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External Evaluation and Review Report

Workplace First Aid Training Ltd

Date of report: 30 November 2022

About Workplace First Aid Training Ltd

Workplace First Aid Training Ltd (WFA) offers comprehensive, contextualised first aid training to businesses, schools and community groups – in a one-day course with pre-course, online learning – which produces highly trained first aiders in the region.

Type of organisation:	Private training establishment (PTE)
Location:	100 Otaki St, Dunedin
Code of Practice signatory:	No
Number of students:	Domestic: 1,304 students trained from 15 January to 31 March 2022
Number of staff:	Full-time four; part-time three
TEO profile:	Workplace First Aid Training
Last EER outcome:	The previous external evaluation and review of WFA was held in 2018 with the outcome of Confident in educational performance and in capability in self-assessment.
Scope of evaluation:	The focus area selected for this EER was the Workplace First Aid Training (Training Scheme) (level 2)
MoE number:	7199
NZQA reference:	C45785
Dates of virtual EER visit:	28 and 29 April 2022

Summary of Results

WFA delivers quality interactive first aid training to a range of age groups and audiences, many coming back for refresher training as required. The outcomes from the knowledge gained for schools and the community in first aid learning are highly valued by those that undertake the training, as well as relevant stakeholders and the community.

Confident in educational performance

- Students gain relevant skills in first aid, with many completing refresher courses to fulfil employment or volunteer responsibilities.
- The value of outcomes for stakeholders is clear, with graduates possessing relevant skills that apply to real-world contexts to meet the priority needs of stakeholders. Interviews with stakeholders provided good evidence that graduates are using their skills in the community.

Confident in capability in self-assessment

- WFA offers contextualised delivery tailored to fit the client's needs. The courses are delivered by well-qualified, highly trained staff who are committed to ensuring students gain comprehensive skills and knowledge in first aid. WFA provides comprehensive new trainer induction and ongoing support for new and long-term trainers.
- Learner support is appropriate for first aid courses – ensuring that all students are able to partake and are well supported during the theory and practical components.
- As a result of growth, WFA has drafted a new mission and values and has updated its premises and resources to enhance delivery to ensure they meet the needs of repeat clients.
- Future planning is ongoing to address further need areas as they are found and emerge, for example updated manikins. WFA is acting to ensure it has the latest resources.
- WFA is compliant with first aid as a life skill and trainer requirements, although the overarching follow-up with NZQA rules needs some attention,

i.e. awareness of the need for a more formalised self-review to align with the self-attestation with the Code of Practice.¹

- Feedback sought and collected from learners, graduates and stakeholders could be used more effectively. The collation of value-related feedback, analysis and use for self-assessment purposes to make changes for improvement is anecdotal and not formally reported and is still in development.
- Regular checks by management of compliance activities around NZQA legislation should be better followed up to ensure coverage of required rules, i.e. ensuring the training scheme offered continues to reflect the approved teaching hours, either blended or face to face.

¹ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021 \(the Code\)](#) supports the wellbeing of tertiary and international learners enrolled with New Zealand education providers.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>WFA reports high rates of achievement for the training scheme at nearly 100 per cent – those that fail at first are followed up and retrained. Internal moderation is carried out and overall results for national external moderation in 2021 confirm the validity of achievement. Skills (industry training organisation) has completed a full-day observation of the training and assessment with sufficient outcomes noted.</p> <p>Students achieve well and gain relevant skills, knowledge and confidence to provide first aid applicable to real-world contexts, with plentiful evidence of graduates using their skills at work in the community and in their own lives.</p> <p>Patterns and trends have only recently been collected, and as yet analysis of pass rates and achievement or non-achievement is limited. WFA needs to ensure that the data collected leads to meaningful analysis and understanding of achievement.</p>
Conclusion:	Achievement is high, with graduates able to use their first aid skills and knowledge when required. Further analysis of achievement data is needed to understand achievement trends.

² 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?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Interviews with clients provided good evidence that there is value in the training offered. All graduates are either at school or are working and need the first aid qualification for their job, or to assist in gaining a job in the case of school students.</p> <p>Stakeholders regard the first aid certificate as a well-needed and (more often) required qualification for their workers to gain important skills and knowledge to benefit their roles and communities.</p> <p>Evidence was heard of the value of the training from graduates, schools and employers; noting:</p> <ul style="list-style-type: none"> • the value for employers in having workers with first aid certificates • the value to industry in having staff with high levels of skills and knowledge in first aid • the value to school students for their present-day living and credits towards qualifications and as a skill for their future pathways to work or study. <p>WFA has a great reputation in the community (schools and businesses and community groups), and there is a benefit to the community in having highly trained first aiders in the region.</p> <p>Managers from schools and businesses attest that they and their students and staff sent for training at WFA enjoy the experience and gain confidence to apply the skills learned. WFA regularly receives feedback from past students about times when the training has been used to save a life.</p> <p>Feedback is collected from learners via an online course evaluation released to graduates when they receive an email to confirm personal details for their certificates. Currently, WFA has 5365 independent testimonials received from its graduates, a high proportion rating the PTE 5 out of 5-star reviews relating to the value of the training towards their work or future.</p> <p>Data collected on how graduates are using the learning could provide good insight into the outcomes from the learning. Most</p>

	are in work or school and can be contacted to check whether the training has had an impact on their work, pay scales, promotions or decisions around careers.
Conclusion:	The first aid training offered by WFA meets the important needs of clients for both work and study.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Purposeful design and delivery is well matched to student needs. The course reflects the guidelines contained in the <i>WorkSafe New Zealand First Aid for Workplaces – A Good Practice Guide</i> and WFA is at present updating the First Aid training scheme to reflect approved delivery modes that had been altered through covid.</p> <p>Better and more efficient enrolment practices have been put in place since the last EER as a result of a new IT system which helps stakeholders to enrol people easily and ensures WFA follows up with those not attending. Those requiring refresher training are highlighted and informed.</p> <p>The needs of the learners and the relevant employers, volunteer organisations and schools are reflected in the training scheme design and delivery which is contextualised to fit the client context. Other courses offered include specialist skills or delivery methods tailored to lifesavers, outdoor tramping enthusiasts and children. Some classes are completed on marae where protocol is observed within the learning sessions.</p> <p>WFA keeps up to date with the latest information relevant to the first aid programme and passes this on to the learners. Well-qualified and experienced trainers ensure the learners are highly engaged and have opportunities to apply their knowledge and skills in a range of contexts. WFA provides ample and up-to-date teaching and learning resources; for example, updated handbooks and a manikin for each learner.</p> <p>Internal moderation is carried out where assessments are gathered and moderated regularly, aligning with good outcomes</p>

	<p>from the industry training organisation's annual national external moderation.</p> <p>WFA has gathered a comprehensive, ongoing set of responses and ratings from students who have completed the courses. Students provide a 'satisfaction' rating online at the conclusion of their course – with an average of 4.5 out of 5 – and this is automatically published on the PTE's website. These show well-matched needs and a very high degree of satisfaction with the trainers and the techniques and resources they use.</p> <p>Ongoing review is occurring, and WFA has made changes to meet the needs of students and new, relevant first aid legislation. As a result of feedback from staff and learners, WFA has moved to a new building. Of particular note in the new building is the space available, ample parking and fit-for-purpose, well-equipped rooms.</p>
Conclusion:	<p>Purposeful programme design and delivery is well matched to student needs and is contributing to meaningful participation in class and valued outcomes for the graduates. Changes to practice to meet first aid legislation requirements and stakeholder feedback ensures the training is up to date and valued by the community. Updates to NZQA around delivery are currently being completed to ensure the training scheme offered continues to reflect the approved teaching hours.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>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.</p> <p>Learning environments are planned and tailored to the benefit of the students, with learning resources and information provided to the students before the course, and after if there are further questions or further information is requested. Opportunities for more practice are offered to those who need it and resits are also available.</p>

	<p>Learner support is appropriate for first aid courses, ensuring that all students are able to partake and are well supported during the theory and practical training. Trainers have a genuine commitment to supporting each learner’s immediate needs effectively by responding to them as they arise. An example is one learner with a blood phobia, who was sufficiently supported to the extent that they were able to complete the training with reduced intensity of the phobia by the end of the course.</p> <p>A service agreement is signed with schools and others the PTE works with, pertaining to the abilities of students to undertake the learning. Police checks are mandatory for training staff and are noted in the service agreements.</p> <p>WFA needs to complete a more formal self-review of the Code to align better with the self-review attestation sent to NZQA (also see 1.6). The evaluation team brought this gap to the attention of management, and it is now a work in progress. Regular checks of compliance activities, including around NZQA legislation, could be better followed up to ensure student support remains current and relevant.</p> <p>Students have an opportunity to provide feedback at the end of each course via an online testimonial portal. In future, WFA is going to include learning outcomes points in the testimonial feedback sheets.</p>
Conclusion:	<p>WFA has a genuine commitment to responding to and supporting learner needs that are appropriate for a first aid programme. A formalised review of the Code is underway to assess how well student support is being implemented.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>WFA is a value-driven organisation with strong organisational purpose and direction and effective leadership, and a reflective culture focused on growth and continual improvement. WFA is committed to the philosophy of effective first aid delivery and teaching, ensuring people are well trained to assist others within their community when required. WFA is presently updating its</p>

	<p>mission and value statements to reflect the organisation's strategy and stakeholders' needs as the PTE grows.</p> <p>An active advisory board is involved in design and delivery, as well as the new innovations/ideas being developed by the owner/founder. Strong camaraderie within the management team and board provides effective insight into the growth and value of the PTE.</p> <p>WFA uses the latest current national and international information to ensure the training offered and its delivery remains current and relevant, with regular updates to resources created for communities and organisations such as schools and surf lifesaving clubs; for example, creating hydration posters for the latter.</p> <p>Appropriately qualified and experienced staff have a resuscitation certificate or equivalent skills and knowledge as required by Skills. Plenty of professional development opportunities are available for staff, aligned with updating their skills to reflect the latest information or use of resources.</p> <p>There is comprehensive new trainer induction and ongoing support for new and long-term trainers (oversight by trainer supervisor).</p> <p>A better understanding of and the use of more formalised self-reviews of WFA's performance with the Code against the required outcomes and processes to align with the NZQA required self-review attestation is needed.</p> <p>A new database promoting data-informed decision-making has begun to guide change and improve the quality of provision, for example up-to-date attendance records and timely refreshers.</p> <p>Feedback sought and collected from learners, graduates and stakeholders could be used more effectively. The collation of value-related feedback, analysis and use for self-assessment purposes to make changes for improvement is still in development.</p> <p>NZQA recommends that WFA 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.</p>
<p>Conclusion:</p>	<p>WFA is committed to up-to-date delivery of first aid courses, using qualified trainers with the latest resources. The PTE can</p>

	demonstrate the extent to which education outcomes represent quality and value for stakeholders. More focussed reading and understanding of pertinent information from NZQA would ensure better conformity with the rules around delivery modes versus hours and to the new Code.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>WFA is working with NZQA to ensure the training scheme offered continues to reflect the approved teaching hours either blended or face to face. The approval document sighted aligns the delivery with the stated hours and fit and proper person documents are completed.</p> <p>WFA complies with the requirements of the document <i>First Aid as a Life Skill Training Requirements for Quality Provision of Unit Standard-based First Aid Training</i>.</p> <p>WFA staff attend Resuscitation Council refresher training as required, and police checks are completed for all those undertaking the training at schools. Memorandums of understanding with schools were sighted, noting the police checks carried out.</p> <p>Credit reporting showed that some ran over the 90-day reporting limit. The PTE investigated this and found that there were delays in the schools' reporting of credits. WFA intends to follow up and ensure this is monitored more carefully in the future.</p> <p>There is a gap noted in ongoing awareness around NZQA compliance requirements. Regular checks of compliance activities, including those around NZQA legislation, could be better followed up to ensure careful coverage with required rules, i.e. the requirement for a more formalised self-review of the Code to align with the self-review attestation of the Code sent to NZQA.</p> <p>As noted in the previous EER in 2018, WFA was asked to consider developing a compliance register or other specific tool for monitoring compliance accountabilities as appropriate and</p>

	for each staff member's designated role. This was not addressed by the PTE at the 2022 evaluation.
Conclusion:	WFA is managing some of its most important compliance accountabilities. As a result of not keeping abreast of current activities at NZQA, WFA does not have a clear understanding of some of its NZQA compliance responsibilities.

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 Workplace First Aid Training Limited:

- Undertake the collation of value-related feedback for analysis and use for self-assessment purposes. The aim should be to capture the 'anecdotal evidence' of graduates using their skills in the community to show the value of the learning and to assist in making changes for improvement.
- 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.
- Institute regular checks of compliance activities around NZQA legislation to ensure better coverage of the requirements of NZQA rules.
- Undertake more formalised self-reviews of its performance with the Code (at the frequency specified by the Code Administrator) against the required outcomes and processes to align with the NZQA required self-review attestation.

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 fraud³*
- *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.*

³ 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). 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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