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# External Evaluation and Review Report

A1 First Aid (2009) Limited

Date of report: 9 June 2020

# About A1 First Aid (2009) Limited

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*A1 First Aid delivers first aid training for learners who are generally sent by their employers or other stakeholders but may be individuals attending public courses. The core business of the PTE is providing training which is supplemented by supplying first aid supplies to clients. The key delivery is three first aid unit standards which make up a training scheme – two of the standards allow graduates to obtain a first aid certificate.*

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Type of organisation:	Private training establishment (PTE)
Location:	9A Waipareira Avenue, Henderson, Auckland
Code of Practice signatory:	No
Number of students:	2017: 3128 2018: 2741 2019: 3982 2020: 4181 (forecast)
Number of staff:	Six full-time, two part-time
TEO profile:	See <a href="#">A1 First Aid (2009)</a> on the NZQA website
Last EER outcome:	In July 2016, NZQA was Confident in A1 First Aid's educational performance and capability in self-assessment
Scope of evaluation:	Workplace First Aid Training Scheme
MoE number:	7907
NZQA reference:	C38423
Dates of EER visit:	16 and 17 March 2020

# Summary of Results

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*A1 First Aid has a clear purpose supported by a strong management team and appropriately qualified staff. Engagement with stakeholders ensures programme design is fit for purpose. Ongoing repeat business shows the value of the training to employers.*

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<b>Highly confident in educational performance</b>	<p>Management support, planning, teaching and assessment are effective and provide high quality outcomes for graduates.</p> <p>A1 First Aid has high and credible achievement, underpinned by robust moderation processes.</p> <p>Programme design meets the needs of diverse groups of learners who have a common goal of obtaining a first aid certificate.</p>
<b>Highly confident in capability in self-assessment</b>	<p>The retention rate of employers who use A1 First Aid for their employees is high, approximately 80 per cent, which highlights the value and satisfaction of employers and their businesses.</p> <p>The needs of learners are well catered for, and the instructors have a good understanding of how to best serve the learners.</p> <p>Self-assessment and continuous improvement are strong, as evidenced by the responsive resourcing of the PTE.</p> <p>Effective use of data collection, from a range of sources, and analysis, supports good self-assessment and provides valuable information to inform improvements for A1 First Aid.</p>

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

## 1.1 How well do students achieve?

## 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>A1 First Aid's achievement for 2016–2019 is strong. Course completion rates are 100 per cent for 2016, 2017 and 2019. The course completion rate for 2018 was 99.9 per cent<sup>2</sup> – one person did not complete the course. Robust moderation and re-assessment policies validate the achievement rates.</p> <p>Repeat business of a proportion of clients was 79 per cent in 2019. This shows the value that employers place on A1 First Aid and the PTE's ability to provide training.</p> <p>Learners are typically already employed when they complete a course. Those that are already in employment gain skills that are relevant and required for their roles. The skills gained are also beneficial for their communities, as they are able to be applied in personal contexts.</p> <p>A small proportion of the learners come from an organisation through referral by the Ministry of Social Development. For many of these people, gaining the first aid unit standards and first aid certificate is often beneficial to their personal growth and gaining employment.</p> <p>Graduates are sent a survey the month after they graduate. The survey asks how confident they believe they were in managing an emergency situation before the course, and how confident they were after the course. This provides useful data for before-and-after analysis.</p> <p>Each survey response is monitored, and the aggregate data is</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> Source: A1 First Aid Self-Assessment Report for February 2020

	<p>monitored to ensure its quality. Results show that there is an increase in confidence in handling emergency situations following the completion of first aid training at A1 First Aid.</p> <p>Trends in feedback from graduates, and data from repeat business, are closely monitored to ensure value is added to stakeholders.</p>
Conclusion:	<p>Achievement of courses is high, underpinned by robust policies supporting the quality of assessment.</p> <p>Stakeholders value the training, as shown by the high amount of repeat business and feedback from the graduate surveys.</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>The training scheme is relevant as it provides learners with the required first aid unit standards to gain a certificate in first aid.</p> <p>The training scheme and assessments are updated when required to ensure their currency. All assessments are pre-assessment moderated before use to ensure consistency.</p> <p>Robust internal and external moderation policies and processes, to ensure all instructors are teaching the same content, underpin the effective teaching and assessment quality. Instructors are required to teach identical content, while having the ability to incorporate their own teaching style. Instructors conduct peer observations of each other to help maintain consistency of delivery, content, and assessment. Observations are particularly useful and concentrated for new staff as they go through six weeks of observation and participation before teaching.</p> <p>Delivery may also be tailored to suit the needs of individual learners. Relevant contexts are considered; for example, learners who work at heights will be given examples relevant to their situations. Other learning needs such as language barriers are taken into consideration and may involve the instructor spending extra time with the learners.</p> <p>If a learner does not pass the first time, an effective re-</p>

	<p>assessment policy allows for up to two more attempts to pass. The re-assessment covers only the aspects they did not pass. If required, an instructor may go to an individual's workplace or other location to conduct the re-assessment.</p> <p>Ongoing relationships with key stakeholders are managed well by the directors to ensure client needs are met. The value of these relationships is evidenced by a 79 per cent client retention rate.</p>
Conclusion:	A1 First Aid offers a tailored and structured learning environment to ensure learners are able to achieve the learning outcomes.

#### 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>Learners have a common goal of achieving a first aid certificate or completing a refresher course. Given the diverse range of learners, the instructors have a good understanding of the learning support required by each cohort.</p> <p>Learners are asked about any learning needs at registration and then again on the first day of the course. The instructors are then able to adapt the delivery as required to meet learner needs. This involves taking into consideration language barriers, cultural learning styles and learning needs. For example, it may involve spreading the learning hours over two days for learners who require shorter class times, or providing a sign language interpreter for people who are unable to hear.</p> <p>Given the practical nature of the assessments, students are given timely feedback which means they are able to understand their progress and areas for improvement.</p> <p>The learning from the practical assessments can be applied to many facets of a learner's life, including within their families and communities. Learners that the evaluators spoke to highlighted this as a major benefit of the course.</p> <p>From the information gathered between the time of enrolment and the graduate surveys, a wealth of information is available to understand learner needs and to make improvements and</p>

	support specific learners.
Conclusion:	Learner needs and requirements are well understood by the instructors. Where required, the delivery is tailored to learner needs, while the content and teaching is standardised which ensures unit standard requirements are met.

### 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>A1 First Aid has a clear purpose and direction. The flat organisational structure and the passion of the owners and instructors support the effective management and operation of A1 First Aid. The business strategy is well informed and plans for steady and controlled growth.</p> <p>Instructors are well resourced to deliver training. The owners are active in the day-to-day operations of the business as well as the strategic direction, which contributes to the success of the training. They are proactive and responsive in supplying the instructors with the resources required and listen to feedback from instructors and learners (such as responding to a request for more mannequins).</p> <p>There is a comprehensive induction process where new instructors are mentored by more experienced instructors. This process helps new instructors build their understanding, as well as embedding consistency in the delivery of content, teaching, and assessment.</p> <p>There are also worthwhile professional development opportunities offered to the instructors, including adult education training and industry-specific development. The mix of industry professional development and adult education training is an advantage for the learners who benefit from the widely informed instructors.</p> <p>Performance appraisals of instructors are completed annually. However, learner surveys and stakeholder feedback are gathered and aggregated regularly which allows for regular and up-to-date feedback on instructor performance. Data shows that the instructors are effective in providing quality teaching and</p>

	<p>learning to the learners.</p> <p>A range of data is used to feed into the strategic plan of A1 First Aid. Overall, the outlook for A1 First Aid looks positive given the historical trends and the PTE's ongoing and considered continuous improvements.</p>
Conclusion:	A1 First Aid management is effective in setting the organisation's strategic direction and supporting day-to-day operations. The data gathered is well analysed and informs ongoing improvements.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The A1 First Aid owners are directly involved and have oversight of all compliance activities. A compliance calendar is used to plan all compliance activities. The use of compliance management software ensures compliance accountabilities are effectively managed.</p> <p>The quality management system is updated as and when required, and accurately reflects the practice, including compliance, of the organisation. The PTE also has strong risk mitigation policies that support the organisation in terms of planning and business continuity.</p> <p>The training scheme is delivered as approved, including the appropriate delivery hours. Credit reporting to NZQA is timely, and robust internal verification processes ensure that it is accurate. All required documentation and attestations have been submitted to NZQA and are on time.</p> <p>The PTE is engaging constructively with the moderation processes of the industry training organisation (ITO) and meets ITO requirements. Assessments are pre-assessment moderated by the ITO before use.</p> <p>All the instructors meet New Zealand Resuscitation Council requirements.</p>
Conclusion:	A1 First Aid has a comprehensive system for managing compliance, has a good understanding of its compliance

	requirements, and actively manages them with appropriate tools.
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## Focus Areas

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

### 2.1 Focus area: Workplace First Aid Training Scheme

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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.*

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

## 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>3</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.*

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<sup>3</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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](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/>.*

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