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# External Evaluation and Review Report



First Aid NZ Limited

Date of report: 14 November 2019

# About First Aid NZ Limited

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*First Aid NZ delivers first aid training for students and the general public; employees of medium and large organisations at their workplace; and electricians seeking registration and needing refresher training. It also provides specialist first aid services at public events such as sporting competitions and music festivals.*

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Type of organisation:	Private training establishment (PTE)
Location:	22 Ocean View Rd, Northcote, Auckland
Code of Practice signatory:	N/A
Number of students:	Domestic: 61 equivalent full-time students in 2018 (more than 4,700 students)
Number of staff:	Seven full-time equivalents (three part-time contractors)
TEO profile:	See: <a href="#">First Aid NZ Ltd</a> on the NZQA website.
Last EER outcome:	In 2015, NZQA was highly confident in both the educational performance and capability in self-assessment of First Aid NZ.
Scope of evaluation:	The NZQA-approved training scheme: Workplace First Aid (Basic First Aid). Conformity of delivery with <a href="#">First Aid as a Life Skill</a> (sector agreement) was also included.
MoE number:	7157
NZQA reference:	C35859
Dates of EER visit:	27 and 28 August 2019

# Summary of Results

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*First Aid NZ has a clear purpose, competent management and staff, and suitable expertise and resources to deliver a range of first aid training and related services. The PTE engages with expert groups and other stakeholders to maintain the currency and consistency of the training. Review processes, including management of compliance with NZQA requirements, are suitable and reasonably well documented.*

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## **Highly Confident in educational performance**

- The PTE's governance and management, scope of training, trainers and the types of first aid services provided are similar in both scale and effectiveness as at the previous EER.
- Management oversight of resources, planning, teaching, assessment and the associated administration is efficient and effective.
- A diverse range of stakeholders (with sometimes quite unique first aid training needs) are highly satisfied with the training provided by First Aid NZ.

## **Confident in capability in self-assessment**

- There is continuity of excellent, or very high, educational performance as a provider of a range of first aid training for a diverse range of learner groups since the previous EER.
- Achievement rates are high and credible, and the value of the training and services provided is readily apparent. Learner needs are well met.
- Compliance management is effective. No gaps or concerns were identified.
- There has been some strengthening of self-assessment, and most areas of self-assessment are robust and suitably documented and findings are used. Some aspects of self-assessment are largely intuitive. Monitoring is embedded, but in a few areas the quality of the PTE's work is implied rather than evidenced by systematic aggregation of data and discussion of findings among staff.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The First Aid as a Life Skill sector agreement – and the PTE’s philosophy of training people to be ‘confident to use First Aid, as and when required’ – frames the approach to teaching, monitoring achievement and determining the value of outcomes of the training.</p> <p>Almost all students enrolled in training assessed against unit standards<sup>2</sup> achieve a positive result. The reasons for non-completion are clearly identified, and generally involve patchy attendance or inability to demonstrate the required competency. The evaluators sighted documented examples of how these situations are dealt with fairly and justifiably.</p> <p>Demographic information is captured in the end-of-course evaluation form. Recent analysis gives the PTE a better picture year-on-year of participation rates, which they argue are also reflected in comparable pass rates by priority groups (although no specific analysis supports this). Analysis shows increased participation by priority group learners as training volumes have increased in South Auckland.</p> <p>The training scheme’s unit standards were externally moderated by Skills ITO (industry training organisation) in 2018. Although the learner samples were not approved, additional evidence on what constitutes good practice was presented by the PTE. The ITO accepted that the assessments did meet requirements subject to certain wording alterations. Based on current evidence, and the positive history of moderation performance, the evaluators considered the pass rates valid, reflecting appropriate teaching and assessing by</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

<sup>2</sup> For example, the focus area training scheme containing unit standards 6400, 6401 and 6402.

	competent and current trainers.
Conclusion:	<p>Self-assessment is effective in monitoring training delivery, maintaining consistency and quality, and identifying exceptions such as students not completing and potentially needing follow-up or reassessment.</p> <p>First Aid NZ could be more systematic in some areas of analysis (such as comparing volumes, demographics and performance in each type of training offered). This may provide more information about achievement, but achievement and/or quality do not appear to be impacted by this (see also 1.5).</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Gaining comprehensive data on the impacts and value of first aid training is challenging for a small PTE with few staff. That said, First Aid NZ has collated numerous instances of first aid being used successfully within a short time after the training, and since the last EER.<sup>3</sup> Trainers also confirm this at refresher courses. Students have indicated they have used what they have learned, and that they have gained confidence as a result. These included specific examples that were convincing.</p> <p>Employers contacted by the evaluators stated the necessity and value of first aid training to their businesses. This includes high-stakes situations such as prisons and patient care settings, as well as public contact situations such as public transport, zoos and public pools. A considerable volume of training is provided to a few large key clients who continue to use First Aid NZ based on perceived quality and staff feedback about the training.</p> <p>First Aid NZ has the confidence and capability to deliver first aid services in the public sphere, in high-stakes settings with large numbers of the general public in attendance. This involves considerable formal self-assessment such as risk analysis and formal patient handover to ambulance paramedics when critical</p>

<sup>3</sup> For example, unsolicited, first-hand accounts captured on email or by letter, most from recent months.

	incidents occur. Community engagement, support for charities, and pro-bono work reflect aspects of supporting community well-being which are evident at First Aid NZ.
Conclusion:	Students have expressed confidence to act using what they have learned. As an outcome, first aid has been used in life-threatening situations. A range of employers and community stakeholders value and continue to use the first aid training and related services provided by First Aid NZ.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>A needs analysis is used to gain information about the particular goals and interests of students. This is being adeptly incorporated into the training. The use of scenarios and the contexts, knowledge and experiences of learners ensure learning and teaching is relevant and engaging. Evidence indicates a positive combination of theory, written, interactive, practical and scenario-based activity.</p> <p>All trainers complete a self-review after each course; management monitors this. Students also complete a satisfaction survey at the conclusion of each course, which is now (very recently) being more comprehensively analysed. There is some evidence of the use of feedback to make changes to teaching delivery and learning resources in response to client, learner or trainer feedback.</p> <p>Moderation is occurring as required with Skills ITO. Internal moderation occurs routinely and is largely administrative as assessments are ITO-approved then centrally managed. Some evidence was sighted that formal manager appraisal, or formal peer review of teaching occurs. This is somewhat sporadic, although it appears all teachers have had one or both since the previous EER. Co-teaching occurs frequently, and this is also a form of moderation of assessment at the PTE.</p> <p>Learning materials are good quality. They could perhaps be further improved by, for example, clearer definition of the</p>

	<p>different purposes, intended skills and other differences between each workbook.</p> <p>The unit standards contained within the training scheme are expiring, and a new training scheme application is being prepared by First Aid NZ. This will comprise standards for which the PTE already has consent to assess.</p>
Conclusion:	Diverse training needs are being comprehensively matched by First Aid NZ provision. Training is customised to meet the requirements of a range of students and stakeholders. Ongoing review supports the quality and currency of this training.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students are effectively supported and involved in their learning. Numerous examples arose throughout this evaluation in relation to answering this key evaluation question: the use of simulations; first aid scenarios; stories from the field; treating realistic wounds by using of prosthetics/blood; active use of humour and jokes to make the learning environment more comfortable and ease tension; group and individual activities; ice-breaker conversations and energisers; opportunities to discuss personal experiences and prior knowledge. Learners, tutors and employers all described the engaging nature of First Aid NZ training, and the supportive approach of tutors to ensure successful learning by all participants.</p> <p>The innovation of seeking/asking for needs analysis feed-forward from enrolled students is being linked into the training by the tutors. The enrolment process seeks information on particular learning needs and concerns or prior experience in first aid. Tutors are sensitive to how the training may be experienced by people who have had recent experiences of accidents and serious health events, and manage the training appropriately.</p> <p>Numerous examples also arose of inclusive teaching practices for people with limited English or a physical disability, including deafness. Examples were given of exceptional circumstances where tutors provided extra tuition free of charge, or where they</p>

	<p>provided additional support to students to successfully master the required skills.</p> <p>Management responds well to concerns or complaints raised by the students or commercial clients. Processes to monitor and review training and gather feedback on each student's experience are well refined and in active use.</p>
Conclusion:	<p>First Aid NZ trainers have well-honed group facilitation and time management skills. These factors are reflected in high pass rates, high satisfaction ratings in end-of-course surveys, and satisfied customers.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The owners of the PTE have dual roles of governance and operational management. They have a network of other people with specific expertise to assist decision-making and planning. One example of this is the recent development of a strategic business model which discusses all elements of the PTE and will form strategies for maintaining a sustainable and modern business. The possible risk of over-reliance on management as the key knowledge holders is being managed with additional training and responsibility being shared among all staff.</p> <p>First Aid NZ has had 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. This group has shared a quality management system and jointly developed assessments.<sup>4</sup> The ongoing interactions are recorded in minuted meetings, and maintenance of the joint quality management system document was also noted.</p> <p>Teachers are suitably experienced and qualified. Monitoring of delivery is strong: management knows that business continuity relies on right-trainer/right-cohort and satisfied clients.</p> <p>Management provides appropriate resources for quality learning</p>

<sup>4</sup> One of these PTEs has very recently deregistered, and First Aid NZ is employing its trainers.

	<p>and teaching. Support is available for staff to undertake professional development and training to maintain currency. Feedback from tutors is considered and actioned for improvement as deemed appropriate by management. Staff feel valued. Management is approachable and provides academic leadership – one example being all-staff training days.</p> <p>Some opportunities for enhancing self-assessment were noted: broader and deeper analysis of data (as noted under 1.1); and more involvement of trainers in organisational self-assessment, which is currently somewhat task focused. The PTE management's understanding or prioritising of the training scheme as an NZQA-approved entity was somewhat unfocused, although its delivery meets NZQA requirements. Nevertheless, changes are made quickly when improvement opportunities are identified, and the PTE has responded constructively to the two recommendations made by NZQA at the last EER.</p>
Conclusion:	<p>Management oversight of resources, planning, teaching, assessment and the associated administration is efficient and effective. This supports the continued high quality of educational performance. Some opportunities for enhancing self-assessment are noted in this report and lead to two recommendations.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The NZQA-approved Workplace First Aid (Basic First Aid) training scheme is delivered regularly. Approved training venues continue to be used along with corporate client venues. There is documented appraisal and review of all venues. For training that includes unit standards, taught hours appear to match the requirements of First Aid as a Life Skill. All trainers meet the qualification and/or experience and the refresher training requirements of that agreement and were familiar with its expectations.</p> <p>The number of students in all forms of first aid training concurs with the figures recorded in the PTE's Annual Fee Return and credit reporting to NZQA (noting that a proportion of results are reported to NZQA by the school, PTE or polytechnic). The</p>

	<p>agreements with these schools/TEOs are current, detailed and clearly cover aspects such as eligibility, responsibilities for assessment, concerns and complaints, credit reporting, etc.</p> <p>The PTE is engaging constructively with ITO moderation processes. Their assessments are approved.</p> <p>One director attended the most recent ITENZ<sup>5</sup> roadshow, and was well appraised about changes to EER and other aspects of maintaining registration with NZQA.</p> <p>First Aid NZ operates an event medic service, and has a fleet of registered ambulances, utilising doctors, nurses and university qualified paramedics. The events also require formal risk assessment to meet Auckland Council health and safety requirements, as well as broader legal and ethical coverage.</p>
<p>Conclusion:</p>	<p>The PTE proactively meets NZQA and ITO quality assurance requirements. Wider first aid activities also reflect positively the managing of compliance at First Aid NZ. No legal, ethical or compliance-related concerns were identified during this evaluation.</p>

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<sup>5</sup> Independent Tertiary Education New Zealand, which represents private tertiary institutions.

## Focus Areas

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

### 2.1 Focus area: Workplace First Aid (Basic First Aid)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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 First Aid NZ Limited:

1. Consider a limited scope review of the training workbooks to ensure they reflect the distinct differences of each type of first aid training they are being used for. This could include further critique around clarity of language and any potential simplification or editing that may add value.
2. More deliberately structure those elements of current self-assessment activities which touch upon (for example) capturing the frequency and volume of the different types of first aid training offered, or the frequency and outcomes of peer and manager appraisal of teaching, and more tangibly incorporate these into review meetings involving all staff.

These actions may also support the induction and socialisation of new trainers and those the PTE may employ in the near future.

## 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 fraud<sup>6</sup>*
- *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.*

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<sup>6</sup> 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](http://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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