

# Report of External Evaluation and Review

First Aid NZ Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 1 October 2015

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MoE Number:       7157  
NZQA Reference:    C18594  
Dates of EER visit: 29 and 30 June 2015

*Final Report*

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	First Aid NZ Limited
Type:	Private training establishment (PTE)
First registered:	29 August 2013
Location:	22 Ocean View Rd, Northcote, Auckland
Delivery sites:	Milford Cruising Club; clients' and tertiary institutions' premises for all other deliveries
Courses currently delivered:	Workplace First Aid; Emergency First Aid; Basic Life Support (CPR – cardiopulmonary resuscitation); Electrical Safety; Site Safe Course; Safe Lifting Course
Code of Practice signatory:	N/A
Number of students:	Domestic: 2014 – 1,755; 2015 (up to 6 June) – 1,041 (including 217 Māori learners and 127 Pasifika learners)
Number of staff:	Six full-time equivalents; three part-time; eight-10 Event Medics (casual basis)
Scope of active accreditation:	First Aid NZ Ltd has the following standard consents to assess: <ul style="list-style-type: none"><li>• Occupational Health and Safety Practice unit standard: 497</li><li>• Core Health unit standards: 6400, 6401, 6402</li><li>• First Aid unit standards: 25459, 26551,</li></ul>

26552

- Pre-Hospital Emergency Care unit standard: 25411

First Aid NZ is also approved to deliver the following training scheme: Workplace First Aid (Basic First Aid)

Distinctive characteristics:	First Aid NZ is a small training provider which predominantly delivers workplace first aid courses for tertiary students of other tertiary education organisations. In addition, it delivers specialist first aid and health and safety courses for industry, corporate and community groups.
Recent significant changes:	No significant changes since registering as a PTE in 2013.
Previous quality assurance history:	The five core First Aid unit standards (6400, 6401, 6402, 26551, 26552) were externally moderated by NZQA in September 2014. Results show that the five unit standards had met all requirements.
Other:	First Aid NZ has a collaborative arrangement with two other PTEs, known as the Quality Review Group. The PTEs contribute to each other's practice, share teaching resources, and provide additional instructional cover for each other if required. The three PTEs share a quality management system and applied together when registering as individual PTEs.

## 2. Scope of external evaluation and review

First aid training was selected as the focus area because it relates to all courses delivered. Governance, management and strategy was also included in the evaluation as this is a mandatory focus area.

### 3. 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 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.*

A team of two evaluators visited First Aid NZ at its Auckland site over two days, where they interviewed the director/training manager, the business development manager, and the external education adviser. The team also spent time at the PTE's delivery site at Milford Cruising Club, where they interviewed students and tutors. In addition, during and immediately following the site visit, the team spoke by phone with the PTE's main clients and key stakeholders. A broad range of documentation and records (including electronic data) was also reviewed as part of this evaluation.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **First Aid NZ Limited**.

- Very high levels of learner achievement have been maintained since First Aid NZ registered as a PTE with NZQA. Unit standard pass rates in 2014 were 99.6 per cent, with a similar pass rate of 99.7 per cent achieved so far in 2015. These results are supported by the validity and reliability of the assessments, with recent external moderation results showing that all aspects of assessment had met the requirements of the standard-setting body.
- First Aid NZ has not only retained its main clients over several years<sup>1</sup>, but enrolments from these clients have grown steadily during the past two years, providing a strong indication that the PTE meets their needs.
- Client interviews confirmed that First Aid NZ's training has enabled their employees to be well prepared for emergency situations, with a large number of examples provided where staff had effectively used their first aid skills in real situations to mitigate the emergency risks involved.
- There is clear and effective, ongoing engagement with clients, other PTEs, and key regulatory bodies (e.g. the PTE's Quality Review Group, the New Zealand Emergency Care Group and the New Zealand Resuscitation Council), resulting in its first aid courses and related resource materials being tailored to match the contextual needs of the learners' workplace environment.
- The PTE's active engagement with communities through delivery of free and low-cost courses demonstrates a strong commitment to developing the public's skills, knowledge and awareness of the need to respond effectively should accidents and emergency situations occur.
- Learner feedback survey results during the last 12 months show positive ratings of 97 per cent or above on teaching effectiveness (including assistance), course content, resources, facilities, and referrals. Highly positive feedback was also obtained from clients and students interviewed.
- In addition to investment in resources to ensure it is meeting client and student needs, First Aid NZ has a clear focus on ensuring its teaching staff are suitably qualified and trained, with effective processes in place for

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<sup>1</sup> Prior to registering as a PTE, First Aid NZ provided first aid training on behalf of another PTE through a memorandum of understanding.

encouraging professional development activities and monitoring their performance.

Overall, there is clear evidence that First Aid NZ has effective processes which are contributing to the provision of quality training courses appropriately tailored to meet the needs of learners and stakeholders and that prepare them well for providing first aid in potential and actual emergency situations.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **First Aid NZ Limited**.

- Clear and effective self-assessment processes are used to ensure that the skills and knowledge acquired by learners remain relevant and appropriate to the environment in which they are likely to be used. Evaluative reviews occur on an ongoing basis both formally and informally.
- The organisation's strong engagement with its clients and stakeholders has led to a number of learnings and areas identified for improvement. It was evident from a number of examples provided that these processes have contributed to worthwhile improvements to ensure courses are matching the needs of learners and stakeholders.
- Valuable learnings taken from co-teaching, peer observations and regular staff meetings have been used not only to maintain consistent and effective teaching approaches, but also to ensure course materials remain current and relevant, including ongoing changes made to student handbooks to ensure they match the contextual needs of the students' work and study environments.
- An important contribution to First Aid NZ's self-assessment is its collaborative arrangement with two other PTEs through the Quality Review Group. This collaborative arrangement has clearly been beneficial for all three parties, and is underpinned by valuable self and peer assessment processes that evaluate delivery, assessment, content, resources and facilities, which have been used to maintain high-quality training that remains current and relevant.

Overall, it is evident that First Aid NZ regularly reviews its practices and processes, which has resulted in a clear understanding of its performance, particularly in ensuring it is meeting the needs of learners and stakeholders, and which has led to a number of related worthwhile improvements.

# Findings<sup>2</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Levels of learner achievement have been consistently high since First Aid NZ registered as a PTE. Unit standard pass rates in 2014 were 99.6 per cent (from 1,755 students), with a similar pass rate of 99.7 per cent achieved so far in 2015. The reason for the very small number of non-completions (e.g. seven in 2014) was identified as learners not meeting the minimum number of hours required for course attendance (i.e. arriving too late or departing early). The high pass rates are validated by robust internal moderation processes and from the external moderation results of the unit standard assessments, which met all requirements.

High levels of satisfaction were evident from learner feedback survey results and from clients interviewed. Taken together with the validity and reliability of the assessments, it is evident that students acquire relevant skills and knowledge to prepare them well for providing first aid in emergency situations. As noted in key evaluation question 1.2, clients were also able to confirm use of these skills and knowledge in emergency situations.

First Aid NZ also delivers first aid courses for tertiary education organisations, enabling their students to acquire related skills and knowledge of relevance to their programme of study and that also prepare them well for meeting the legislative requirements of the industry related to their career intentions (e.g. in the health and trades sectors).

From interviews and materials viewed, it was evident that there are effective ongoing self-assessment processes used to ensure that the skills and knowledge acquired by learners remain relevant and appropriate to the environment in which they are likely to be used. Such reviews occur on an ongoing basis by both the manager and the tutors, and which are informed by First Aid NZ's strong connections with its external stakeholders, including its collaborative arrangements with two other PTEs as part of its Quality Review Group.

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<sup>2</sup> 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 learners?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Retention of clients is a strong indicator for First Aid NZ that learners have acquired the relevant skills, knowledge and confidence to prepare them for responding in accident and emergency situations. It was evident from documents viewed that First Aid NZ has not only retained its main clients over several years, but that enrolments from these clients have grown steadily during the past two years. In addition, client interviews confirmed that the PTE's training is highly valued. For example, in an interview with the evaluators, the PTE's largest client said they had recently agreed a new three-year contract with First Aid NZ, which resulted from a vigorous selection process involving applications submitted by 16 first aid providers.

First Aid NZ delivers a large number of first aid courses for other tertiary providers that are part of their students' study programme. This is beneficial for all parties, including prospective employers who are able to employ people who are already trained in first aid to meet legislative requirements. The evaluation team received consistently positive feedback from tertiary providers interviewed, who believe their students acquire valuable first aid skills and knowledge, contributing to their educational pathway to gain relevant national certificates within their specialist area.

One of the PTE's largest clients said that many of their staff had used their first aid training in accident and emergency situations, which has clearly been of value to the staff and the client organisation. First Aid NZ was also able to show the results of the incidents recorded by this client (one of the largest employers in Auckland) who had collated information on a large number of people (staff and members of the public) who had incidents/accidents requiring first aid intervention. It was evident from an interview with this client that the outcome of First Aid NZ training has been of significant value to them, with all incidents being dealt with appropriately, which substantially mitigated the emergency risks involved. It was also evident that First Aid NZ used this information to add further value by developing specialist first aid training courses. Examples included a leisure centre first aid course for fitness centres, and in collaboration with another PTE the creation of a pool rescue safety course.

First Aid NZ is responsive to using client feedback about the value of the outcomes of its training to initiate any related changes. However, currently the information gathered is mostly dependent on feedback initiated by and received from clients and past students. Having a more proactive and systematic process for gathering such information would therefore be beneficial, providing a clearer understanding of students' confidence and abilities in using their first aid skills in accident and emergency situations, and information about areas for improvement.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

First Aid NZ has clear and effective, ongoing engagement with clients and key regulatory bodies, which has enabled it to ensure its first aid courses and related resource materials remain current and of direct relevance to learner needs and the environment in which they work. For example, a number of short courses are delivered to students who are working in the electrical industry or are studying towards related national certificates with other tertiary providers. From client interviews it was clear that such courses are appropriately tailored to the contextual needs and nature of the industry.

Staff undertake related training to try to meet the different cultural backgrounds of their students. Of note was one staff member who was trained in Tikanga Māori to contextualise training to meet their needs. An example provided involved delivery of a two-day first aid course for a Māori trust board involving 40 students. Documents viewed showed high levels of satisfaction with the training, with all students successfully completing the course. This was repeat business for this client.

First Aid NZ's active engagement with communities includes delivery of free and low-cost courses (e.g. Plunket and MOTAT<sup>3</sup> events) and the provision of medic event staff at no cost to community events (e.g. school gala days, Suicide Prevention Day, and the Going West Festival). Such engagement has enhanced the public's skills, knowledge and awareness of the need to respond effectively should related accidents and emergency situations occur.

The organisation's strong engagement with clients and stakeholders, including the PTEs involved in the Quality Review Group, has led to a number of learnings and areas identified for improvement. Examples of changes initiated from these engagements include stable-side positioning, course deliveries adopting the use of algorithms and medical interventions in dealing with burns, trauma and bleeding coagulation, and having a clear understanding of the sequencing of choking and related responses.

Co-teaching, peer observations and regular staff meetings are used to not only maintain consistent and effective teaching approaches, but also to ensure course materials remain current and relevant. An example is ongoing changes made to student handbooks to ensure they are not only kept up to date but are also able to be fine-tuned to meet the contextual needs of the students' work and study environments, which was evident from materials viewed and the prominent printing facilities available at the First Aid NZ office.

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<sup>3</sup> Museum of Transport and Technology, Auckland.

## 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Learner feedback during the last 12 months shows positive ratings of 97 per cent or above on teaching effectiveness (including assistance), course content, resources, facilities and referrals. It was also evident from student survey results and from client and student interviews that tutors fully engage their learners during the course. Common themes include practical pedagogical approaches, engagement through humour (used to alleviate any stress and anxiety relating to course content), group activity, and one-to-one questioning. Such approaches are consistent across the different tutors.

There are clear and effective internal moderation processes used for assessments as well as course delivery and content. In addition, collaborative pre- and post-assessment moderation processes are used with the Quality Review Group. The effectiveness of these processes is evident in the recent external moderation results, which showed all aspects of assessment had met requirements, and the highly positive feedback received from clients and students.

Tutors are all well qualified in the related health and education areas and meet all the First Aid as a Life Skill training requirements. Strong professional development processes are in place to confirm that tutors maintain currency in related regulatory changes, new technology and resources, and in teaching practices. Such professional activities include attendance at regular workshops/conferences (e.g. the New Zealand Emergency Care Group and the New Zealand Resuscitation Council conferences), as well as attendance at staff training days (run approximately once every two months) and periodic meetings with tutors at other PTEs (who are part of the Quality Review Group). The regular co-teaching and peer observations also contribute to professional development.

Overall, self-assessment is an intrinsic aspect of tutors' professional development activities, which has enabled First Aid NZ to maintain consistency in ensuring the teaching is effective. It is evident that lessons have been learned, shared and used to identify areas for improvement and initiate related changes (e.g. regular fine-tuning of assessment practices and course content materials, the introduction of CPR metronomes).

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

First Aid NZ uses effective administrative processes to engage with clients prior to commencement of the course to ensure any learners who may need additional support are identified (e.g. those with physical disabilities). It was also evident that First Aid NZ has small class sizes, and if course bookings involve more than 16 students a second tutor will be allocated. This has enabled tutors to identify any students who may be struggling or choosing to not actively participate in the learning activities. This was evident from tutor and student interviews, which confirmed that one-to-one engagement with students occurs throughout the course, and any subsequent guidance and support is provided when required.

Learner support is also evident from the distinctive and helpful nature of the first aid workbooks provided to students at the commencement of the course. These enable students to have a clear understanding of their learning through the inclusion of formative assessment tasks, the results of which are marked by tutors to identify how students are progressing and those who may need support.

First Aid NZ tutors use training opportunities to familiarise themselves with other cultures to try and cater for the diversity of their students and to provide related support and guidance. This is also enhanced through students' active participation in group work which they highly value and which facilitates their engagement through mutual peer support, preparing them well for assessments. An example included using mixed groups, where experienced students (e.g. doing a refresher course) provide mentoring and support for new students.

Tutors engage in regular meetings throughout the year to reflect on their experiences and identify areas for improvement (e.g. involving students in group work peer-assessment to provide mentoring and collegial support). The effectiveness of these evaluative processes is evident from the positive learner feedback on tutor assistance and helpfulness, where both components in the survey were close to 100 per cent positive.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

First Aid NZ has a clear business plan that correlates well with its strategic vision and mission, and is monitored through the tracking and achievement of its well-measured goals. A number of key success factors are used, including that the courses are

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flexible, customised, and have quality training and resources. The key focus of delivering effective and appropriate pre-hospital response courses to meet the unique and specific needs of each group of learners is clearly occurring, which is strongly endorsed by client and student feedback.

Effective and regular engagement with clients and community has led to a number of collaborative arrangements, resulting in positive benefits for all parties. A number of examples were provided, including the tracking of emergency events by a client and sharing the outcomes with First Aid NZ. The value of these collaborative arrangements is also evident from the effective processes used by First Aid NZ when engaging with its clients, including having access to the database system of one of the largest clients, enabling First Aid NZ to identify client employees whose first aid certificates are close to expiry and to send reminders for their renewal. In addition, it was evident from client and student feedback that First Aid NZ has strong administrative processes in place that are helpful and responsive in meeting their needs (e.g. in promptly responding to schedule changes and deployment of tutors).

In addition to the investment in resources to ensure it is meeting client and student needs, First Aid NZ also has a clear focus on ensuring its teaching staff are suitably qualified and trained, with effective processes in place for encouraging professional development activities and monitoring their performance.

As noted earlier, First Aid NZ also actively engages with other tertiary providers, in particular the two PTEs as part of its Quality Review Group. This collaborative arrangement has clearly been beneficial for all three parties, which is underpinned by valuable self and peer assessment processes that have contributed to educational performance. In addition, First Aid NZ's engagement with another first aid provider led to the creation of the New Zealand Emergency Care Group which runs annual professional development conferences. This has enabled staff from First Aid NZ and other first aid providers to share ideas and information about changes in the health and safety environment of relevance to first aid, thereby ensuring staff maintain currency to enhance the quality of first aid training.

Overall, it is evident that First Aid NZ regularly reviews its practices and processes, both formally and informally, which has resulted in it having a clear understanding of its performance, particularly in ensuring it is meeting the needs of learners and stakeholders. Such reviews occur across the organisation, and have led to a number of related improvements as noted earlier in the report.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: First Aid Training

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

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

# Recommendations

NZQA recommends that First Aid NZ Ltd:

- Create a more systematic process for gathering information from clients and past students on the value of the outcomes achieved, including students' confidence and abilities in using their first aid skills in accident and emergency situations.
- Collate and use the information collected in ways that identify areas for improvement, with related changes, that are beneficial for all parties.

# Appendix

## 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](http://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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