



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Report of External Evaluation and Review

Workplace First Aid Training Ltd

Confident in educational performance

Confident in capability in self-assessment

Date of report: 31 January 2018

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	7
Recommendations	13
Appendix	14

MoE Number: 7199
NZQA Reference: C24845
Date of EER visit: 28 November 2017

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:	Workplace First Aid Training Ltd
Type:	Private training establishment (PTE)
First registered:	October 2014
Location:	16 McBride St, South Dunedin
Delivery sites:	Training occurs at 16 McBride St and on site at workplaces and in schools or public venues such as halls and clubrooms as appropriate.
Courses currently delivered:	Comprehensive First Aid Training Scheme (level 2)
Code of Practice signatory:	N/A
Number of students:	In 2017 approximately 2,000 students attended one or two days of training.
Number of staff:	Three full-time equivalents
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/ngf-accreditations.do?providerId=719959001
Distinctive characteristics:	Pre-course, online learning materials are provided to all students as part of the Comprehensive First Aid course. Uptake and use of these materials is monitored by tutors, and they include a formative quiz-type assessment. The actual training is designed to be highly applied and interactive, with

	minimal reliance on handouts or workbooks.
Recent significant changes:	In 2017 the main office and delivery site moved from the owner's home to rented premises within the Otago Southland Employers' Association building.
Previous quality assurance history:	This is the PTE's first external evaluation and review (EER). External moderation of assessment, including a visit to Workplace First Aid Training in August 2016, and support for the PTE's consent to assess applications has been provided by The Skills Organisation (industry training organisation – ITO). The 2017 submissions for pre-assessment moderation of the PTE's assessments (unit standards 6401 and 6400) required modification, and this has occurred. The Pre-Hospital Emergency Care assessments (unit standards 25411, 14473 and 25412) met requirements on submission. The ITO plans a follow-up visit in 2018.
Other:	Surf Life Saving New Zealand has developed its own first aid curriculum which meets the needs of surf lifeguards. Workplace First Aid Training is one of a small number of PTEs recognised by Surf Life Saving New Zealand to deliver this curriculum. Phil Hudson, the director of Workplace First Aid Training, was winner of the Chorus Future Business Leader Award, and finalist in the Vodafone Service Award, at the 2016 Westpac Otago Chamber of Commerce Business Excellence Awards.

2. Scope of external evaluation and review

The focus area selected was the Comprehensive First Aid Training (Training Scheme) as this is the PTE's largest course in terms of student numbers. It is currently the PTE's only NZQA-approved course.

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](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.

Workplace First Aid Training submitted self-assessment material prior to the EER, and a pre-scoping telephone meeting was held with the owner/director. The evaluation team of two visited the Dunedin office for one day. Face-to-face interviews were conducted with the managing director, the administrator, and two of the three full-time trainers. Telephone interviews were held with a tutor, high school Gateway co-ordinators, recent learners and companies purchasing the training for their staff. Skills ITO was also directly consulted about external moderation. A range of documentation was reviewed by the evaluators, including learner achievement data, meeting minutes, review reports, learner evaluations, training materials and moderation samples.

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.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance, and **Confident** in the capability in self-assessment of **Workplace First Aid Training LTD.**

After three years registration with NZQA, Workplace First Aid Training is a well-established, increasingly respected and growing PTE. The goals and aspirations which led to its establishment are clearly being fulfilled. The PTE delivers high-quality, interactive first aid training to a range of age groups and audiences. Almost all learners pass the course they attend. Many of these are attending refresher training and are not new to first aid. Feedback from these groups, and their re-use of the PTE for refresher courses, are indicative of well-matched needs. Numerous examples of students acting as first responder and even saving lives have been reported to staff. The primary quality assurer for first aid training nationally, Skills ITO, also expresses confidence in the PTE, describing them as 'responsive to feedback' and 'actively engaged' in the quality assurance process.

The core of the self-assessment focus and effort by the small team at the PTE has focused on initiating and establishing the new business, implementing effective training, developing customer-friendly booking and results systems, and marketing and managing the growth in courses, which has occurred. This self-assessment has been appropriate and useful, and is suitably documented. There is an opportunity to now extend self-assessment in some areas, in particular analysis of course results, moderation oversight of teaching and practical assessments, and building a more comprehensive shared approach to self-assessment.²

Workplace First Aid Training continues the history of training, innovation and creativity demonstrated by the founder (or 'First Aid Phil' as he is known locally)³, and provides niche first aid-related products as well as general health awareness to a growing clientele. Examples include posters for bars, training and first aid kits designed for specific purposes such as outdoor first aid, and a course and booklet targeted to primary school students. The PTE also has an online retail business. The quality of the business has also been publicly recognised through the Westpac Otago Chamber of Commerce Business Excellence Awards.

² <http://www.nzqa.govt.nz/providers-partners/self-assessment/make-self-assessment-happen/tools-and-resources/using-evaluation-to-strengthen-organisational-self-assessment/using-self-assessment-in-your-organisation/>

³ Workplace First Aid Training was first established in 2004 and initially operated as a sub-contractor to registered PTEs offering tutors for first aid courses.

Findings⁴

1.1 How well do students 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 **Good**.

Workplace First Aid Training delivers high-quality, interactive first aid training to a range of age groups and audiences. This view of the quality of the PTE's delivery is derived from student post-course feedback; training co-ordinator/human resource advisor or business owner viewpoints, as reflected in contracts with the PTE; secondary school Gateway co-ordinator views; and ITO insights. Stakeholders from these groups contacted during this evaluation described highly practical, interesting and relevant training.

Almost all learners (99 per cent) pass the course they attend, which is common across the first aid training sector. Many of these students are attending refresher training and are not new to first aid. Most require it to fulfil employment or volunteer responsibilities. Students gain skills, knowledge and confidence to provide first aid. The course reflects the guidelines contained in the WorkSafe New Zealand [First Aid for Workplaces – A Good Practice Guide](#). Other courses offered include specialist skills or delivery methods tailored to the likes of lifesavers, outdoors enthusiasts and children. The PTE is able to plan, deliver and review first aid training within their approved scope of delivery. Analysis of pass rates and achievement or non-achievement is limited, but the reasons for the few 'no-pass' results are known and discussed with staff.

Internal moderation of assessment occurs on a scheduled basis, is documented, and has led to small changes and improvements to assessment practices. Although this is a useful effort, it would benefit by including more focus on actual, practical assessment by each tutor. At present the internal moderation is somewhat administrative rather than educational. External moderation occurs through the Skills ITO which is satisfied with the training and assessment carried out by this PTE.

⁴ 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 students?

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

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

The key value proposition for this PTE is 'learning to save lives'. Since registration the PTE has received feedback from past students about times when the training has been used to save a life. Further, the PTE has a stated goal: '...to engage, educate and have fun, while delivering the highest standard in first aid training that will benefit [the student] in...career, family or workplace'. Stakeholders from schools and businesses attest that students and staff sent for training at the PTE have enjoyed the experience and gained confidence to apply the skills learned.

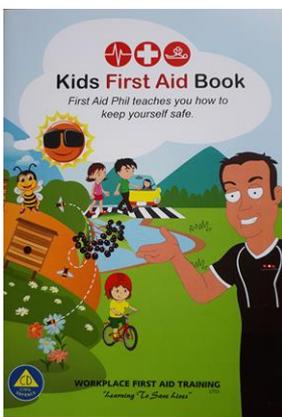
Employers require qualified first aiders on staff to meet their obligations and goals, and Workplace First Aid Training now has an extensive range of client companies of various sizes (including large ones) that rely on the PTE to meet this need. Gateway students may need the certification for work experience and the credits gained may also contribute to Vocational Pathways awards.

Establishing the extent to which the PTE provides value for students and stakeholders is still relatively anecdotal, and there is more work to be done before higher ratings are warranted. Certainly the contribution to community and value of the course content are at least good.

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



Workplace First Aid Training has developed training approaches, course materials (including scenario cards for practical assessment), and curricula (such as the example pictured) which clearly match the needs of students and other stakeholders. In the example shown, Civil Defence, through Emergency Management Otago, contributed to publication costs as the material aligned with their responsibilities and goals. Workplace First Aid Training is also one of a small number of PTEs recognised by Surf Life Saving New Zealand to deliver their curriculum; the owner/director has a background in surf lifesaving which informs the training. Overall, the evaluators found that the PTE actively matches

the needs of students and other local and regional stakeholders. This is achieved through reflection on experience, creative brainstorming, and by applying commercial acumen. The business award also confirms this last point.

Assessment of learning is well managed and appropriate for the level and purpose of the training.⁵ The scenario cards provide a vehicle for ensuring that the scope of learning is tested, and that each student is required to demonstrate their competence across the skills being taught and assessed. In response to ITO feedback and trainer reflections, the assessments used have been improved. Trainers have suitable qualifications and experience to conduct the training, have a thorough and documented induction process, and are supported to attend professional development sessions. This was also one example of the PTE's policy and procedures clearly being implemented.

The PTE has gathered a comprehensive, ongoing set of responses and ratings from students who have completed the courses. These show well-matched needs and a very high degree of satisfaction with the trainers and the techniques and resources they use. This is complemented by ongoing meetings among the staff to plan and review courses and their delivery.

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

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

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

The comprehensive first aid course includes a mandatory online pre-learning⁶ exercise, and the uptake of this is monitored by tutors. Students say they find this step engaging and that it has direct relevance in preparing them for the hands-on training which occurs afterwards. This formative learning also reduces the need for training from manuals or boring PowerPoint-style presentations, also minimising any literacy or language barriers. Other web-based course guidance information is clear and accurate, aligning well with what was seen at the NZQA visit.

Examples were given where sensitivity in the training content or approach was applied to match the needs of very young students and former prison inmates doing post-release training. The PTE staff demonstrate the capability to work successfully with students from diverse backgrounds.

⁵ [Good practice assessment: Key indicators and specific guidelines for assessment of First Aid unit standards](#)

⁶ Students are to allow a minimum of four hours to complete the pre-course online learning component. Progress is tracked by trainers, and as students complete this component a percentage bar is displayed at the bottom of their screen. Students must answer all questions correctly at the end of each section. The sections cover the course topics. This is prior learning/knowledge and the formal assessment occurs under trainer supervision on the day of attendance.

Students provide a satisfaction rating at the conclusion of their course. Currently well over 1,000 students have rated, with an average of 4.5 out of 5. These ratings and student comments are automatically published on the PTE website. Along with ongoing feedback through the accounts managers, these surveys are the key formal self-assessment mechanism.

The degree to which students can be involved and supported in their learning on these short courses is relatively limited, but in this context the PTE is performing very well.

1.5 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 **Good**.

After three years registration with NZQA, Workplace First Aid Training is a well-established, increasingly respected and growing PTE. The goals and aspirations which led to its establishment are clearly being fulfilled. The director benefits from a strong governing board which includes business, health, information technology and education sector expertise. The director also had extensive first aid training experience prior to registering the PTE. Governance and management structures and roles are in place, and minutes of their meetings show that they are active in supporting the educational and business goals of the PTE.

A board member has led the development of a custom-built student management system for the PTE. Regular clients of Workplace First Aid Training can manage their own bookings using this system, and this was described by them as very useful. Stakeholders contacted described the PTE as efficient, easy to deal with, and doing all the things they seek from a preferred training provider. Formal agreements are in place with a number of large and small entities in the region to provide training. The online system also sends reminders and allows users to maintain information on other compliance-type training schedules. There is a clear pattern of management investing in the business, bringing improvements.

Facilities, training equipment and resourcing for staff to carry out their work all appear appropriate to the scale and type of operation. Staff say they are well supported and have clear expectations and oversight of their work by management. Processes to induct new staff and monitor and maintain the quality of staff performance are strong and well documented.

Although there has been some trainer turnover since registration, the current team has now been in place for sufficient time to have adopted similar approaches, and meet together regularly for both administrative purposes and to reflect on their work. Meetings across the PTE, from governance to marketing, are minuted and reflect clear leadership, strong internal communications and efforts to maintain a professional and strategic approach to first aid training.

As noted elsewhere in this report, there are some areas where self-assessment processes need more time to mature and deepen so that value add and quality of performance (quality of delivery benchmarks with other providers, for example) can be more strongly evidenced for external audiences including NZQA.

1.6 How effectively are important compliance accountabilities managed?

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

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

The director and other tutors are familiar with the NZQA First Aid as a Life Skill document and how their approach aligns with those requirements. Based on the evaluators' findings during this visit, and the oversight of the ITO, the delivery by this PTE aligns well with this document.

Maintaining or strengthening regulatory compliance is quite well 'embedded' into the management practices of Workplace First Aid Training. There is an opportunity for the compliance accountabilities and how well they are met to be more evidently shared and monitored, from governance to training levels of the PTE.

The PTE moved premises prior to seeking NZQA approval. The application was, however, received by NZQA before the EER. Although the new venue is highly suitable and arguably better located for public access to the training, and no student or stakeholder was negatively impacted by the move, this is a non-compliance with NZQA rules. This was the only compliance gap identified in this evaluation.

The primary quality assurer for first aid training nationally, Skills ITO also expresses confidence in the PTE, describing them as 'responsive to feedback' and 'actively engaged' in the required quality assurance process.

Focus Areas

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

2.1 Focus area: Comprehensive First Aid Training Scheme

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

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

Recommendations

NZQA recommends that Workplace First Aid Training:

- Extend and record the process for internal moderation to provide coverage of practical assessment of each trainer on a mutually agreed, ongoing basis. This would build on the other moderation practices already in operation.
- Consider ways in which evidence of the quality of educational achievement and value of the training can be captured and reviewed by staff on an ongoing basis.
- Consider developing a compliance register or other tool for monitoring compliance accountabilities as appropriate and each staff member's designated role.

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).

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz