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Report of External Evaluation and Review

City First Aid Training Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 17 July 2017

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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:	City First Aid Training Limited (CFA)
Type:	Private training establishment (PTE)
First registered:	27 May 1999
Location:	Head office: Clark St, Sumner, Christchurch
Delivery sites:	The Cashmere Club, Christchurch, plus other occasional client venues
Courses currently delivered:	<ul style="list-style-type: none">• First Aid• Workplace First Aid• First Aid at Work• Outdoor First Aid
Code of Practice signatory:	Not a signatory
Number of students:	Domestic: approximately 6,000 per year (approximately 100 equivalent full-time students) International: nil
Number of staff:	Two full-time management and administration Five part-time trainers
Scope of active accreditation:	<ul style="list-style-type: none">• First Aid at Work (Training Scheme) (level 2)• A range of unit standard accreditation in the domains of first aid and pre-hospital emergency care, to level 3

Distinctive characteristics:	City First Aid Training Ltd provides first aid training, targeting in particular, but not exclusively, those organisations and individuals requiring Workplace First Aid certificates or refresher courses.
Previous quality assurance history:	This is CFA's second scheduled external evaluation and review (EER). The first EER was conducted in June 2013, at which time NZQA was Confident in CFA's educational performance and Confident in its capability in self-assessment. NZQA has not noted any risk issues since the last EER. CFA has met all external moderation requirements for NZQA.

2. Scope of external evaluation and review

There was a single focus area for this EER, First Aid Training, which includes all of CFA's training delivery.

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.

Prior to the EER, the lead evaluator and CFA owner/director had several phone discussions to agree the scope and process for the EER. The evaluation team of two evaluators spent one and half days at the CFA office in Christchurch, where they reviewed an extensive range of documentation and met with the owner/director, administration co-ordinator, and one tutor. The quality manager, two tutors, and five workplace client organisations were interviewed by phone. The evaluation team also visited a first aid course being delivered at the Cashmere Club, where they interviewed the tutor, spoke briefly with the students, and viewed the delivery site. The purpose of this site visit was to provide the evaluators with context rather than to make judgments about the quality of delivery.

During the site visit, CFA provided the evaluation team with a range of operational documentation, including training and planning materials, quality management policies, enrolment information and policies, student achievement records, student evaluations, collated analysis of student satisfaction levels, and course delivery and

assessment materials. This documentation complemented the self-assessment information that had been pre-submitted by the organisation. The evaluators reviewed all materials tabled and were able to review a sufficient range of evidence to reach evaluative judgements.

Summary of Results

Statement of confidence on educational performance and capability in self-assessment

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

CFA is meeting the most important needs of its students and stakeholders, and there is good evidence of effective processes that contribute to learning.

- Students are achieving good results at CFA and are acquiring useful and meaningful skills and knowledge, as supported by analysis of feedback from students and employers. In the past year, 99.3 per cent of students on CFA first aid courses achieved all their required unit standards. CFA has sound assessment tools and a robust moderation process used to confirm that assessment outcomes are valid.
- Discussion with stakeholders indicates that CFA employs trainers who have sound skills and experience; it engages well with clients and the first aid industry and is valued for the positive contribution it makes.
- Feedback from clients indicates that courses have an appropriate mix of theory and practice and are delivered in a manner that enables students to understand and acquire useful skills and knowledge. The skills and knowledge gained by those students who are employed are immediately applicable to providing first aid in the workplace and are valued by both the employee and employer.
- There is good evidence that the organisation has addressed recommendations from the last EER and continues to make ongoing improvements to the quality of delivery and assessment.
- The organisation is soundly and sustainably managed. It has systems for monitoring its obligations to ensure that important compliance accountabilities are understood and well managed. Client organisations were particularly complimentary about the speed and accuracy of results reporting to NZQA.
- CFA is a small company and uses a combination of informal and formal feedback processes to monitor and evaluate how well it is meeting its student and client company needs. These processes indicate that CFA is identifying and meeting student and client needs well. CFA works closely with its client organisations to help identify the learning needs of the organisations and students, and then addresses these needs well through responsive customer service, good teaching, and appropriate student support.

In summary, NZQA is confident in the educational performance and self-assessment capability of CFA as it has found clear evidence that CFA is providing

quality education and training that leads to positive outcomes for the majority of its students. The organisation is well managed, the training is appropriately resourced, and CFA uses its resources effectively. The CFA staff are a professional and cohesive team who display a clear understanding of their role and their respective responsibilities to their stakeholders and students.

Findings¹

1.1 How well do students 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**.

Both the organisation and its staff have a strong focus on student achievement. The courses that CFA delivers are structured with the presumption that every student will pass. For instance, fewer than 40 students (of around 6,000) did not pass the course last year, and an explanation as to why those students were not able to pass the assessment was available.² Learners who do not pass the assessment on the first attempt are offered opportunities to re-sit assessments or attend another course free of charge. CFA was able to provide evidence that over half of those who did not pass on the first attempt had returned and successfully repeated the assessment.

In addition to a thorough internal moderation programme, CFA has complied with and met all NZQA external moderation requirements. CFA uses scenario-based assessment with individuals who demonstrate their competence in a manner aligned to their workplace or community situation.

Staff at CFA demonstrated a good understanding of the factors that lead to student achievement and regularly analyse and discuss ideas for improving achievement and making the courses more useful and enjoyable for students. However, CFA generally focuses on individual student outcomes and has only recently begun to use aggregated data to identify actions for further improving student achievement overall. As CFA develops a better understanding of why students do not complete or achieve, this will 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.

² The most common reasons for non-completion were either literacy/language challenges or situations where the student could not return for the second day of a course because of external commitments or events.

1.2 What is the value of the outcomes for key stakeholders, including students?

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**.

CFA engages well with its industry clients and is highly valued for the contribution that it makes. The core of CFA's business revolves around a number of regular clients, most of whom the organisation has had a relationship with for several years, in some cases up to 20 years. These clients operate in an environment that is very conscious of costs and benefits – they would not have continued to purchase services from CFA if they did not believe that it was providing good value to them.

Most of the students attending CFA courses are in employment. The courses are directly related to that employment, which is often in high-risk occupations or such as aged care workers, working with high-needs clients. Through the courses, students acquire useful skills and knowledge they can apply within their workplace. Clients spoken to reported that the first aid courses delivered by CFA helped staff to gain confidence.

CFA also adds value to its community by, for instance, providing free first aid courses to not-for-profit organisations and community groups such as a young parents group.

Given the shortness and specificity of the courses, it is unrealistic to measure other benefits or forms of achievement from the training provided.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

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**.

CFA schedules courses around the needs of clients and delivers training where and when it is needed. In addition to the regular venue at the Cashmere Club in Christchurch, teaching premises are hired on a casual basis or provided by the corporate client. CFA has systems and processes to ensure that premises are fit for purpose and that the learning environments it creates are suited to the needs of students. The student evaluations for every course offering include feedback on the learning environment, and if any issues are identified they are acted on. Given that the provider has been using the same venues for many years, negative comments, or suggestions for improvement, about learning environments are rare.

Regular meetings with representatives from such organisations as the Epilepsy Association of New Zealand, the burns unit at Burwood Hospital, hepatitis C

services (Te Wai Pounamu), the Asthma and Respiratory Foundation, and Christchurch Hospital A+E department ensure that the most up-to-date treatment techniques and information are available to staff and clients.

CFA has a number of trainers available, and for any given course uses the trainer who will best match the learning style and industry background of the target group. Trainers reported that they start every course preparation with an introduction to the background and work of every student so they can then tailor delivery and examples to those specific industries. Trainers also work with client organisations to develop teaching scenarios contextualised to the workplace environments of the students.

CFA has sound assessment tools and a good moderation process to confirm that assessment outcomes are valid. CFA regularly participated in NZQA's moderation processes until 2015³, during which all assessments were approved for ongoing use. The representatives from the new standard-setting body, The Skills Organisation, have engaged with CFA and moderation is planned for September 2017. In the absence of formal external moderation, CFA has called on the services of a family contact with educational quality assurance experience to independently moderate assessments. Engaging with other providers to conduct reciprocal moderation would also demonstrate good practice. CFA is a member of the Private Emergency Care Association of New Zealand, and ensures that at least one staff member attends the annual conference where changes or potential changes to first aid training requirements are discussed.

The delivery and assessment of first aid courses at CFA meets Resuscitation Council guidelines, including the latest version, January 2016. CFA staff have regularly attended Resuscitation Council refresher training.

1.4 How effectively are students supported and involved in their learning?

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**.

There was clear evidence of good teaching practice taking place at CFA, and a robust structure which will ensure good teaching continues. All staff are enthusiastic and passionate about their teaching and they are well supported by management. Instructors and students relate well to each other. The strong rapport between students and staff was evident from discussions and evaluation

³ Responsibility for standard-setting for first aid training was moved from NZQA to The Skills Organisation in 2015.

survey outcomes. Student feedback about the organisation and teaching was all positive.

CFA demonstrates a commitment to building and maintaining teacher capability. Examples of this commitment include a careful induction and training programme for newly appointed staff, impromptu and scheduled teaching observations, and annual staff training days. Formal teaching observations have not necessarily been scheduled as per the quality management system, but there was evidence of regular and ongoing ad hoc observations by the owner/director. Staff reported that these were useful and helped with reflection and improvement.

CFA does not face the same support requirements as providers of full-time courses, but what support services it does provide are appropriate to the courses delivered and the immediate needs of the students attending.

Student evaluations are conducted at the completion of every course and gather students' feedback on their experiences of different aspects of their course, including content and delivery, facilities and staff effectiveness. The information is then used informally to bring about useful improvements to teaching and course design.

Pre-course information and guidance is appropriate to the programmes offered, and students commented that they found the enrolment process very friendly. CFA has recognised and regularly discussed among staff the needs of the various cultural groups who attend the courses and makes a sincere effort to be sensitive to those needs. To date, CFA has not formally collected data regarding ethnicity.

1.5 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 PTE has a very good understanding of its business. The owner/director has been in the industry for over 30 years and clearly understands where their market niche lies. Much of the organisational strategy is not formally documented, but the owner and staff have a common understanding of vision and direction, and their recent self-assessment document provides direction for future actions. Formal staff appraisals and teaching observations are not being done regularly or systematically as required in the quality management system. Given the regular contact between management and staff and the impromptu teaching observations previously discussed, this doesn't present a significant risk, but scheduled formal appraisals may lead to improvement in delivery and experience for students.

The owner/director of CFA recognises that the key to success of the business lies in the success of the students and the value they gain from their study. The owner

and staff displayed a close empathy for and awareness of their students' needs and have clear and effective strategies to meet those needs.

Effective resourcing is planned and provided for all courses. The quality of course material is good and the training environments support learning.

The organisation enthusiastically encourages opportunities for reflection on its role and how to better meet stakeholder needs. Evidence indicates that the owners actively seek feedback from many sources to use as a learning and improvement tool, and that the ongoing success and sustainability of their business depends on it.

1.6 How effectively are important compliance accountabilities managed?

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**.

As a small business in New Zealand, CFA has compliance accountabilities to a number of agencies and regulatory bodies. The organisation has a bring-up system to identify compliance deadlines, and there was no indication that accountabilities are not being met.

NZQA attestations and returns have been met within required timeframes. The courses are being delivered consistent with NZQA approvals. Clients were universal in complimenting CFA for prompt processing of results: certificates are mailed to students and results reported to NZQA on a weekly basis. This is important as students often need these unit standards or certificates for compliance in their own workplace or for credit towards other qualifications.

As previously discussed, external moderation with NZQA is up to date and meets required standards. The organisation contracts an independent and experienced educator to oversee moderation and quality assurance needs.

The number and quality of teaching resources – e.g. first aid manikins – meets professional and industry guideline requirements. All staff meet Resuscitation Council criteria and attend Resuscitation Council refresher training as required.

In essence, CFA has a clear understanding of its compliance accountabilities and manages effectively to ensure obligations are met.

Focus Areas

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

2.1 Focus area: 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

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

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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Final Report.