider (GTE). This extends to developing and reporting on assessment activities across the organisation. Training Quality will assist in creating assessment activities to measure competencies and achievements, including nationally-recognised assessment standards, qualifications, and microcredentials.

Though testing, evaluation, and moderation, Training Quality will also ensure that any learning activity meets a robust standard. These services can include surveys, focus-group testing, interviews, and observations.

4. How to engage Training's Services

If you would like to engage Training's services to support your change project, please complete as much as you can of the Training Proposal Template. This will prompt you to consider and answer key questions relating to your training needs and desired outcomes. We will then work with you to refine your Proposal – this initial draft is just the first step in beginning the scoping and planning process and developing the best possible training solution for your project.

Once you have completed as much as you can of the Training Proposal please email your draft to trainingrequests@fireandemergency.nz

We'll reply and you'll be invited to attend the next Training Leadership Team meeting – these take place in the second week of every month or more often as required. If timely attendance in person is difficult then videoconferencing is available.

We'll go over your proposal draft with you in this meeting to begin refining it further. You'll be able to ask and answer questions and make connections with the teams you will begin working with. The relevant teams will then facilitate the continuation of the development and delivery process with you.

If you have any questions prior to submitting your draft Training Proposal, please email trainingrequests@fireandemergency.nz for support.

Appendix 1: Guidance for choosing learning media

This table contains introductory information about what kind of material might be the most suitable for your change project.

Medium	Best used for	Pros	Cons
F2f instruction	<ul style="list-style-type: none"> • Practical and hands-on activities 	<ul style="list-style-type: none"> • Engages tactile learners • Direct application to tasks • High levels of learner engagement 	<ul style="list-style-type: none"> • Time-consuming • Resource-dependent • High-cost • Complicated by external factors (e.g., schedules, weather)
e-Learning modules (may contain a range of other media types e.g. video, animation)	<ul style="list-style-type: none"> • Wide range of options 	<ul style="list-style-type: none"> • Good for visual learners • Versatile • Accommodates remote learners • Allows learners to work on their own timetable 	<ul style="list-style-type: none"> • Can be disengaging for some learners • May depend on internet connectivity
Videos (live action)	<ul style="list-style-type: none"> • Demonstrating practical skills and difficult-to replicate scenarios 	<ul style="list-style-type: none"> • Good for visual learners • Versatile • Can be viewed on demand 	<ul style="list-style-type: none"> • Production costs • Could become outdated quickly if capturing technical information
Animations	<ul style="list-style-type: none"> • Illustrating complicated problems or demonstrating practical skills and difficult-to replicate scenarios 	<ul style="list-style-type: none"> • Good for visual learners • Versatile • Can be viewed on demand 	<ul style="list-style-type: none"> • Production costs • Could become outdated quickly if capturing technical information
Online examinations and questionnaires	<ul style="list-style-type: none"> • Assessments and gathering feedback (evaluation) 	<ul style="list-style-type: none"> • Accommodates flexible schedules • More convenient than hard-copy • Easy to analyse 	<ul style="list-style-type: none"> • Can be challenging for certain levels of technological-savvy

Medium	Best used for	Pros	Cons
Printed materials	<ul style="list-style-type: none"> Reference materials necessary on-site or in the field 	<ul style="list-style-type: none"> Quick to amend/update Good for quick-referencing Not dependent on connectivity or technology Easy for all levels of “tech-savvy” 	<ul style="list-style-type: none"> Takes longer to make amendments or updates Can lead to consistency issues if outdated materials aren’t replaced Can be lost or damaged