



# Report of External Evaluation and Review

First Training Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 15 February 2011

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# 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

Location:	Auckland
Type:	Private training establishment
First registered:	2006
Number of students:	Domestic: approx. 1,000 on short courses per year International: N/a
Number of staff:	Three full-time equivalents
Scope of active accreditation:	Unit standards: <ul style="list-style-type: none"><li>• 424 Assess and manage an emergency care situation during an outdoor recreation activity (level 3)</li><li>• 25459 Provide first aid for young children (level 2)</li><li>• 6400 Manage first aid in emergency situations (level 3)</li><li>• 6401 Provide first aid (level 2)</li><li>• 6402 Provide resuscitation level 2 (level 1)</li></ul>
Sites:	One
Distinctive characteristics:	First Training provides a basic four-hour first aid training course to meet schools' first aid training requirements for teachers.  The organisation also provides two-day first aid courses to school students as well as community and corporate groups, which meets the full requirements for a

certificate in first aid.

In addition, First Training provides a two-day comprehensive first aid course, which includes the basic first aid unit standards as well as an outdoor recreation first aid unit standard.

The organisation also provides refresher courses for people to renew their basic first aid certificate.

Recent significant changes:	None
Previous quality assurance history:	At the previous EER, in February 2010, First Training was rated Highly Confident in education performance and Not Yet Confident in self-assessment capability. The self-assessment rating was based on the organisation not having formal staff training in place.

## 2. Scope of external evaluation and review

The external evaluation and review examined the following mandatory focus area:

- Governance, management, and strategy.

The following focus area was selected because it includes the majority of unit standards in the organisation's accreditation scope and has a large number of participants each year:

- Comprehensive First Aid.

## 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 available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

The external evaluation and review team spent one day conducting the EER at the organisation's head office in Glen Eden, Auckland. During the visit, the evaluation team met with the director, the training manager, and school teachers attending a two-day Comprehensive First Aid training course, which incorporates outdoor first aid.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **First Training Limited**.

First Training has a 98 per cent completion rate for all of its first aid courses. First Training has also had a significant increase in the number of courses it has delivered due to repeat business from existing clients and the addition of a number of new clients through word-of-mouth recommendation. Feedback received from learners and clients shows a high level of satisfaction with the training provided.

The director remains current with first aid training requirements through a range of industry contacts. The training manager, appointed since the previous EER, has established a training plan for all instructors and has developed tools to help deliver the courses consistently to meet the required standards. The organisation also has regular planning and review meetings in place to ensure materials are up to date and meet the needs of the learners. The regular contact has enabled close communication between contracted and full-time instructors. As a result, all staff work as a team, which enables the organisation to provide competent instructors to meet differing client needs.

The organisation's training for community groups, such as local surf clubs and sea scouts, demonstrates its commitment to developing young people's skills in how to respond appropriately in an emergency.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **First Training Limited**.

First Training has implemented a number of activities following an organisation-wide review at the beginning of 2010. These activities include updating staff training and revising evaluation forms. This has contributed to the organisation achieving its goals outlined in its Strategic Plan 2010 of increasing the number of courses and maintaining high client satisfaction with the training.

The organisation has good systems in place to review its activities through formal and informal channels. These channels include short communication loops between the training manager and instructors through email, Facebook, and weekly phone calls, and longer-term planning and review meetings conducted quarterly. This provides confidence that the organisation has the capability to review and respond to the needs of stakeholders and to improve aspects of the training if required.

## TEO response

First Training Limited has agreed to the accuracy of this report.

# Findings<sup>1</sup>

## 1.1 How well do learners 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 **Excellent**.

First Training has a 98 per cent completion rate for all of its first aid courses. The 2 per cent non-completion rate relates to people who do not complete the course requirements due to non-attendance on day two, the second and final day of the course. First Training has also had a significant increase in the number of courses it has delivered due to repeat business from existing clients and the addition of a number of new clients through word of mouth. Feedback received from learners and clients shows a high level of satisfaction with the training provided.

The organisation's analysis of feedback and ability to make changes in response to client or learners' needs has contributed to the achievement of goals outlined in the strategic plan and demonstrates an ability to maintain its success.

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

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**.

First Training provides course attendees with the suitable skills to deal with an emergency situation, either in the workplace or the outdoors. A wide range of stakeholders value the training because it suits their needs, whether meeting the requirements of school teacher first aid training or training people involved in outdoors activities to respond appropriately in an emergency situation. The organisation regularly receives comments from former attendees who have subsequently been involved in an emergency situation and who say that without the training they would not have had the confidence to act correctly.

The value of the training is supported by the increase in the number of repeat bookings from clients, including schools, government organisations – such as the former Auckland Regional Council and the Department of Conservation – as well as individuals. In addition, endorsement of courses from existing clients has led to an increase in new clients. An example of endorsement is a case where a school specifically requested First Training to provide courses to its students based on a parent's recommendation. The parent felt that a recent tragic situation might have been prevented if those involved had basic first aid skills.

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<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.

This example also provides further confirmation that the training is valuable to the community.

The organisation also assists larger organisations to ensure their staff hold a current first aid certificate by using its database to identify when a staff member needs to attend a refresher course for revalidation.

### 1.3 How well do programmes and activities match the needs of learners and other 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**.

The increase in repeat clients demonstrates that courses are meeting the needs of clients. Clients include secondary school students completing physical education studies, school teachers, workplaces, and community groups. Clients' needs are assessed at the initial enquiry and any special learner needs are identified at this stage. A range of activities are used, such as interactive group work, real-life scenarios, videos, and practical role-plays to cater to different learning styles. Scenarios are tailored to the client's needs, whether the training is to take place in the workplace or a bush setting.

Courses are current to the requirements set by the New Zealand Resuscitation Council and Outdoors New Zealand. Further input to the training is gained from the various networks the organisation has with people involved in outdoors training. First Training ensures that assessment of activities is aligned to the requirements of the standard-setting bodies, Skills Active and NZQA.

First Training demonstrates an ability to respond to clients' needs through formal and informal channels. In addition to using instructor and learner feedback at the end of the course, First Training evaluates post-course feedback from clients and learners. This process sometimes identifies issues not communicated by learners during the course. Any issues are addressed immediately or raised at formal quarterly reviews with all staff.

### 1.4 How effective is the teaching?

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**.

First Training contracts instructors to match the number of courses offered. Secondary school teachers spoken to during the visit reported that the teaching style was effective in ensuring they gained and retained knowledge and skills from the courses. Formal course feedback supports this view.

The organisation employs instructors to deliver to a variety of ages and levels of knowledge. Instructors work in pairs for larger classes. The induction process, course outlines, training toolbox, and the performance appraisal process ensure that the training is relevant to the

learners' needs and consistent between instructors. The organisation has implemented a training programme managed by the training manager to ensure the standard of training remains high. Where instructors do not meet the standard required, the organisation has an effective performance management system in place.

The organisation understands the importance of good teaching skills as well as practical knowledge to deliver the teaching in a way that engages all learners and helps them to succeed. Learners are able to ask questions throughout the course to further enhance their learning. Instructors regularly receive feedback on their training from learners – and from their peers and the training manager – to improve their teaching practice.

### 1.5 How well are learners guided and supported?

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**.

First Training has an effective system for pre-course needs identification and post-course follow-up. Before the course, the organisation provides clear and comprehensive information about the course to clients as well as learners. Where possible, any student needs are identified before the course, such as medical conditions or where a learner has witnessed a traumatic event recently, and managed appropriately by instructors during the course. Feedback during the course, as well as formal and informal post-course feedback, demonstrates that learners are satisfied with the information received and that the course lived up to expectations. The lack of student complaints and increase in referrals also indicates that the learners are receiving the relevant support during the course.

### 1.6 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 **Excellent**.

The continuity of positive feedback and success of learners has contributed to an increase in confidence in the organisation's review activities, which is supported by the achievement of the organisation's goals of increasing the number of courses and maintaining high satisfaction of clients, as outlined in the 2010 Strategic Plan. The organisation employed a full-time training manager to manage training materials and instructor training as a result of a review of its activities at the beginning of 2010. This initiative has been timely to meet the increased demand for courses.

First Training has shown high responsiveness to client and other stakeholders' needs. It has demonstrated that it has an effective organisational structure, including ongoing financial review as well as quarterly staff meetings, to ensure the training is meeting the needs of clients.

## Focus Areas

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

### 2.1 Focus area: Governance, management, and strategy

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

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

### 2.2 Focus area: Comprehensive First Aid

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

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

# Recommendations

There are no recommendations arising from the external evaluation and review.

# Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.*

*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)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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