



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

A1 First Aid (2009) Limited

Date of report: 16 May 2024

About A1 First Aid (2009) Limited

A1 First Aid delivers first aid training in the Auckland region to individuals and organisations. Short face-to-face courses include unit standards and lead to first aid certificates (and related refresher training courses). The PTE also sells first aid supplies.

Type of organisation:	Private training establishment (PTE)
Location:	9A Waipareira Avenue, Henderson, Auckland
Eligible to enrol international students:	No
Number of students:	In 2023, 5264 students were enrolled. Approximately 6 per cent of students were Māori, 13 per cent Pasifika and 22 per cent Asian.
Number of staff:	6.6 full-time equivalents
TEO profile:	A1 First Aid (2009) Ltd
Last EER outcome:	In 2020, NZQA was Highly Confident in A1 First Aid's educational performance and capability in self-assessment.
Scope of evaluation:	Workplace First Aid (unit standards (6401 and 6402) which represents a significant proportion of all A1 First Aid's training
MoE number:	7907
NZQA reference:	C56160
EER fieldwork:	3 and 4 April 2024

Summary of results

A1 First Aid consistently meets learner and stakeholder needs for first aid training and certification. The PTE has highly effective processes for maintaining excellent learner outcomes, including ongoing and systematic self-assessment activities.

Highly Confident in educational performance

- Students successfully complete short courses, gaining important skills and confidence in responding as a first aider. Credible achievement information is underpinned by robust moderation processes.

Highly Confident in capability in self-assessment

- A1 First Aid has high rates of repeat business and positive feedback. This reflects the relevance and utility of the training for supporting client organisations to meet their compliance obligations and build capability in emergency response.
- Well-qualified and knowledgeable instructors ensure courses are engaging and relevant to students and workplaces. Student satisfaction rates are consistently high.
- A1 First Aid is a sustainable and improvement-focussed organisation. Comprehensive self-assessment information and activities are effectively integrated with business planning and day-to-day management processes for assuring consistency and quality.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Between 2020 and 2023, 100 per cent of students successfully completed the short courses, achieving unit standards and a certificate, or recertification through refresher training.²</p> <p>A1 First Aid provides a two-week window for students to rebook to complete assessments, if necessary. Students can make two assessment attempts. There is a documented process and application form, but the frequency of reassessments has not historically been tracked.³</p> <p>A1 First Aid has recently improved its student information and enrolment-related processes to more effectively identify learners with a disability and track their achievement.</p> <p>Students gain practical skills and improved levels of confidence in their ability to assist in an emergency. This is confirmed through post-course surveys.</p> <p>A1 First Aid has a systematic approach to assuring consistent and authentic assessment, including marking schedules and checklists, peer observation of instructors, and regular moderation.⁴</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² Source: A1 First Aid Self-Assessment Report January 2024 and updated data provided April 2024.

³ A1 First Aid has now established a process for reporting reassessments.

⁴ A1 First Aid completes internal moderation regularly. An external organisation has been contracted to undertake external peer post-assessment moderation, in addition to the routine external moderation conducted by Toitū te Waiora Workforce Development Council.

Conclusion:	Students successfully complete A1 First Aid courses. Achievement data is valid and reliable.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A1 First Aid engages regularly with client organisations to understand their needs and to ensure training is relevant to their workplace.⁵ High rates of repeat business reflect A1 First Aid’s credibility and reputation. Training is customised to workplace requirements and supports clients to meet their compliance obligations and strengthen their capability for responding to emergency situations.</p> <p>Diverse learners participate in first aid training and are gaining an important life skill. Employees achieve certification as first aiders, and many complete two-yearly refresher courses. For others, such as school students, the training is beneficial for gaining employment and/or for personal growth. Students report using first aid skills in emergency situations in both personal and organisational settings, and their satisfaction with being able to recall and apply key knowledge.</p> <p>Māori and Pasifika are under-represented in first aid training, and A1 First Aid is targeting steady growth in these cohorts to be more representative of the general population.</p> <p>A1 First Aid engages collaboratively with key national bodies in the emergency response sector to maintain currency with clinical knowledge and best practice guidelines for first aid.⁶</p>
Conclusion:	Stakeholder feedback, gathered systematically by A1 First Aid, confirms the high value of the training for students and organisations. A1 First Aid has extended opportunities

⁵ In 2023, more than half of A1 First Aid training was delivered as in-house courses for a variety of organisations, including secondary schools.

⁶ Including the Association of Emergency Care Training Providers, the New Zealand Resuscitation Council and Toitū te Waiora.

	for providing feedback. Ongoing reflection and analysis are informing meaningful improvements.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A1 First Aid courses have prescribed content and learner outcomes, incorporating essential theory and practical skills. Instructors have effective teaching strategies and resources to accommodate the needs of students and other stakeholders, including a collection of relevant real-life scenarios. Consistency across the instructional team is assured through shared resources and effective moderation processes (of both delivery and assessment).</p> <p>Assessment is by observation, verbal interaction and practical demonstrations, and is supported by appropriate documentation and guidelines. Students have plenty of opportunities to practise their skills in groups before formal individual assessment takes place.</p> <p>A1 First Aid consistently meets the national standard in external moderation. The PTE is currently considering opportunities to further strengthen assessment evidence as identified in the latest report from Toitū te Waiora.</p> <p>Courses and resources are reviewed in response to sector updates, new unit standard versions and stakeholder feedback, as well as instructors' post-course reflections. Monthly monitoring of delivery and quarterly reviews (including internal moderation) are captured in meeting minutes and a continuous improvement log. Various improvements have been identified and actioned in recent years, for example to ensure learning environments are comfortable and well resourced.</p> <p>Instructors are appropriately qualified and experienced in emergency care and first aid, as well as adult teaching. Effective support and mentoring are provided for new appointments.</p>

Conclusion:	A1 First Aid training is aligned with industry standards and practices. Highly effective monitoring and review processes ensure course delivery is meeting needs.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A1 First Aid provides excellent guidance and support for learners in the context of short course delivery. Diverse learners are well supported to succeed in small face-to-face classes by approachable and caring instructors.</p> <p>Instructors draw on their personal experience to bring the teaching material to life. Students report high rates of satisfaction with their learning experiences.⁷ They enjoy gaining real-life skills in a hands-on, interactive and inclusive learning environment.</p> <p>A1 First Aid requires instructors to take part in ongoing professional development to strengthen their teaching skills and build cultural competency. In recent years, instructors have completed courses on various topics, including mental health awareness, dyslexia, teaching in multicultural settings and te reo Māori.</p> <p>A1 First Aid management and staff complete comprehensive annual reviews against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code). Useful improvement initiatives are identified and actioned.⁸ These include redevelopment of the website and changes to student enrolment and course information, as well as instructor professional development.</p>
Conclusion:	A1 First Aid is performing well against the key outcomes of the Code and providing highly effective support for diverse

⁷ Students are invited to provide feedback via end-of-course evaluations, post-course email surveys and Google reviews.

⁸ The Code action plans are incorporated into the PTE's continuous improvement log and monitored through quarterly review meetings.

	learners. A1 First Aid is responsive to student feedback and has very effective processes for review and improvement in relation to this key evaluation question.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A1 First Aid is a small and sustainable PTE with capable and hands-on leadership and a clear purpose and direction set out in annual plans. Despite the disruption caused by the Covid-19 pandemic, A1 First Aid has continued to invest in staff, teaching resources, business systems and expert advice. A1 First Aid has comprehensive evidence of excellent outcomes for learners and other stakeholders during the evaluation period.</p> <p>Management and academic systems are effective and well documented. Monthly, quarterly and annual reviews ensure consistency and quality across all delivery. Staff are reflective and fully engaged with review and improvement activities. Instructors feel valued for their expertise and are well supported in their professional development and to maintain currency.</p> <p>A1 First Aid's self-assessment framework is closely integrated with strategic and business plans and day-to-day management activities. A range of metrics (against realistic targets) are monitored for managed growth and quality. A particular focus for the evaluation period has been increasing the quantity and utility of learner and stakeholder feedback.</p>
Conclusion:	A1 First Aid is a high-performing PTE, consistently meeting learner and other stakeholder needs. A1 First Aid captures useful information through systematic self-assessment activities. The information is analysed to understand strengths and areas for improvement in course design and delivery.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A1 First Aid has effective processes for managing its compliance accountabilities. These include compliance calendars for meeting NZQA requirements and maintaining instructor currency consistent with New Zealand Resuscitation Council requirements.</p> <ul style="list-style-type: none"> • A1 First Aid actively engages with key sector bodies and has effective processes for compliance with consent and moderation requirements. • A1 First Aid has appropriate documentation and systems for ongoing monitoring of course delivery and sound assessment processes, including moderation. It has an effective system for timely and accurate credit reporting. • Key policies and quality management systems are documented and accessible online. A comprehensive review and structural revision were completed during the evaluation period. Staff are routinely notified of key changes. • A1 First Aid report three documented complaints during the evaluation period; all complaints were resolved, and records are retained in a complaints register. • A1 First Aid ensures timely submission of annual attestations, including attestation and comprehensive self-review against the Code.
Conclusion:	A1 First Aid has sound processes for managing its compliance accountabilities, and no compliance concerns were noted during the evaluation. External advisors contribute to regular reviews of processes and outcomes, which provide a strong basis for ongoing compliance and consistency across the PTE.

Focus areas

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

2.1 Workplace First Aid (unit standards (6401 and 6402))

Performance:	Excellent
Self-assessment:	Excellent

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 fraud⁹*
- *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.*

⁹ 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 2022, 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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). 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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