



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

City First Aid Training Limited

Date of report: 7 June 2023

# About City First Aid Training Limited

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*City First Aid Training Limited (CFA) is a family-run private training establishment delivering first aid training in industry, educational and community settings to a diversity of clients and students, predominantly in the Canterbury region.*

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Type of organisation:	Private training establishment (PTE)
Location:	4 Melville Street, Bishopdale, Christchurch
Eligible to enrol intl students:	No
Number of students:	Domestic: 2,345 students – 7.5 per cent Māori, 3.4 per cent Pasifika, 0.7 per cent deaf
Number of staff:	Seven part-time, one full-time
TEO profile:	<a href="#">City First Aid Training Ltd</a>
Last EER outcome:	At the last EER, in 2021, NZQA was Not Yet Confident in both CFA's educational performance and capability in self-assessment.
Scope of evaluation:	First aid courses, namely the training scheme: First Aid at Work (116496-3)
MoE number:	8251
NZQA reference:	C52170
Dates of EER enquiry (online):	13 and 14 February 2023 <sup>1</sup>

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<sup>1</sup> Reporting of the EER was delayed to enable consideration of external moderation results released in March 2023.

# Summary of results

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*Courses are well regarded and match clients' and students' needs. CFA provides quality training. Self-assessment is sufficient to inform most aspects of performance, but this needs continued development and improvement in some areas.*

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## **Confident in educational performance**

- CFA has worked hard to implement processes and systems since the last EER and to address the compliance gaps found at that time. Improvements include a new booking system, regular staff education sessions, a staff training manual, a new stakeholder survey, and an improved student survey. Some of the improvements were made in response to gaps identified by NZQA, and are now supporting and contributing insights to inform educational performance. Some improvements have also resulted from self-review.

## **Confident in capability in self-assessment**

- Current self-assessment provides generally sufficient identification and review of priority areas for a small PTE delivering short first aid courses. CFA has some good-quality self-assessment information and processes, but there are also areas requiring streamlining and development.
- As some processes are new, time is still needed to produce a body of data to inform self-assessment more meaningfully, and for CFA to build associated processes to coherently bring together and review data comparatively and over time. Nevertheless, there are good foundations in place and a commitment from CFA to utilise data and continue building on existing processes.
- CFA's courses match clients' and students' needs well. They hold the quality of training in regard. The courses are appropriately resourced. Nearly all students successfully complete courses, achieve first aid certification, and are confident to provide first aid. A high level of satisfaction is confirmed through stakeholder and student survey data. CFA is a preferred provider for some stakeholders.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students gain a range of core first aid skills, ranging from responding to wounds and burns through to administering cardiopulmonary resuscitation (CPR) and use of defibrillators. Learning also extends to knowledge of different options for responding to first aid situations when environmental or personal limitations present. Nearly all students achieve and gain their first aid certificates.</p> <p>External moderation by Toitū te Waiora (Community Health, Education and Social Services) Workforce Development Council in 2023 confirms the validity of assessment, with all 12 assessor judgements at the national standard. Past external post-moderation results have been positive. Samples of CFA's own externally contracted review of teaching and assessing show positive results. Pre-assessment moderation of two workplace first aid unit standards by Toitū te Waiora found that assessment tools need improvement before these are used.</p> <p>Course completions are tracked. CFA now has a booking system in place that captures data on learner ethnicity, responding to a gap found at the last EER. This also captures data from students self-identifying special needs. As this body of data grows, it will be able to inform self-assessment.</p> <p>EER conversations with tutors, students and employers of trainees consistently identified the effective way in which the trainers observe students and respond to support achievement.</p>
Conclusion:	Nearly all trainees gain their first aid certificates and expected first aid skills. Processes to track completions, including for priority students, are now in place. Time is still needed for this body of data to grow to inform performance.

<sup>2</sup> 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 students?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>CFA courses empower and equip learners to respond in first aid situations. Learners gain confidence to provide first aid, to assist in an emergency, and to perform CPR. CFA's post-training student survey elicits feedback on the outcomes of training, with most students responding positively to questions about their confidence to provide first aid.</p> <p>Nearly all students gain their first aid certificate. For clients who enrol their staff with CFA, this meets their funder accreditation and contractual requirements. CFA is contributing to a wider need for first aiders in the community and workplace.</p> <p>CFA is driven by a motivation to ensure community access to first aid training. Several stakeholders identified CFA as their preferred provider. Three Kaupapa Māori providers spoken with continue to use CFA because their needs have been met.</p> <p>Since the last EER, CFA has implemented a stakeholder survey, providing some insight into client satisfaction and met needs, with a high recommendation rate from the 10 respondents so far. There are some limitations to the survey such as gaps in time between the course end and survey administration. There could also be more focus on the value of the training, and there is no 'not applicable' response option if questions do not apply - potentially this causes some incorrect use of the rating scale. CFA intends revising the survey.</p> <p>One of the directors (now committed full-time to the business) also intends implementing a process of stakeholder catch-ups. One-to-one stakeholder engagement does regularly occur, but is variable and would benefit from a systemised approach.</p>
Conclusion:	Courses are highly valued. Learners gain confidence and skills to provide first aid. This is confirmed by learner and client surveys. Processes for client feedback could be strengthened.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Stakeholders and trainees hold CFA and the training in regard. Those spoken with for the EER highlighted quality instruction, relevant training, excellent communication from CFA, CFA's openness and responsiveness to feedback, and CFA's adaptability in the timetabling and provision of the training. By all accounts, learning activities and resources are relevant, appropriate and effective in engaging the students.</p> <p>Representatives from three Kaupapa Māori organisations spoken with for the EER considered that CFA tutors fitted well into their protocols and environments.</p> <p>CFA has reciprocal arrangements with other first aid instructors to externally peer moderate, by observation, tutors' delivery of required topics within different unit standards, and assessment. Internal peer observation of the course delivery also occurs – once a year, or more frequently. These are good practices, considered to be of value by the tutors. It is appropriate that observations are undertaken flexibly as needed to support teaching practice. At the same time, it would be useful to establish a schedule or process to ensure observations occur routinely as an embedded process.</p> <p>Observation of training and assessment undertaken by Toitū te Waiora in March 2023 confirms the validity of assessment. Earlier pre-assessment moderation for unit standards 17593 and 497 in 2022 did not meet requirements, with updated assessment materials yet to be submitted. Except for two students being awarded unit standard 17593 in 2022 and prior to the assessment being pre-moderated, it does not appear from NZQA credit reporting that there has been any assessment to these unit standards within the last three years. It is essential that CFA addresses Toitū te Waiora requirements before assessing to these unit standards.</p> <p>CFA uses a mix of end-of-course student surveys and verbal feedback to understand how well courses are matching learners' needs. Collated results show a useful body of data that reflects</p>

	<p>mostly positive survey ratings in response to relevant questions. Survey feedback is directly accessible and used by the tutors.</p> <p>The survey does not ask about the online learning experience, which could add insight to support periodic course review (particularly as the online option has now been in place for over a year). Overall, while different data is reviewed in real time, and immediate changes are made if needed, data does not seem to yet be lifted and reviewed annually to identify trends and track themes.</p> <p>Monthly meetings are held between the head tutor and the directors to continuously review the training, including feedback.</p>
Conclusion:	CFA courses match the needs of students and stakeholders. Self-assessment provides CFA with appropriate insights, although these could be enhanced by further development of processes.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The training is relevant and interesting. It is brought to life for students through tutors' references to different first aid contexts and examples they have experienced and are knowledgeable about.</p> <p>Past students and stakeholders spoken with for the EER referred to the engaging tutors, effective facilitation styles and comfortable learning environment that supports learning – these are factors that make CFA a preferred provider for some.</p> <p>CFA uses a range of teaching strategies and methods to engage the students. Consistency of delivery is supported by a training manual that CFA has created for tutors since the last EER. Tutors are recognised as sensitive and responsive to students' experiences of past traumatic events.</p> <p>All spoken with for the EER commented on how well the tutors 'read' each student to ensure their understanding and to identify additional learning needs with individual time, attention and support provided as needed. CFA seeks to identify students with specific needs in advance of the course through a question in the booking form, to ensure appropriate support. These actions ensure good insight into needs. However, there is no other</p>

	<p>established process in place to understand performance in this area. While verbal and survey feedback give insights into overall satisfaction, there is not a specific student survey question about matters such as the effectiveness of support, inclusivity of the learning environment, or responsiveness to needs. Nor does this focus yet form a specific consideration in other aspects of self-review, for example as a part of tutor observation.</p> <p>Staff are aware of the Code of Practice. Following a recent review of the Code, CFA completed drafting an organisational pastoral care policy which it is about to seek feedback on.</p>
Conclusion:	Students are appropriately supported and actively engaged through relevant teaching methods and strategies. Effectiveness could be better understood by more targeted self-assessment.

### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>CFA has introduced systems and processes that were not present at the last EER. Regular director, head tutor and staff meetings are held, have an agenda and are minuted. These provide ongoing opportunities to review training and feedback, and sector developments. At the end of 2022, one of the directors retired from a long-term profession to fully commit to CFA. This will provide capacity for strategic plan-related developments, including an increased stakeholder engagement focus – currently, stakeholder engagement is variable.</p> <p>CFA has a strategic plan and vision for controlled growth. This includes a focus on growing staff understanding of Māori history and culture. This aligns with proposed developments within CFA's Code of Practice self-assessment plan. Intended actions though, are not yet underway.</p> <p>Since the last EER, a specific focus for the directors has been staff training and supporting teaching practice. Pedagogical knowledge, strategies and practice are part of CFA's strategic plan. CFA has developed a tutor training manual (based on New Zealand Resuscitation Council guidelines) and established three-monthly education sessions which are valued by the tutors. Staff development also includes attendance at sector conferences (for</p>



	<p>example, Resuscitation Council and Association of Emergency Care Training Providers). CFA ensures and pays for tutors' training qualifications and refresher training.</p> <p>An underlying ethos of the organisation and its purpose is taking care of people and each other. Tutors spoke highly of their work environment and feel valued and supported. By all accounts, teaching and learning resources are sufficient.</p> <p>CFA has introduced a staff performance appraisal process since the last EER. A process for trainer peer reviews is also in place, but could be more systemised.</p> <p>CFA's ability to capture data has improved since the last EER, with a new booking system capturing customer and student information, and a new stakeholder survey.</p> <p>Some self-review processes still need development and streamlining, alongside greater interrogation of data to provide CFA with meaningful insights about performance and to guide decision-making. As such, self-assessment is still only partially effective, although developing in the right direction.</p> <p>For some months, CFA has been seeking to establish an advisory board. This is still in the process of being formed. Potentially this will provide external guidance and scrutiny to contribute to effective governance and management, including self-review, and to strengthen educational leadership.</p>
<p>Conclusion:</p>	<p>CFA has improved performance through new systems and processes. Self-assessment is still developing.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Since the last EER, CFA has built and is continuing to grow its understanding of NZQA accountabilities. It has addressed the compliance gaps from the last EER and implemented a calendar to keep track of requirements. CFA has developed a health and safety manual (including a risk register). It still needs to streamline its process for the reporting of new temporary sites to NZQA, and to ensure its EER outcome is made available to new students (for example, on its website).</p> <p>CFA directors demonstrated proactive contact with regulators to seek clarity when rules and guidelines are unclear and to keep abreast of sector developments. This is also supported by CFA's attendance at sector body meetings and conferences.</p> <p>CFA continues to demonstrate compliance with the 'First Aid as a Life Skill' document (as found at the 2021 EER). CFA has an established process in place to ensure trainers maintain required qualifications. External moderation of unit standards 6400-6402 by Toitū te Waiora in 2023 confirmed compliance to consent and moderation requirements.</p> <p>CFA is yet to respond to Toitū te Waiora 2022 pre-assessment moderation results requiring improvements to assessment materials. In 2019, external moderation (by the Skills Organisation) identified gaps with pre-assessment-moderation. Related processes and documentation need systemising.</p> <p>All courses are timetabled to ensure delivery meets expected hours. This is confirmed through course bookings. Since the EER enquiry, CFA has implemented a process to support oversight to assure that hours are delivered as scheduled.</p>
Conclusion:	CFA has improved performance and established processes to better support its management of compliance accountabilities since the last EER. There are still some key aspects where processes and understanding could be improved.

# Focus areas

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

## 2.1 First aid courses, namely the training scheme: First Aid at Work (116496-3)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence	Courses meet clients' and students' needs. Students are supported and engaged in their learning. Although aspects of self-assessment are still developing, current methods provide sufficient insight to understand performance.

# 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.*

NZQA recommends that City First Aid Training Limited:

- Further its plans to continue building stakeholder engagement processes to ensure a consistent and systematic approach, and to improve its stakeholder survey.
- Further its plans to establish an advisory board.
- Strengthen pre-assessment moderation processes and documentation and ensure these meet Toitū te Waiora requirements.
- Systemise existing processes for trainer observation to ensure all trainers continue to undergo routine observation each year (including trainers contracted to CFA).
- Expand self-assessment processes to gather data about how effectively students are supported and involved in their learning.
- Expand self-assessment processes to gather data to inform the effectiveness of online delivery processes.
- Streamline processes for reporting new temporary delivery sites to NZQA in line with NZQA guidance.
- Progress plans to support staff in their Māori culture professional development.
- Invite NZQA to conduct the next EER within a two-year period given the continued development of self-assessment data and processes.

# 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.*

NZQA requires City First Aid Training Limited to ensure:

- Its EER category and statements of confidence are known to students in accordance with Rule 6.1.4.b of the Private Training Establishment Registration Rules 2022.
- All 2022 pre-assessment moderation requirements identified by Toitū te Waiora are addressed before any delivery and assessment of unit standards 497 and 17593 in accordance with Rule 6.1.8 of the Private Training Establishment Registration Rules 2022.

City First Aid Training Limited must notify NZQA of any intention to resume usage of its consent to assess for unit standard 497 so that the relevant consent to assess can be reinstated, given it has been inactive.

# Appendix

## Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

### Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud<sup>3</sup>
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

## Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, 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

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<sup>3</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

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

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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