

# Report of External Evaluation and Review

## Actions for Survival Training Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 August 2014

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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:	Actions for Survival Training Limited (AFST)
Type:	Private training establishment (PTE)
Location:	34C Hobill Avenue, Wiri, Manukau City
Delivery sites:	One permanent site in Manukau City, Auckland, as well as community facilities and on-site training
First registered:	1 January 1999
Courses currently delivered:	<ul style="list-style-type: none"><li>• Core Health</li><li>• Occupational Health and Safety Practice</li><li>• Pre-hospital Emergency Care</li></ul>
Code of Practice signatory?	Not applicable
Number of students:	Over 9,000 trainees from January 2012 into 2013
Number of staff:	(10 full-time equivalents)
Scope of active accreditation:	First Aid
Distinctive characteristics:	<p>AFST is a board member of the Professional Emergency Care Association of New Zealand and helped to form the Association of Emergency Care Training Providers.</p> <p>The backgrounds of the two directors are in the emergency services and nursing.</p>
Recent significant changes:	AFST moved to a new site in 2013.

AFST has developed new training material due for release in the latter part of 2013.

Previous quality assurance history: At the previous quality assurance visit by NZQA, an audit whose report was published in July 2008, AFST met all but one requirement of the standard applicable at the time. The one requirement not met related to applying a coherent set of policies and procedures. In 2012, AFST met national external moderation requirements in the systems moderated.

## 2. Scope of external evaluation and review

In accordance with NZQA policy, the mandatory focus area of governance, management and strategy was included in the scope of this external evaluation and review. The first aid training courses were selected as a focus area because these comprise over 90 per cent of the courses run by AFST.

## 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.*

The external evaluation and review was conducted over two days by two NZQA evaluators at the AFST office in Manukau. The evaluation involved interviews with:

- The managing director
- The director of training
- Four instructors
- Nine organisations that contract AFST to run courses
- A range of students

The evaluation also involved a review of relevant documentation such as written feedback from clients, NZQA post-moderation reports, course evaluation forms, the business plan, training and professional development key performance indicators, assessment books and scenarios, the instructor manual and correspondence.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Actions for Survival Training Limited**.

AFST is a committed and passionate training organisation. All the personnel are imbued with a determination to ensure that the courses meet set training requirements and in so doing meet the needs of both the trainees and the stakeholders. The evaluation team was convinced that the courses are achieving these outcomes.

The stakeholders were particularly effusive about the quality of the teaching and the levels of resourcing. They appreciated the care taken to tailor courses to their needs, the support provided to the trainees and the comprehensive written material provided. The community can be confident in the first aid capabilities of AFST's trainees. The scenarios are realistic and the courses are delivered by well qualified and experienced personnel. AFST's record of continuous engagement with its stakeholders further ensures the value of the courses.

The directors of AFST play a leadership role in the sector. They are embracing the opportunities afforded by new technology in the form of animation allied with e-learning as they can see the potential for enhancement of the effectiveness of the courses. Their commitment extends to the wider community, where the directors support a range of charities.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Actions for Survival Training Limited**.

AFST closely scrutinises the results of the trainees' evaluations and the feedback from the client for each course. These provide a good basis for evaluating the courses and taking appropriate action. Some improvements have been effected such as the inclusion of more material about how to deal with choking, particularly for people confined to wheelchairs, on courses delivered for a major client.

The data acquired by AFST allows it to have a good understanding of the effects of each course as the course is delivered. AFST knows the reasons why people do not successfully complete a course, and this knowledge allows AFST to arrange opportunities for reassessment if the provider thinks it is justified. Self-assessment would be more effective if there was more analysis on a collective basis of all courses across a period of time. Certain aspects might be shown to be recurrent and, if this is the case, remedial action on a wider scale might be an option. There is also scope for exploring other ways of capturing trainee feedback, such as post-course sampling, to enable AFST to gain more assurance that the trainees feel

they have the necessary levels of confidence to deal with situations where their first aid skills are required.

As befits a provider dependent to a large extent on repeat business for its survival, AFST keeps in close contact with its clients. The importance of these contacts is recognised as this is one of the key forms of self-assessment used by AFST.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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**.

AFST is passionate about its responsibility to deliver first aid courses that are compliant with first aid training requirements. Its aim is to develop the trainees' skills and to create competent and confident first responders. In light of this, AFST measures its achievement course by course by the number of trainees who succeed in achieving competence in the relevant unit standards. Over 8,500 students succeeded in doing so in the period from the beginning of January 2012 until the end of March 2013. It would now be beneficial for AFST to collect and use more organisation-wide data, such as unit standard achievement rates, in order to compare the rates achieved in one year with those achieved in another year. In this way, AFST would be able more convincingly to validate the perception of good achievement.

The care taken by AFST to ensure the achievement of the appropriate level of skill and knowledge is evident in its detailed records of each course. All aspects are assessed thoroughly in accordance with the training requirements. AFST has high expectations of the trainees and only recognises that trainees have achieved unit standards when the quality of the evidence clearly matches the quality stipulated in the unit standards. Safety is paramount in the area of training in which the organisation is operating. The community can be confident in the capabilities of AFST's trainees.

Senior office holders in the organisations that contract AFST to run the first aid courses were contacted by the evaluation team. These managers confirmed their satisfaction with the levels of achievement of the courses. AFST is strict in its adherence to correct first aid procedures. AFST's policy was summed up in the following comment from a branch of a major client about the instructors: 'respectful in the approach to those unable [or rather, unwilling] to get on their knees, at the same time being consistent and firm with [their] approach and [they] explained the reason why getting down on your knees is so important to perform CPR' (cardio-pulmonary resuscitation). By supporting the trainees in this way, AFST enabled them to perform all the aspects of CPR required by the unit standard and consequently achieve it.

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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.

The stakeholders contacted by the evaluation team were unanimous in their praise for the levels of learner achievement. Both they and the trainees appreciated the useful skills and knowledge acquired. AFST has a good understanding of the levels of achievement on each course and has accurate records of the reasons why some trainees do not achieve competence in some unit standards. The reasons included physical inability to demonstrate CPR and not attending for the full time. The reasons are included in the reports to stakeholders and are considered by AFST as part of its self-assessment. This could be taken a step further by collating the reasons from each of the reports provided to the clients on a collective basis so that more robust analysis could be undertaken. Noticeable trends might then be evident and appropriate actions could be taken.

## 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 **Good**.

Employers need employees to complete workplace first aid training courses in order to meet occupational health and safety requirements. The successful completion of the courses is therefore a valuable outcome for both the employer and the employee. The trainees also acquire unit standards which can form part of a course leading towards a national certificate or other qualification. This is a further valuable outcome for the trainee.

AFST is committed to an active role in the community through a number of ventures. During the past seven years it has delivered free training through the charity @Heart to the parents of children with heart problems who have left Auckland's Starship hospital without instruction in CPR. AFST has also raised significant funds for this organisation, supported causes such as the Westpac Rescue Helicopter and provided free advertising for other causes on its printed material. In addition, it provides free training courses for organisations such as GirlGuiding New Zealand and for over 50 trainees who suffered when other first aid PTEs collapsed.

The value of the outcomes is enhanced by AFST because it is very careful to ensure every part of its training meets the requirements set by various regulatory bodies. For example, it refuses to permit a trainee to complete a refresher course if it believes the trainee's original first aid certificate was provided on a course that did not follow first aid training requirements. In this case, the trainee has to first gain a certificate following the first aid training requirements. This kind of care brings AFST into contact with many stakeholders in the first aid industry, increasing the engagement with clients that is already such an important feature of the operation.

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The close contact between AFST and its clients provides AFST with some of the data it needs to reflect on the value of its courses. It discusses feedback with the clients and communicates this to the instructors in their quarterly meetings. AFST also has quarterly meetings with its main clients and less frequent meetings with smaller ones. There is scope for AFST to gain a fuller understanding of the value of its courses by surveying a small sample of trainees each month. It could also survey trainees returning to AFST for refresher courses.

### 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**.

AFST tries to meet the particular needs of each client. This was confirmed by the clients spoken to by the evaluation team, one of whom gave an example of a course adapted to meet the needs of kindergarten staff. Management staff from a wānanga also described ways in which AFST adapted its courses in line with the kaupapa of the wānanga.

Care is taken when the course is planned to list the client's special requirements, and AFST responds to these appropriately. One company, for example, took its employees off the usual 12-hour shift in order to put them through a full course of the 6400 first aid series in one day. AFST was reluctant to do this as it considered a long day's training would be less effective than the more normal two days, but delivered the course once it took additional measures to ensure that the course would still be compliant with training requirements. The PTE also included additional material for a course run for a major client to cover choking, and in particular how to cope with choking when the person needing attention is in a wheelchair. In another case, AFST provided a waterproof CPR instruction poster for a refrigeration company to use.

AFST ensures its programmes match stakeholder needs by adjusting the timing of its courses to suit different environments. AFST has also developed new material and is adapting the assessment scenarios for different industries, such as forestry. The new material will be tailored to secure an exact match with stakeholder needs.

AFST effectively checks that it is matching stakeholder needs by meeting its major clients on a regular basis. Contact with the other clients is less organised and takes the form of emails and phone conversations. AFST could consider establishing systems to ensure the main points from these contacts are captured and used as the basis for reflection in the meetings with instructors. The meetings with the major clients have led to some worthwhile improvements such as the greater awareness by the instructors of appropriate protocols for using artificial body parts.

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The contacts with the clients are effectively supplemented by the findings from the course evaluation forms completed by the trainees. The results from the separate section on training design on the forms provide feedback on the extent to which the training meet such aspects as each trainee's learning objectives. These are checked for each course.

#### 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 **Good**.

The teaching provided by AFST is highly effective. The evaluation team spoke to a variety of clients who were unanimous in their affirmation of the quality of the teaching. Many of the clients who had completed AFST's first aid courses had also completed courses delivered by other providers and were able to confirm that AFST's teaching was of the highest quality. Typical comments included, 'appreciate the way he has delivered this course with passion', 'clear teaching style', 'a very interactive trainer who made first aid entertaining and easy to learn', and, 'enjoyed the learning, a lot of laughing and humour made a good environment for learning and relationships'. A senior manager from a wānanga summarised AFST's courses as, 'well prepared and delivered by up-to-date expert trainers ... the feedback from the participants is excellent'.

Consistency in delivery is ensured by a very thorough instructors' guide that even goes as far as a diagram prescribing the organisation of the trainees for assessments and detailed time allocations for each section. The good external moderation reports from NZQA and other external moderators are testament to the high quality of the assessment procedures. The scenarios are very realistic and advanced makeup techniques are used to add authenticity.

The instructors are well qualified and the feedback from the clients to the evaluation team confirmed that they are skilled at delivering to a variety of people and that they use a good range of teaching techniques. The induction process for instructors is very thorough. A new instructor described how he observed approximately 15 courses, delivering some parts himself, before he was allowed to deliver a whole one or two-day course.

AFST obtains data on the effectiveness of the teaching from the trainee evaluation forms, informal observation and interaction and feedback from the clients. Although the self-assessment is effective, it could be rendered more effective by redesigning the collation of the evaluation forms to fully capture the qualitative data and to ensure the questions do not overlap. Thought could also be given to capturing the feedback given to individual instructors and using this as a springboard for reflection on ways to ensure the high standards of teaching are retained through continuous improvement.

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## 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 **Good**.

The support for trainees must be considered in the context of one and two-day courses. In this context, AFST goes to great lengths to provide realistic support. The clients contacted by the evaluation team described occasions when AFST has arranged for trainees to complete a course at another location and at a later date, when circumstances have precluded attendance on the second day or short-term health issues have resulted in a temporary incapacity to perform certain functions. An example of this was a trainee who had lost a considerable amount of weight and lacked the confidence to kneel to perform CPR. The trainee was allowed to demonstrate CPR during a lunch break privately to the instructor.

AFST recognises that it cannot always provide the support needed and provides the contact numbers of groups when specialist help is required. It also encourages the trainees to contact AFST's office after the course has finished if they require any further assistance.

Assessing the effectiveness of the support for learners on such short courses can be difficult. AFST currently does so by recognising the successful completions, knowing the reasons why any trainee did not succeed in completing the course and discussing these reasons with his or her employer. In the view of the evaluation team, this valuable information could be further supplemented by identifying how effective the trainees themselves consider the support that they are given within 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 **Good**.

AFST's two directors set a very clear direction for the organisation. This is embodied in a comprehensive business plan. The directors continuously stress the importance of being compliant with set training requirements. They recognise the logic behind the requirements and are determined to ensure they are enforced as they consider the safety of the wider community to be paramount. It is gratifying to AFST when clients report to them and to the evaluation team that AFST's courses are frequently chosen because clients appreciate that the material for the 6400 series is comprehensive and requires a full two-day course to complete with demonstrated competence.

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AFST's directors further support educational achievement by planning well for the future. They recognise the opportunities afforded by new technologies and successfully align these to trainees' needs. Perhaps the best example of this is the development of programmes for e-learning using advanced animation. A professional approach is being taken to the use of the animated material, involving trials, extensive training and feedback. Resourcing to this area is generous, as it is with all areas observed by the evaluation team. The recruitment, induction and continuous upskilling of staff are also very thorough and are bearing fruit in the form of positive feedback from the clients.

There is evidence of good self-assessment of the effectiveness of each individual course. The links with the clients are well used to obtain both formal and informal feedback. Worthwhile improvements have been made even though the scope for these is limited by the fact that AFST has been delivering the same short courses for a number of years. AFST's directors could now review the emphasis on individual courses and consider extending self-assessment to understanding the full extent of the overall effectiveness of the courses.

## 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 **Good**.

### 2.2 Focus area: First Aid training courses

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:

- AFTS consider further ways of aggregating and analysing trends from the feedback data gathered from its multiple courses
- AFTS review additional options for gaining trainee feedback, in particular as this relates to feedback on met needs and trainee support.

# 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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