



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

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

# External Evaluation and Review Report

St John

Date of report: 20 March 2023

# About St John

---

*St John is a large charitable organisation providing healthcare services in New Zealand. St John uses a combination of blended learning methodologies to train internal staff (volunteers and paid ambulance personnel, clinical training) and members of the public (first aid training).*

---

Type of organisation:	Private training establishment (PTE)
Location:	600 Great South Road, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: total enrolments – all training courses full year (FY) 19/20 to current: 249,680  Equivalent full-time students: 311.61  Enrolment breakdown per full year: FY19/20 – 74,045; FY20/21 – 100,275; FY21/22 – 75,360  Ethnicity 2022 – European 58.81 per cent, Māori 7.03 per cent, Pasifika 4.2 per cent  Gender: female – 44.96 per cent, male – 46.71 per cent, diverse – 0.17 per cent, undisclosed - 8.16 per cent.
Number of staff:	Full-time tutors: 41  Full-time education clinical support officers (CSOs): 30; casual education CSOs: 49
TEO profile:	<a href="#">St John</a>
Last EER outcome:	The result of the 2018 EER was Highly Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	There are approximately 250,000 enrolees across the Basic Life Support (Level 1) training scheme [116664], First Aid (Level 1) and First Aid (Level 2) courses.  St John also offers the New Zealand Diploma in Ambulance Practice (Level 5) [126139]. This is a full 120-credit programme and the highest-level programme offered by St John. Therefore, the

scope of this EER includes the programmes with the highest enrolments and the programme at the highest level.

MoE number: 7321  
NZQA reference: C50790  
Dates of virtual EER visit: 11 and 12 October 2022

# Summary of results

---

*St John provides high quality training to internal and external clients, gaining good success rates and ensuring the courses remain current and relevant and meet the priority needs of stakeholders. The quality of the teaching by clinical staff – who have frequent and ongoing interaction with industry – and the value of the outcomes for students and graduates demonstrate exceptional performance.*

---

## **Highly Confident in educational performance**

- Student success is constant at St John, with only 1 per cent of learners not completing since January 2020, and with Māori completion rates on a par with the whole cohort.
- Students gain a qualification recognised by industry, with the learning supporting the practical nature of the work required.

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

- Successful outcomes lead to the ability to perform in an ambulance and/or gain employment, volunteer work or pathway to a degree.
- Purposeful programme design and delivery is well matched to student needs and is contributing to meaningful participation in study.
- All training schemes, courses and programmes offered are practically based, with graduates being work-ready, having completed assessments that meet sector (industry/WorkSafe) requirements.
- Learners report gaining the skills, knowledge, confidence and competence to undertake the work the course trains them for. This is directly benefiting the community.
- Managing the needs and expectations of students and ensuring resources for student support has been well managed.
- Frequent and ongoing interaction with industry and regular review ensures the courses within the programme remain current and relevant.
- St John has the benefit of a strong management team that is educationally based and strategically focussed on industry. The team are agile and

---

effective in managing shifts in programme length and delivery to produce valued outcomes.

- Self-assessment is used purposefully and effectively to review and enhance teaching and learning for achievement and value for the learners, industry and the community.

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>There is strong student success in the New Zealand Diploma in Ambulance Practice, with achievement rates of 99 per cent. Second attempts at assessment are permitted, as are three days for revision for final exams to consolidate the learning.</p> <p>Students gain a qualification. The learning supports the practical nature of the work required, with 90-100 per cent employment outcomes. The high achievement is supported by good internal<sup>2</sup> and external moderation processes and outcomes, providing evidence of the validity and consistency of achievement.</p> <p>Successful outcomes lead to the ability to perform in an ambulance and/or gain employment, volunteer or pathway to a degree, using the success as a stepping-stone to further study. Learners are gaining employment and/or promotion as a direct result of completing the diploma programme.</p> <p>The basic life support training scheme and first aid and refresher programmes trained 249,680 people from June 2019 to August 2022.</p> <p>Student numbers dropped during April/May 2020 due to the Covid lockdown. However, from June 2020 numbers steadily increased with the introduction of online courses and a return to business as usual.</p> <p>Since 2018, the level of Māori student participation in the courses has increased from 6.7 to 11.9 per cent. There is no statistically significant difference in pass rate by ethnicity. In comparison with Pakeha, there was only a 0.05 per cent</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> Internal moderation occurs as per the arrangements for pre-moderation with Skills (industry training organisation) as well as the PTE's own internal post-moderation process.

	<p>increase in 'not competent' rates for Māori students and 0.10 per cent for Pasifika.</p> <p>Diploma learners report gaining the skills, knowledge, confidence and competence to undertake the work the course trains them for. The work they are trained to do is directly benefiting the community.</p>
Conclusion:	<p>Student achievement is high for the diploma programme and first aid and refresher training. Gaining a qualification enables the graduates to meet the priority needs of important stakeholders. This is supported by good moderation outcomes, positive graduate and stakeholder feedback, and return business. Review of achievement performance is completed effectively.</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>The diploma, basic life support and first aid training and refreshers are widely recognised by industry and are required by many employers.</p> <p>The valued outcomes are practically based, with graduates being work-ready, having completed relevant assessments that meet required specific outcomes. Graduates are confidently deploying skills they learned on the programme directly into work or in their everyday life.</p> <p>The diploma and first aid training and refreshers in the EER scope deliver a wide range of relevant industry knowledge and skills. Graduates gave examples of where they competently performed required actions using expertise gained explicitly from the training.</p> <p>During 2020-21, 90 per cent of the trained diploma students went on to gain the authority to practise. All of the students who completed the diploma qualification and gained authority to practise were offered full-time employment by St John.</p> <p>Seventy-three per cent of the diploma students went on to paid roles in the ambulance service. This is a significant number. The</p>

	<p>remaining students secured volunteer roles in their communities (which in many cases was their initial intention).</p> <p>Industry representatives interviewed clearly endorse St John and the programmes offered, outlining the PTE’s capability in keeping current with changing needs, providing relevant programmes and skills, and meeting a need for skilled staff in these areas. Individuals from the community provided examples of everyday life situations where their skills were used.</p> <p>St John has a priority learner strategy<sup>3</sup> for supporting Māori through te reo training for all staff and purposeful, targeted training in the use of a defibrillator machine on marae. St John demonstrates commitment to increasing the parity of achievement of first aiders, first responders and emergency medical technicians (EMTs), by placing particular emphasis on community involvement and iwi engagement.</p>
Conclusion:	<p>Value is evident in graduates gaining relevant employment, engaging successfully in further study, or gaining an important life skill. This is supported by positive feedback and continued enrolment. Review of the value of what is offered and the supporting data about the outcomes is effective and used to make improvements.</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:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Purposeful programme design and delivery is well matched to student, industry and community needs and is contributing to meaningful participation in study.</p> <p>Frequent and ongoing interaction with industry and review of performance ensures the courses within the programme remain current and relevant; many are contextualised to specific industry needs.</p> <p>St John has effective processes to develop and review courses to meet stakeholder training needs. An example was given of St</p>

<sup>3</sup> Manaaki Ora – the organisational strategy 2022–27

	<p>John developing a course based on feedback from the Online Mental Health First Aid key customers to support the wellbeing of their employees to meet their specific needs.</p> <p>St John proactively seeks feedback from learners and makes changes based on learner feedback.</p> <p>Since the last EER, all courses have been evaluated and either newly created or updated to align with and meet industry changes and trends, international medical research and evidence-based medicine. An example is changing student workbooks to include a beige background, a move from white, following discussion with the Dyslexia Foundation of New Zealand.</p> <p>The diploma programme now runs on both a nine-month and 18-month timeline designed to meet learner needs. This was done in response to Covid and health order requirements, which significantly impacted clinical student enrolments in 2021. St John introduced the Residential EMT programme, where members of the public off the street are trained to become ambulance personnel over a paid nine-month period. This ensured the training could occur and that graduates were ready as ambulance personnel in a shorter time.</p> <p>Teaching staff are highly qualified in their field of expertise and have gained or are working towards adult teaching qualifications or towards higher-level qualifications. Professional development is well supported by management. Management is continuously involved with industry and has a good understanding of sector needs and what is required of learners to produce relevant outcomes for work.</p> <p>St John uses a mixture of blended and online learning for both focus areas covered at the EER, with the diploma programme having self-directed and on-job learning. Contextualised training is offered as a result of feedback from industry.</p> <p>Learners give feedback on their learning via surveys, and any issues are followed up. Ninety-eight per cent of students reported feeling that their tutor was credible and experienced, with 86 per cent noting they would be confident to use their first aid skills in an emergency.</p> <p>The public-facing first aid course has been pre-moderated by Skills before implementation to ensure that the unit standard</p>
--	---

	<p>conditions are met by the programme. External moderation is also carried out.</p> <p>The PTE makes effective use of ongoing and relevant review, which found that the number of withdrawals had reduced. The reduction was attributed to changes that St John had made to the programme.</p>
Conclusion:	<p>Learning activities, resources and assessment are relevant and engaging. Programmes are well matched to learner and stakeholders' needs and relevant to the New Zealand context. Self-assessment is used purposefully to review and enhance teaching and learning.</p>

#### 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>St John is investing in the support of its learners. Systems of support include good pre-course counselling and advice, mentors, one-on-one teaching, individual plans, referring learners to Solutions for People Experiencing Learning Difficulties (SPELD), and resourcing specific tools for learning. Staff are available during and out of teaching hours to ensure students are well supported in their learning.</p> <p>Considerable work is occurring to minimise barriers to learning. St John is aware of any learners with disabilities and works towards a solution, for example, for hearing needs and dyslexia.</p> <p>An inclusive learning environment is provided by the tutors, administration staff and management. Evidence of the whole of the organisation meeting learner needs included examples of accommodating assistance dogs, helping learners with anxiety, and changing paper colours to support specific learner needs such as dyslexia.</p> <p>Tutors gave examples of techniques to support learning, such as recapping, practice before assessments, 'teach topic then practice', using smaller groups, and check-ins with learners. Following graduation, staff check in with graduates to offer further support.</p>

	<p>Māori health models and cultural competency form part of the courses offered, and an in-house Māori responsiveness team offers support to Māori learners and teaches Te Tiriti o Waitangi cultural competencies within the programmes.</p> <p>The diploma programme learners report being supported to achieve both during and after the course. This included extra tuition time. Learners noted that the support network from clinical support officers was ‘fantastic’.</p> <p>St John has effective processes for monitoring student progress and wellbeing, with survey collection and feedback loops and improvements being made as a result.</p>
Conclusion:	<p>Barriers to learning are minimised through staff awareness and environments being tailored to the learning needs of the students. Students are well supported and have opportunities to remain engaged and apply their knowledge and skills in a range of contexts and to succeed in their learning.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>St John has a well-defined governance structure, purpose and direction. The new head of training has been part of St John for many years but is also using the skills of the past head of training as a mentor.</p> <p>The leadership team has a strategic plan – Manaaki Ora – which places particular emphasis on community involvement and iwi engagement to meet the evolving health needs of people and communities. Stakeholders interviewed confirmed that they were consulted on this and were positive about it. They know about the work St John is doing to increase participation, provide for priority learners, and meet community needs. St John is also working on a Pasifika strategy.</p> <p>The leadership team is learner based and strategically focussed and visible in the sector. They work to ensure close relationships with industry experts. They are clear about their role in the community as the training arm of a wider organisation and are</p>

	<p>fully involved in the operations and delivery that sit alongside the strategy.</p> <p>Since the last EER, the relationship between the wider organisation and the PTE has strengthened, with effective reporting in place on key issues, risks and outcomes.</p> <p>Management monitors clear and systematic goals within the PTE which have statistically resulted in positive outcomes for all students, including Māori and Pasifika. Students with disabilities are identified where possible and supported appropriately to gain positive outcomes.</p> <p>Staff are well qualified and have sufficient resources allocated for their teaching. The tutors were quick to note that when new resources to meet social distancing requirements were needed, these were made available.</p> <p>Tutor development days are mandatory for all and paid for. Management sees the value and importance of maintaining and developing staff skillsets as well as ensuring the consistency of training. St John has offered opportunities to staff to develop and grow in cultural competency over the last four years in various formats. These include group workshops in face-to-face gatherings during professional development days. Topics include te reo/Māori culture sessions (mihi and marae protocol), inclusive strategies for dyslexic students, diversity and inclusion.</p> <p>The appraisal process for staff was less structured during Covid. St John is re-establishing the pre-Covid routine around a more formal and structured approach to performance management to ensure staff have the opportunity to reflect on and discuss their work and future at St John.</p> <p>The response to Covid restrictions brought about strategies to manage the restrictions (e.g. subtitles for the hearing impaired (mask wearing and distance meant they could not hear/lip-read the tutor); assessment cards; using two mannequins. Some of these innovative ideas are still being used post-Covid and have been incorporated into business as usual.</p> <p>St John is very much a learning organisation that is values based and works carefully to reflect its purpose and values. Its response to the changing demands of working in the ambulance sector is evidenced by its agility in reviewing and changing the timeline for the level 5 diploma Residential EMT programme and the effort being made to build the cultural competency of all staff</p>
--	---

	to ensure they are comfortable and familiar with te reo Māori and te ao Māori.
Conclusion:	St John is a high-performing organisation and has the benefit of a strong management team that is learner and strategically focussed as well as agile in responding to the needs of its stakeholders. The organisation is effective in managing shifts in programme length and delivery to produce sustainable, valued outcomes for all stakeholders. Reliable data is accessible and is being used effectively to support educational achievement.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Good processes are in place to indicate that management of compliance is effective. The training environment requires that compliance obligations are well defined and understood. St John is working to ensure discrepancies or updates in credit reporting are recorded consistently and that formal staff performance and development conversations are reinstated.</p> <p>St John has a range of compliance commitments that it manages effectively through systematic review and risk management plans. The plans cover most areas related to both internal and external compliance, with actions noted.</p> <p>Compliance management is assisted by a risk register managed by the quality manager, and a risk and audit committee ensuring St John has effective processes for managing key areas of compliance, including:</p> <ul style="list-style-type: none"> <li>• Reviews of compliance against the pastoral care Code<sup>4</sup> and the development and implementation of an action plan</li> <li>• Comprehensive internal and external post-assessment moderation</li> <li>• Programme changes via approved processes, with Type 2 changes completed for the change from an 18-month to a nine-month programme</li> </ul>

<sup>4</sup> Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<ul style="list-style-type: none"><li>• Ongoing monitoring and review of programmes</li><li>• Meeting statutory requirements.</li></ul>
Conclusion:	St John is managing its compliance accountabilities well and takes the required actions as a result of review around compliance are followed.

# 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) First Aid (Level 1) and First Aid (Level 2) courses

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Conclusion:	<p>The basic life support training scheme and first aid and refresher programmes have high achievement rates – only 1 per cent have been found not competent since January 2020.</p> <p>Frequent and ongoing interaction with industry ensures the courses within the programmes remain current and relevant. Many are contextualised to specific industry needs.</p>

## 2.2 Focus area: New Zealand Diploma in Ambulance Practice (Level 5)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Conclusion:	<p>The level 5 programme runs both a nine-month and 18-month timeline designed to meet learner needs. The difference is that the nine-month residential programme – Residential EMT – is live-in, becoming more consolidated and compact and taking less time. The 18-month programme allows more time for the learner to complete at a conventional rate. This demonstrates St John's response to the changing demands of working in the ambulance sector.</p> <p>Enrolments have significantly increased, resulting in an increase in funding from the Tertiary Education Commission in 2022. Successful outcomes lead to the ability to perform in an ambulance and/or gain employment, volunteer or pathway to a degree.</p>

# 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 St John consider:

- Developing a more formal and structured approach to staff performance and development
- Keeping a record of discrepancies or updates in credit reporting.

# 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>5</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.*

---

<sup>5</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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*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 TITOs 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*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 2021. 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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)