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# Report of External Evaluation and Review

## A1 First Aid (2009) Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 11 July 2016

# 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 .....	8
Recommendations .....	14
Appendix .....	15

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*Final Report*

# 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:	A1 First Aid (2009) Limited
Type:	Private training establishment (PTE)
First registered:	18 August 2009
Location:	9a Waipareira Avenue, Henderson, Auckland
Delivery sites:	Lincoln Green Hotel and various client sites
Courses currently delivered:	Provide First Aid for Life Threatening Conditions (Level 2) – includes assessment for unit standards 26551 and 26552 or 6400, 6401 and 6402, depending on client needs
Code of Practice signatory:	No
Number of students:	Domestic: approx. 1,700 enrolments annually on full day or refresher courses. Approximately 11 equivalent full-time students
Number of staff:	Five full-time equivalents
Scope of active accreditation:	Domain: <ul style="list-style-type: none"><li>• Health/Health Studies/First Aid</li></ul> The full list of assessment standards can be found at: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=790731001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=790731001</a>
Recent significant changes:	No recent significant changes
Previous quality <i>Final Report</i>	NZQA was Confident in A1 First Aid's educational

assurance history: performance and its capability in self-assessment at the previous external evaluation and review (EER) in 2012.

The organisation has met national external moderation requirements in 2014 and was exempt in 2015. The 2013 assessments, moderated in 2014, were the last ones moderated externally. Since then the responsibility for external moderation has been transferred to The Skills Organisation, the industry training organisation responsible for setting standards and arranging training for this sector.

## 2. Scope of external evaluation and review

The areas selected for the focus of the EER were:

- Governance, management and strategy (mandatory focus area)
- Provide First Aid in Emergency Situations (level 2), including First Aid Refresher Courses

This training scheme is one day in duration and is the only course that leads to a certificate. The six-hour First Aid Refresher comprises most of the organisation's training activities – around 90 per cent, compared with 10 per cent for full first aid courses.

### 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 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.*

Two evaluators conducted the EER over two days on site at the head office in Henderson. The EER team interviewed the general manager, a part-time tutor and the office staff on site. The team also spoke to students undertaking a current course and the tutor at a venue nearby. Following the visit, the lead evaluator spoke to a sample of clients over the telephone to confirm evidence from the visit.

During the visit, the EER team also reviewed relevant documentation showing strategic planning, repeat business analysis, student outcomes, student feedback, performance appraisals and programme reviews.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **A1 First Aid (2009) Limited**.

Student course completions are typically at 100 per cent and very few A1 First Aid students are unsuccessful with their assessment on their first attempt, which is a characteristic of short courses of this nature. Tutors provide one-to-one support to those that are unsuccessful, which leads to high success. The level of support is typical of a small niche provider.

A1 First Aid is meeting the needs of workplaces and individuals who require a first aid certificate or a refresher course for work or study requirements. The course content and activities successfully meet the needs of students and clients through the organisation tailoring the content to workplace contexts and adapting the course timing and duration. The instructors are professional and relate well to students, as demonstrated by the consistently positive course evaluations and comments about the training.

All students receive information about the course when they enrol and are assessed on their techniques. All students are awarded a certificate of completion. First aid unit standards are reported on students' records of achievement, as required. Feedback from stakeholders interviewed commented on the timeliness and ease of having the first aid unit standards credits reported, if requested. The organisation has a system to identify students' needs at the start to help students achieve their certificate and various post-course procedures to follow up and identify any improvements to subsequent courses.

The organisation is well governed and managed by the husband and wife team, with additional specialist advice sought from a chartered accountant and business partners. The general manager, with overall operational responsibility, has created a positive environment where staff are valued and where the training is meeting the needs of all stakeholders to have comprehensive first aid courses that prepare individuals with the knowledge and skills to respond in emergency situations.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **A1 First Aid (2009) Limited**.

The organisation regularly reviews course enrolments and completions and compares the results annually. It also uses feedback on instructors to ensure it is meeting its goal of providing suitable first aid training.

The organisation proactively uses course enrolments from two years ago previously to send out reminders and plan courses for the year. This helps with the allocation of resources and instructors' workloads. The organisation's analysis shows a high number of repeat clients with around 90 per cent of its students on refresher courses. However, there is no analysis of the number of new clients on full or refresher courses in comparison to repeat clients to understand clients' engagement and identify trends and reasons.

Analysis of the highly positive feedback from the students' end-of-course evaluations and one-month email surveys indicates to the organisation that the instructors are engaging the students well and that the course is providing the students with the skills and knowledge they require. The informal feedback the general manager receives from her pre-course contact with clients is positive. However, there is no formal employer/client feedback to confirm that what the organisation does is suitable, and should be continued, or what it could do to improve its service.

The organisation collects data on students' ethnicities to determine where it could improve further, and then provides suitable training for the instructors. An area not covered is the post-assessment moderation of practical activities in a way that makes it clear how each individual student met the specific unit standard requirements. However, the current processes for pre-moderating assessments, ongoing instructors' peer observations, and performance appraisal systems are sufficient to capture any significant inconsistencies in the assessment decisions.

There are many examples to show that the organisation is responsive to the feedback it receives – informally or formally gathered from instructors and stakeholders – on which to base decisions for making changes to the course or how it is delivered. Decisions are made with agreement from all staff, demonstrating that the organisation's management is transparent and continuously self-assessing their own performance to identify improvements.

The organisation has documented its strategic plan outlining how it will continue to deliver quality training and identify future developments. Organisational indicators used for determining success do not contain specific targets for the current measures of training numbers, sales and satisfaction. Alignment of goals with specific targets could help the organisation better understand its success and identify any trends to make targeted improvements.

# 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**.

Outcomes show that 100 per cent of students that attend the full first aid course pass. The full first aid course accounts for about 10 per cent of the organisation's training activities, while the remainder are refresher courses. All students are assessed on their practical skills and knowledge against the first aid unit standard criteria. The high pass rate is attributed to one-to-one support and preparation provided for those who have language difficulties or need time to relax in front of people to do assessments. The course documentation shows low numbers of students that require extra tuition time or re-sits.

Even with the high success, the organisation continues to analyse student attendance and course evaluations to understand whether the information could help improve any aspects of the training. One example of this analysis was the identification of students who came from a range of cultures, so the instructors all attended a cultural training workshop to help ensure they could engage with all students.

## 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 **Good**.

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

A1 First Aid aims to provide people with valuable life skills and knowledge to help others in accidents and emergencies in the workplace or the home. The valued outcomes for both workplace employers and students attending the course is the attainment of a recognised first aid certificate to meet workplace or individual study requirements. The students interviewed on the course provided a range of reasons why they attended – from needing first aid unit standards, to completing their apprenticeship qualification, as an entry requirement for early childhood teaching, or to study medicine. Self-employed people, and those working in healthcare, attend the courses for employment requirements. The high pass rate demonstrates that students are achieving the desired outcomes.

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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.

A1 First Aid's analysis of training shows that over 80 per cent of refresher training enrolments come from repeat business. The longevity of a client's repeat business is another factor. Client retention is supported by the general manager's relationship with her clients. She strives to understand clients' needs and ensure the organisation satisfies them. However, there is a lack of information around the total number of enrolments by clients to understand whether or not the same clients are returning for their two-year refresher training, or whether the organisation is attracting new clients on full courses who then go on to do refreshers. This information would provide evidence of how well the training is valued.

A1 First Aid also receives voluntary feedback from students about using their training in real-world emergencies. The value of the course is of benefit to students when applying for refresher first aid courses or for other training, such as early childhood education.

### 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 **Good**.

The first aid course and refresher training complies with the first aid training requirements established by the sector and the New Zealand Resuscitation Council (NZRC). Activities meet the NZRC requirements and reflect industry practices. For example, CPR (cardiopulmonary resuscitation) training is carried out using a range of scenarios with sufficient practical time for students to demonstrate their ability in responding to emergencies in a simulated situation.

A1 First Aid provides full-day courses with training and assessment towards the 26551 and 26552 first aid unit standards on request, or the original level 1 and 2 first aid unit standards, which have different assessment requirements. Most of those that require the credits need them to complete a vocational qualification or for formal recognition in the workplace. Client needs are ascertained prior to the course. Example of needs are longer courses for students that work in high-risk workplaces, or flexible course timing to cover the required hours to meet the needs of different stakeholders, such as taxi drivers or secondary school pupils. A1 First Aid also accommodates sign language interpreters for the deaf and disabled.

Course delivery includes the use of a PowerPoint presentation aligned to a first aid handbook covering the course content and unit standard requirements. Students can take the course materials with them for future reference.

Staff maintain awareness of industry changes and update their material accordingly. Instructors are involved in decisions at monthly tutor meetings to make changes, where they also share teaching practices and receive updates about what is happening in the sector, such as recent changes contained in the Health and Safety at Work Act 2015. The participation in the Association of Emergency Care

*Final Report*

Training Providers (AECTP) at annual conferences also helps to ensure that course content is up to date. Staff also discuss student feedback and revise activities and content to ensure that the courses are relevant and meeting their needs. For example, as a result of a trend in students' course evaluation comments requesting more interaction, instructors have introduced more interactive activities throughout the course.

Students' course evaluations and email survey responses analysed by the staff show that the students enjoyed the course and liked how the instructors contextualised the activities to suit their workplace or situations.

The stakeholders interviewed during the evaluation were very satisfied with how the course met their needs and the efficient course administration.

There is no formal feedback designed to gather employer feedback to understand how well the course meets their needs for staff to have the certificate to meet workplace requirements, the level of satisfaction with the administration of the course, or whether the students had used their knowledge and skills in the workplace.

#### 1.4 How effective is the teaching?

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**.

To ensure staff are effective in their role, management documents instructors' qualifications and experience, and monitors industry training refresher requirements to ensure instructors remain current. Instructors also attend industry conferences to remain current with latest industry developments. Ongoing review of performance is conducted using student course evaluations as well as instructors' peer teaching and assessment observations and annual performance reviews. These activities provide avenues for instructors to share ideas and refresh knowledge. Overall student feedback and comments are highly positive about the course overall.

Instructors modify the training scenarios to suit the students' contexts, sometimes using pictures to help the learning. During classes the instructors create an interactive environment by encouraging group discussions and use of questions during students' demonstration of practical skills as well as during the theoretical components. Instructors provide one-to-one guidance, which helps those students who are nervous or have language difficulties. There is ample time for practising techniques such as CPR or bandaging prior to assessment.

Minutes of monthly instructors' meetings document discussions about the course content and delivery and any changes. At these monthly meetings the assessment scenarios and tests are peer reviewed prior to their use. This is to ensure they

align with NZQA assessor guidelines and cover the unit standard requirements, as well as latest industry practices.

Formal assessment against unit standard requirements occurs during the course, with formative assessments conducted during learning exercises. The instructor then carries out summative assessment of individual students when they are ready. The knowledge components are assessed using a multi-choice test at the end to cover off unit standard requirements. The organisation does not carry out a formal post-assessor moderation of assessor judgements because most of the assessment is practical. This means that details on individual performance against the specific requirements of the unit standards are difficult to identify. The organisation has met NZQA's national external moderation requirements over the years. However, there has been no moderation in the last two years because of changes in the sector. Now that The Skills Organisation is responsible for the unit standards, it is expected that A1 First Aid instructors will be engaging with the new system. They will be able to show how they assess the practical activities of individual students.

Overall, the organisation has a sound process to understand how effective the teaching is, and responds well to any gaps, such as providing a cultural training course for instructors to ensure they understand how to teach to different cultures. Instructors interviewed demonstrated how well they followed guidelines to ensure that assessment is well aligned to industry as well as stakeholders' needs.

### 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**.

The high success rate in the first aid courses can be attributed to the overall system used by A1 First Aid staff to check students' needs at the beginning, and follow up after the course with prompt reporting of results.

Any English language or other learning needs are identified prior to the course. Students are able to bring a support person to the course to help them with the language. Most assessment involves demonstrating knowledge, and this is less difficult for those with reading and writing needs.

Students are asked about previous first aid experience and reasons for attending the course to determine which course they should attend, such as a full day or a refresher. Each student is required to hold a current first aid certificate to attend refresher courses. Once students are registered, they receive a course confirmation letter containing the course details, including whether or not they will be assessed for unit standards, as requested. At the end of the course, each student receives a certificate from A1 First Aid stating they have completed a first aid course.

*Final Report*

All records are maintained on electronic and hard copies for future reference. Students interviewed said the course expectations were clearly stated and that they felt the courses were well organised. Employers interviewed also confirmed this by stating that the reminders and course scheduling are some of the reasons why they preferred to use A1 First Aid for their staff, as well as the timeliness for reporting credits.

Overall, the organisation has a systematic approach to identifying needs up front and maintaining records. The continuous feedback, both formal and informal, supports the rating of excellent in this area.

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

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 strategic plan provides a high-level overview of the organisation's goals and objectives, along with performance expectations. The organisation's activities reflect its values of integrity and honesty, with a focus on providing a positive learning environment. This is reflected in the high staff retention, where staff work together as a team to deliver professional first aid training for clients and students. The key indicators of achievement are student satisfaction surveys, ongoing enrolment numbers, revenue from courses, as well as sales of first aid supplies. However, the specific measures for the training goals are not clearly specified for comparison and for understanding trends. For example, the organisation does not break down the data to understand the difference between new clients and refresher numbers. Monthly analysis of enrolments and weekly monitoring reports are conducted to notify people due for a refresher.

The organisation is in the process of further developing its business planning to keep up with changes to technology and to match the maturity of the business. The husband and wife governance and management team use external advice to help make decisions about future directions. This demonstrates that the organisation is responding to changing sector needs and is flexible to match those needs.

Overall, the organisation is delivering sought-after courses, as demonstrated by the high repeat annual refresher course numbers and feedback from students and employers. The system for reviewing past attendees to determine when refresher course are required is one of the aspects contributing to this success, along with the well-managed and relevant training support provided. In addition, the general manager's close relationship and involvement with the sector, as well as the size of the organisation, enables it to respond well to the needs of its stakeholders and to deliver training that meets those needs.

## 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 **Good**.

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

### 2.2 Focus area: Provide First Aid for Life Threatening Conditions (Level 2)

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

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

# Recommendations

NZQA recommends that A1 First Aid Limited (2009):

- Develop a formalised post-assessment moderation system to enable the checking of assessor decisions on individual student's competency against the specific unit standard requirements.
- Carry out analysis of stakeholder feedback following courses to identify what works well and areas for improvement.
- Develop measurable targets for key success indicators used, such as stakeholder satisfaction, new course numbers, client refresher numbers and sales.
- Advertise first aid unit standards and report credits for all students who complete the first aid course successfully rather than only when requested.

# 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](http://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/>.*

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