

Report of External Evaluation and Review

City First Aid Training Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 11 September 2013

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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

Name of TEO:	City First Aid Training Limited (CFAT)
Type:	Private training establishment (PTE)
Location:	4 Clark St, Sumner, Christchurch
Delivery sites:	None (appropriate venues are hired, or training is delivered at the client's workplace)
First registered:	27 May 1999
Courses currently delivered:	<ul style="list-style-type: none">• Workplace First Aid (two-day course and one-day refresher course)• First Aid at Work (one-day course)• Pre-Hospital Emergency Care• Advanced First Aid• Resuscitation (CPR)
Code of Practice signatory?:	No
Number of students:	Domestic: more than 4000 students attended courses in 2012
Number of staff:	Two full-time staff (includes owner/director who also teaches) and three part-time tutors
Scope of active accreditation:	<ul style="list-style-type: none">• Workplace First Aid (two-day course and one-day refresher course)• First Aid at Work (one-day course)

- Outdoor First Aid
- Pre-Hospital Emergency Care
- Advanced First Aid
- Resuscitation (CPR)

Distinctive characteristics:	CFAT delivers short courses in one or two-day blocks for a range of employers and education organisations, and also offers courses open to the public.
Recent significant changes:	None
Previous quality assurance history:	In response to an adverse moderation report from NZQA in December 2012, CFAT developed an action plan which is now being implemented. At the NZQA quality audit in 2009, CFAT met all but one requirement, relating to assessment and moderation (external moderation).
Other:	The training is designed to meet the minimum requirements for certified first aiders as set out in the Ministry of Business, Innovation and Employment (was Department of Labour) guidelines and the NZQA training requirements for unit standards based first aid training.

2. Scope of external evaluation and review

The focus areas selected were:

- Governance, management and strategy
- First aid courses

The first focus area is mandatory. The majority of students enrol at CFAT for one or two-day first aid courses.

Compliance with the NZQA training requirements for unit standards based first aid training was reviewed as part of the external evaluation and review.

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.

A team of two evaluators visited CFAT on one day, accompanied by an NZQA first aid compliance monitor. Interviews were conducted in person with the owner/director, administration officer and one contracted tutor. In addition, phone interviews were held with a second contracted tutor and 11 clients (including employers, education organisations and a representative from the Building and Construction Industry Training Organisation). Documents and other resources were reviewed, including learner achievement and feedback data, staff appraisal documents, planning documents and stakeholder feedback.

Summary of Results

Statement of confidence on educational performance

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

CFAT is effectively meeting the needs of its stakeholders, including learners, for one and two-day courses in basic and advanced first aid in the workplace. In addition to acquiring practical skills and knowledge related to a range of accidents and medical emergencies, learners are achieving unit standard credits, which, in some cases, are compulsory components of their apprenticeship or other training programme. CFAT's prompt processing of unit standard achievement to NZQA is particularly appreciated by stakeholders, including learners. CFAT reports an average pass rate of 95 per cent across all courses, noting that this largely reflects the rate for course completion. CFAT is very supportive of those few learners who do not succeed after two assessment attempts, and encourages them to attend another course free of charge.

Employer clients confirmed to the evaluators that in addition to achieving compliance with New Zealand government guidelines for first aid training in the workplace, they are satisfied that their employees are gaining practical skills that result in a safer workplace. Evidence is available, from a number of sources, of how CFAT contextualises its training, including the use of relevant scenarios, to ensure content is focused on the types of hazards or events that are most likely to occur for the target group. This approach contributes to a high level of learner engagement with the training activity and also to the confidence the learners gain that they can apply their skills in their daily lives. A number of examples were also provided where individuals had successfully provided first aid to workmates or responded to accidents using skills and knowledge gained through training with CFAT.

CFAT collects learner feedback after every course which indicates high levels of satisfaction with the learning experience. Learners particularly enjoy the hands-on and interactive approach which maintains their interest and enables them to practise and build first aid skills in a supportive and relaxed environment. The tutors use a variety of teaching aids and activities, and respond effectively to a range of cultures and learning needs. Examples include providing learners who have literacy difficulties with extra opportunities to talk about, and demonstrate, their knowledge. CFAT also demonstrates flexibility in the timing and location of delivery, and reports changing course times to accommodate traffic delays and learners' commitments.

CFAT achieves a significant amount of repeat business from clients representing a wide range of businesses, and reports steady growth in enrolment numbers, which it believes attests to the value and quality of the training. The evaluators sighted examples of positive feedback to CFAT via emails or letters. However, although

informal conversations may occur after training is delivered, there is limited evidence of proactive engagement between CFAT and its clients on a regular basis, or broader discussions taking place on stakeholder needs and priorities.

Statement of confidence on capability in self-assessment

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

CFAT uses a variety of approaches to understanding educational performance. These include routine course evaluations (to gather feedback on the learning experience), ad hoc and scheduled tutor observations (to monitor teaching effectiveness), and monthly monitoring of pass rates (for each tutor). CFAT reported that information is used to make improvements in teaching delivery, although few specific examples were provided. Some of these routine activities appear to yield limited useful information and little evidence was available of how it had been analysed and used. A stronger focus on learner achievement data, including developing a better understanding of non-achievement, might provide opportunities to further improve educational performance.

Self-assessment activities at CFAT are largely individual and informal and reflect the size of the organisation. CFAT staff report regularly on their training activities and content. However, there are limited processes for formal sharing of ideas about teaching and learning. A recent initiative to incorporate a greater focus on teaching practice in staff training days could provide more opportunities for reflection as a group, and lead to greater consistency in delivery and assessment.

The administration of a biannual stakeholder survey was halted following the Christchurch earthquakes, and an informal approach is now taken by the owner/director and administrator to check client satisfaction with specific training activities. Although CFAT reports that feedback is largely positive, records of feedback activity and key findings are not currently maintained. The evaluators found that reinstating the survey or taking a more considered approach to stakeholder feedback, especially from major clients, could provide useful opportunities for sharing information and identifying opportunities for improvement.

The oversight of day-to-day activities at CFAT is provided by the owner/director, who also teaches regularly. Should the organisation continue to grow, an enhanced focus on practical processes for recording key information and for identifying and monitoring improvements would be useful for ensuring that educational performance is maintained.

Findings¹

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**.

Learner achievement at CFAT is consistently good. Learners are acquiring practical first aid knowledge and practical skills as well as the confidence to apply them in their day-to-day lives. For some learners, the credits enable them to complete their apprenticeship or other training programme, and others gain and maintain first aid certification as required by their employers. Evidence was available that, as long as learners continue to attend, they generally complete, resulting in pass rates of approximately 95 per cent across all courses. Those few learners who do not succeed after two assessment attempts are encouraged to attend another course, free of charge. This approach enables most willing learners to achieve the unit standard credits while still ensuring that appropriate educational standards are maintained.

Pass rates are monitored on a monthly basis and any variations in achievement rates across the tutorial team can be promptly identified, although the 2012 and 2013 data sighted by the evaluators reflected a high level of consistency (CFAT advised that data prior to 2012 was no longer available, citing losses related to the Christchurch earthquakes and staff turnover). CFAT generally focuses on individual learner outcomes and there was little evidence available of how aggregated data had been used to identify actions for further improving learner achievement overall. Developing a better understanding of why learners do not complete or achieve, or benchmarking with similar providers, might provide useful information for enhancing educational achievement.

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

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**.

CFAT's owner/director has a thorough understanding of the requirements of first aid training, and of stakeholder expectations. A high level of repeat business from clients representing a wide range of businesses suggests that the training is delivering valued outcomes. Copies of written feedback provided by CFAT, and comments from stakeholder interviews, confirmed a high level of satisfaction among clients. First aid training not only enables employers to comply with legislative requirements, but also contributes to a safer community. The ability of learners to apply their first aid skills in the workplace or their daily lives is highly valued. Most clients interviewed were able to cite examples of assistance being provided in the event of accidents or medical emergencies. CFAT's prompt processing of unit standard achievement to NZQA is particularly appreciated by stakeholders, including learners, especially as it facilitates the completion of apprenticeships or other training programmes.

CFAT generally relies on gathering information in the course of routine contact between clients and CFAT's director/owner or administrator. Although CFAT reports that feedback is largely positive, records of feedback activity and key findings are not currently maintained (previously a bi-annual survey was administered). The value and usefulness of this engagement could be enhanced by a more systematic approach to capturing both anecdotal and structured feedback, especially from major clients. Periodic reflection and sharing of key data and information across the CFAT team could contribute to a deeper understanding of stakeholder expectations and the development of targeted improvements.

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**.

CFAT demonstrates a very learner-focused approach and is highly effective in meeting the needs of the wide range of individuals who attend the courses, both public and private. This is evidenced by the very high learner satisfaction rates (generally more than 95 per cent) derived from course evaluations and positive comments reported by employer clients. This feedback consistently refers to the interactive and practical nature of the courses, and the inclusive and enjoyable learning environment, which assists learners to remain engaged throughout the day.

Teaching delivery is based on a course booklet. However, CFAT takes particular care to contextualise the generic first aid content to ensure its relevance for learners. This is based on information sought by tutors (in public courses) on individuals' employment and other interests, or by the director/owner (in the case of private courses) who ensures she is aware of the work environment, including hazard and accident information. As a result, practical examples are used that reflect situations that learners are likely to encounter, and assist them to understand and apply the knowledge to their own lives. One example provided was the inclusion of information, after the Christchurch earthquakes, on how to move people safely.

Clients reported their appreciation of CFAT's flexibility and willingness to accommodate their needs in terms of the timing and location of courses. Weekend courses are now offered in response to feedback from clients who cannot spare staff during the working week. Starting and finishing times are also adjusted if required to accommodate traffic delays or learners' family or work commitments. In doing so, CFAT ensures that the required number of hours is delivered.²

Learner satisfaction is closely monitored by the owner/director, who reviews all course evaluations and collates feedback, and targets a minimum of 90 per cent satisfaction with the courses overall. Tutors were able to describe how they had responded to learner feedback, for example by breaking down a comprehensive section on medical conditions into smaller chunks and incorporating practical activities to maintain interest.

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**.

CFAT is providing an inclusive and supportive learning environment which is effective in maintaining motivation and supporting students to progress through the course content and assessments. This includes providing additional assistance as required for students with physical disabilities (such as hearing impairment) or who are identified during the course as having learning deficits. Tutors use a variety of teaching approaches and learning aids to accommodate different learning styles, including facilitated discussions and practical activities, such as those involving emergency scenarios and role-plays. This is resulting in worthwhile learning outcomes and high levels of student satisfaction.

² First Aid as a Life Skill: Training Requirements for Quality Provision of Unit Standard-based First Aid Training, New Zealand Qualifications Authority (2010).

CFAT demonstrates a commitment to building teacher capability. Examples of this commitment include a careful induction and training programme for newly appointed staff, ad hoc and scheduled teaching observations, and a recent initiative to incorporate discussion on teaching and assessment practice into staff training days (generally annual events, but a second session for 2013 is scheduled for July). One tutor is currently studying towards a national certificate in adult education, and one other holds a diploma in teaching. CFAT is also aware of the need for tutors to maintain appropriate first aid qualifications, and plans are in place to ensure minimum requirements are met by all staff. CFAT staff report communicating regularly regarding training activities and content, and using learner and collegial feedback to improve their practice. However, the evaluators found little evidence of formal sharing of ideas about teaching and learning on a continual basis. Providing more structured opportunities for reflection as a group could lead to greater consistency in delivery and assessment.

The evaluators found that CFAT is responding appropriately to issues identified by NZQA in relation to assessment and moderation practice. Examples include the revision of assessment materials and pre-assessment moderation of purchased commercial materials. Together with the involvement of external advisors in order to improve assessment design and practice, these activities provide adequate assurance of academic standards at CFAT. A specific focus on assessment activities during teaching observations could provide further opportunities to identify areas for further clarification or standardisation.

1.5 How well are learners guided and supported?

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 evaluators found that CFAT is providing appropriate levels of guidance and support for learners, within the context of the one or two-day courses offered. Small groups (maximum of 20 learners) enable tutors to identify and respond to learners, many of whom are practical people with varied educational backgrounds.

Examples of how tutors support learners to achieve the unit standards include using oral rather than written assessments, and providing additional opportunities for anxious individuals to complete practical assessments on an individual basis after the class. Tutors use examples or describe situations that have particular relevance for the group and provide prompt and constructive feedback to learners on their practical activities, including reference to relevant cultural traditions. A review of student evaluations confirmed that they appreciated the supportive approach of the staff. Feedback from clients interviewed during the evaluation suggested that this had also contributed significantly to staff willingness to achieve their first aid certification and to attend refresher courses.

The evaluators found that CFAT has a general concern with providing appropriate guidance and support, which relies on the skills of the trainers, within the limited time available. While the organisation has recently begun to formally notify clients about learners who do not attend, or cease attending, and suggests some reasons for withdrawal, CFAT does not collate or analyse this data to identify patterns or improve support mechanisms.

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**.

CFAT is a small, learner-centred and responsive training provider which largely relies on informal communication practices and management processes. Staff report that they feel valued and well supported, and the organisation is investing willingly in staff development. Teaching resources are sufficient and fit for purpose and are reviewed annually. Some routine activities provide useful information on educational performance, although limitations in capturing informal or anecdotal feedback, or analysing data, reduce the value in driving worthwhile improvements. The evaluators heard about individual reflective practice leading to improvements. However, there is no evidence of self-assessment occurring across the organisation on a formal, routine basis.

The oversight of day-to-day activities at CFAT is provided by the owner/director who draws on her long experience in emergency services and established relationships with clients to deliver training that equips individuals with appropriate skills and knowledge to respond to a variety of medical and accident emergencies. While she is also still involved in teaching, the overall quality of the learning outcomes is largely dependent on her capacity to personally monitor the teaching delivery and learning outcomes. Consistently good learner achievement and high levels of stakeholder satisfaction indicate that the hands-on approach is generally effective. However, should the organisation continue to grow, an enhanced focus on practical processes for recording key information, and identifying and monitoring targeted improvements, would be useful in ensuring that educational performance is maintained.

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: Workplace first aid training

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 CFAT:

- Consider the implementation of practical processes for collecting and recording key information (such as client feedback) and using this information for development and improvement.
- Clarify expectations and processes for ongoing individual and group reflection on teaching effectiveness, including the identification of improvements and assessing their impact on learner achievement.
- Develop a better understanding of why learners do not complete or achieve unit standards, with a view to developing strategies for further enhancing educational achievement.

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).

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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