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External Evaluation and Review Report

St John

Date of report: 16 November 2018

About St John

St John is a large charitable organisation providing healthcare services in New Zealand. This includes first aid training courses for the public and in-house training for its own operational staff.

Type of organisation:	Private training establishment (PTE)
Location:	Level 11, St John House, 114 The Terrace, Wellington
Code of Practice signatory:	No
Number of students:	Domestic: First Aid public courses 80,000+; New Zealand Certificate in Emergency Care (First Responder) (Level 3); 997 non-funded EFTS; (Māori 81) 5 per cent; Pasifika (9) 1 per cent; 1,680 in training International: 0
Number of staff:	Full-time: 29; part-time 17; casual 36; administrative 12
TEO profile:	St John
Last EER outcome:	The result of the 2014 EER was Highly Confident for educational performance and Confident for capability in self-assessment.
Scope of evaluation:	Public courses: First Aid Level 1 (unit standards 6401, 6402) and First Aid Level 2 (unit standards 6400, 6401, 6402); and, in-house: New Zealand Certificate in Emergency Care (First Responder) (Level 3), 40 credits. TEC targeted funding through The Skills Organisation Industry Training Organisation (Skills Org)
MoE number:	7321
NZQA reference:	C30812
Dates of EER visit:	4 and 5 September 2018

Summary of Results

St John provides high quality training to internal and external clients. This is delivered by appropriately trained and experienced clinical staff. Planned improvements to systems and processes will further help the PTE analyse their training outcomes.

Highly Confident in educational performance

- Most first aid students complete their course. Demand for first aid training has increased year on year. Contributing factors include consistently high levels of student satisfaction and high-quality teaching.
- The Certificate in Emergency Care (First Responder) graduates can intervene appropriately until advanced medical care is available. The 18 graduates from 2016 have no reports of poor job performance, indicating that the training is highly effective.

Confident in capability in self-assessment

- St John is a reflective organisation that uses data to review how effective its training is. A new learner management system (soon to go live) will generate reports on training outcomes more readily and efficiently.
- Ongoing centralisation of functions has led to greater consistency of processes and procedures across St John. Recent reviews of the organisation by staff have led to the development of organisation-wide improvement plans. There has not been enough time to measure any resulting improvements.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Demand for public first aid courses is high. Attendance figures have increased year on year: 2015 (56,943); 2016 (64,698); 2017 (68,521); 2018 (80,000 plus). Most students complete the competency-based first aid courses if they attend.</p> <p>Ninety-nine per cent of first aid students are satisfied with the training received. All first aid trainers are certified by St John, assuring and maintaining a minimum quality standard.</p> <p>The Certificate in Emergency Care (First Responder), delivered to St John staff, provides them with the first response skills required to work on an ambulance. There are 1,680 staff in training. Eighteen graduates completed in 2016. This qualification is enough to show competence as an emergency first responder.</p> <p>St John undertakes regular reviews of training, although this is time-consuming with its current mostly paper-based systems. St John is bringing in a new student management system which will enable refinements in reporting.</p>
Conclusion:	<p>Student achievement in first aid courses is very high. High satisfaction rates, growth in student numbers and repeat business contribute to this. The Certificate in Emergency Care (First Responder) achievement levels indicate that the programme is fit-for-purpose and meets St John criteria for qualified ambulance staff. Increased capacity in data analysis, provided by digitisation of processes, will enable St John to gather more evidence of how well students achieve.</p>

¹ 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:	Good
Findings and supporting evidence:	<p>Public first aid courses give students confidence to provide first aid in the workplace, home and community.</p> <p>The Certificate in Emergency Care (First Responder) prepares St John graduates for further training in the New Zealand Diploma in Ambulance Practice (Level 5). None of the 18 level 3 graduates from 2016 have had any reports of poor performance on the job. Twelve have progressed to the level 5 qualification and 17 are still employed with St John.</p> <p>St John provides targeted training across various large nationwide corporates. First responders are also employed by the Fire Service and Adventure Tourism agencies.</p> <p>Staff training includes professional development days and attendance at an annual conference. Professional development is structured and informed by staff appraisal.</p> <p>A recent internal staff review in 2017 indicated areas for improvement, including simplifying the way St John works together across the organisation. St John initiated an external review and has measures underway to address the gaps identified: to improve customers' and supporters' experience through greater flexibility, innovation and less duplication of effort.</p>
Conclusion:	<p>St John contributes to building stronger communities by providing stakeholders with a wide range of services that enable people to upskill, be safe during recreation activities, live independently, develop social connections, and enhance their wellbeing. It is too soon to measure any further improvements from initiatives from the recent review.</p>

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:	Excellent
Findings and supporting evidence:	<p>Internal and external moderation indicates that assessment is reliable, at the appropriate level, and sufficiently comprehensive to meet basic first aid requirements.</p> <p>St John knows why people withdraw from first aid courses and maintains records of all withdrawals. If people withdraw for personal reasons, they are offered free re-enrolment in a later course.</p> <p>First aid students rate the trainers' theory and practical skills highly. Students benefit from the real-world examples and experience of the trainers, who are also paramedics.</p> <p>St John was very involved in the Targeted Review of Qualifications (TRoQ). The PTE works cooperatively with other first aid providers to improve the quality of first aid training nationally.</p> <p>The programme leading to the Certificate in Emergency Care (First Responder) is delivered online, face to face and on-road. St John makes changes to content quickly. Clinical content was updated recently to align with St John's internal guidelines for first responders.</p> <p>Contribution to the community is wide and varied and includes visibility at sports and cultural events, provision of equipment to maraes and, more recently, courses about mental health awareness.</p>
Conclusion:	St John uses stakeholder feedback to improve its current programmes and to undertake new initiatives. Self-assessment is robust, inclusive and focused on meeting individual student and wider community needs.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Tutors use their own and students' first aid experiences to align theory and practice, engage with students, and make learning more meaningful.</p> <p>Public first aid courses have diverse class members. First aid trainers are experienced at quickly gauging the level and capability of students to support effective learning.</p> <p>St John selection criteria for first aid tutors includes interpersonal capability as well as clinical skills and experience. Effective interpersonal skills assist with student and tutor engagement and rapport.</p> <p>Full attendance is critical for successful completion of a first aid course. If a trainee is 15 minutes late they will need to re-enrol in a subsequent course. This policy is strictly adhered to.</p> <p>A new booking system will allow the public to enrol online for first aid courses. This will reduce the demand on the current paper-based system and the time staff spend taking phone bookings.</p> <p>Some students on the Certificate in Emergency Care (First Responder) have been able to use St John funding to have their learning difficulties diagnosed. St John then developed an individual learning plan to focus learner and tutor efforts.</p> <p>St John closely monitors paid professional development and expectations around maintaining competence (such as hours in the field). This ensures that staff are up-to-date and compliant with St John standards of operation.</p>
Conclusion:	<p>Student support on public first aid courses of one to two days is highly effective and well-resourced. Certificate in Emergency Care (First Responder) students receive professional development opportunities, are highly motivated to learn and understand St John's expectations of them.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>St John's values are clearly communicated and understood by the staff who deliver training.</p> <p>Centralisation of services has led to greater consistency of training provision across the regions. Previously regions were autonomous and could set their own training fees.</p> <p>Staff are valued and supported to undertake their roles. They now have one employer, St John, while previously there were several payrolls.</p> <p>The recent external staff review had three criteria: to strengthen customer service, empower staff by improving decision-making, and to ensure organisational structures operate as effectively and efficiently as possible.</p> <p>To deliver these outcomes, 'Fit for Future' 12 improvements were identified, two led by governance: to improve the quality of performance and board reporting and to build sustainable governance capability.</p> <p>The importance of the Fit for Future 12 improvements for the PTE and their relationship to the PTE's performance were unclear. For example, how could the PTE 'empower staff by improving decision-making'? What and who would be involved to do this inside the PTE?</p>
Conclusion:	The evaluation team gave feedback to the PTE to consult more widely and analyse more closely the relationship of the PTE to the wider St John organisation. This would highlight the value of the PTE's contribution to St John and help the PTE identify what it needs from the larger organisation.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The PTE has a range of compliance commitments that it manages effectively through systematic review and risk management plans.</p> <p>Programmes are delivered as approved. This includes monitoring of teaching hours for first aid courses.</p> <p>At the consistency review in 2017 for the Certificate in Emergency Care (First Responder), graduates were found to match the graduate profile outcomes. However, the consistency review report (2017) noted that the depth and quality of St John's initial evidence was insufficient.</p> <p>The PTE also works with a range of regulatory bodies and professional associations that support and inform its compliance obligations, including: Association of Emergency Care Training Providers (AECTP), New Zealand Resuscitation Council (NZRC), guidelines and Standards New Zealand 8156 <i>Ambulance Standards</i>. This regulation allows St John to be an emergency ambulance service (monitored by the Ministry of Business Innovation and Employment).</p> <p>The PTE must meet the requirements of some Acts of Parliament, including: Land Transport Act and Associate Regulations 1998, New Zealand Public Health and Disability Act 2000, Privacy Act 1993 and the Medicines Act 1981.</p>
Conclusion:	<p>St John operates in an environment where compliance obligations are well-defined and understood. Ongoing membership of professional bodies such as AECTP requires adherence to ethical and operational standards. In combination with St John's internal Activity Operations Policies, NZQA is assured that St John understands and maintains best practice standards and ethics. Incomplete understanding of the purpose of the consistency review in 2017, while managed, indicates that self-assessment processes are not yet fully embedded.</p>

Focus Areas

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

2.1 Focus area: Basic Life Support Training Scheme (Level 1)

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: New Zealand Certificate in Emergency Care (First Responder) (Level 3)

Performance:	Excellent
Self-assessment:	Good

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 the PTE:

- consider the relevance of the Fit for Future 12 improvement plans from St John's recent external review to the training functions of the PTE
- identify any actions that the PTE could take from these plans to improve and support training outcomes.

This includes ways to use new digital systems to facilitate reviews of educational achievement and measure the value of training for internal and external stakeholders.

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 fraud²*
- *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.*

² 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 according to 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 for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/>, 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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