

Report of External Evaluation and Review

Shalom Training Limited
trading as Shalom Education

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 11 September 2013

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MoE Number: 8769
NZQA Reference: C11413
Date of EER visit: 6 June 2013

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:	Shalom Training Limited, trading as Shalom Education
Type:	Private training establishment (PTE)
Location:	Awanui, Kaitaia
First registered:	21 September 1992
Courses currently delivered:	First aid certificate courses
Code of Practice signatory?:	Shalom Education is not a signatory to the Code of Practice for the Pastoral Care of International Students
Number of students:	Domestic: numbers vary year to year, with between 700 and 900 learners participating in training in recent years. The majority of learners, approximately 80 per cent, are Māori. Most learners require the first aid unit standards and certificates to assist with gaining employment or to retain employment and demonstrate competency.
Number of staff:	Shalom Education has one staff member, who is the owner and sole instructor.
Scope of active accreditation:	Shalom Education has accreditation and consent to assess in the domains of Core Health and First Aid to level 2.
Distinctive characteristics:	Shalom Education is a very small PTE which has been delivering first aid courses for at least 17 years at clients' sites in the Northland region,

mostly in the Far North.

Courses are practical and culturally appropriate for the region, including the use of te reo and tikanga Māori, and incorporating local knowledge into the programmes where possible.

Previous quality assurance history:

Shalom Education was last quality assured by NZQA by quality audit in 2007, and all requirements were met.

An NZQA Validation of Annual Returns Report visit was conducted in 2011, and all requirements were met.

NZQA external moderation requirements for 2012 for some standards were met; the assessor judgements for two unit standards submitted were not upheld. Improvement is noted from the 2011 external moderation results.

2. Scope of external evaluation and review

Following a review of submitted documents and a scoping telephone call between the lead evaluator and Shalom Education, the following focus areas were agreed for inclusion in the external evaluation and review (EER):

- Governance, management and strategy – this is a mandatory focus area.
- First Aid Training – first aid and first aid refresher courses are the only courses Shalom Education delivers. The selection of this as a focus area encompasses all the educational activity of the PTE.

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 team of two evaluators conducted the EER over one day on site in Awanui. The EER included an interview with the owner/instructor. A range of documents was sighted during the EER, including achievement data, evaluation and collated data, recommendation folder, learning log and pre-course information. Subsequent to the on-site EER, stakeholder telephone interviews were also conducted.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Shalom Training Limited trading as Shalom Education**.

Shalom Education and the owner, who is also the only instructor, are well known and established in the communities of Northland, where the PTE has been delivering first aid and first aid refresher courses for over 17 years.

Achievement of the first aid unit standards and certificate are important for learners to retain employment and demonstrate the competency required in schools, kōhanga reo and workplaces. Achievement of the first aid unit standards has been consistently very good for at least the past six years. Shalom Education has a clear understanding of who has and has not achieved and why. It is through the commitment of the instructor to support the learner and to provide opportunities to be reassessed when necessary that 99 per cent of all learners gain the first aid or refresher certificates.

Ultimately, the most important need of the learners is to have confidence in their first aid knowledge and ability to use first aid skills, through which the needs of the community are also supported and met. Shalom Education's contribution to this important value-added component is evident in a number of ways.

- Shalom Education provides first aid training and refresher courses to community members and health professionals who require currency for employment and who are based in isolated areas with no local opportunity to complete first aid training.
- Shalom Education uses teaching techniques in the delivery that recognise the cultural practices and values of its clients, and that are relevant to the locality.
- Shalom Education is proactive in health promotion that matches the demographic of participants and the communities they live in. The training also raises awareness of learners' personal health and provides information about, and referral to, local services.
- Shalom Education increases learners' ability and confidence to respond and use first aid skills and knowledge, which is especially important in areas where location or geography means there are limited community services available such as Plunket, and where ambulance services have extended response times and access to hospital services is limited.
- Shalom Education returns to organisations that have used their first aid skills and knowledge in actual incidents, in order to review the intervention

that has occurred and, where necessary, re-educate those involved at no cost.

Stakeholders interviewed by the evaluation team, and the commendations viewed that triangulated these examples, were unanimous in their confidence in learner achievement and skill enhancement.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Shalom Training Limited trading as Shalom Education**.

Shalom Education has a number of well-established practices and self-assessment activities used to monitor, analyse and inform itself about important areas within the PTE. These include achievement of first aid and refresher certificates, increased awareness of learners' personal well-being, and confidence in the use of skills.

Achievement data and learner perspectives around areas such as course content, feeling safe, respected and included in the learning environment, and having confidence in skills developed is reliably collected through learner evaluations and analysed and reviewed. This is supplemented with anecdotal feedback about courses and unsolicited feedback gathered post-training through close connections and encounters in the local community. The instructor mostly captures this informal information for review in a learning log and collects letters of recommendation and appreciation.

Shalom Education has used this information to make changes to improve the assessments and course content. Changes to the written evaluation form as a tool to collect useful information has also occurred. These are generally small changes that are occurring following formal review, such as moderation, or on an as-needs basis, which is reasonable considering that Shalom Education delivers first aid and first aid refresher courses that are one or two days in duration, and have been delivered by the one instructor for almost two decades.

The impact of the changes that have occurred has been monitored on an ongoing basis with each course. However, any improvements in the learners' achievement of the unit standards or the gaining of the certificate are not obvious, as 99 per cent of learners have been consistently achieving over recent years.

Shalom Education's instructor has a focus on improving learners' understanding about their personal health and the likely subsequent impact on community well-being. Although this information is collected directly from learners at the time of training, gathering feedback systematically and directly from clients specifically about these areas post-training would strengthen the self-assessment information already gathered, and validate further those needs within the community that are well understood and met through the first aid training.

Findings¹

1.1 How well do learners achieve?

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**.

Learners who participate in Shalom Education's first aid courses almost always achieve the associated unit standards and certificate and all gain skills and knowledge as a first responder, which is excellent.

Shalom Education has a sound understanding of achievement for all courses, the results of which are collated. Small class sizes of 10-14 learners and the sole instructor doing all the teaching and assessing guarantees organisation-wide understanding of the achievement of individual learners at every course.

Shalom Education formally reviews the collated achievement results quarterly for comparison, and these are reviewed as an annual figure at the end of each year. This process has reliably occurred for several years, and the evaluation team was able to view collated achievement from 2007 to 2013. Over that time, annual learner numbers varied between 700 and 900 learners enrolling each year, and achievement is sitting at 99 per cent, with the actual number of learners not achieving the unit standards always in single figures. Shalom Education understands who does and who does not achieve and the reasons why, which mostly relate to not meeting attendance requirements and therefore not being eligible for the certificate awarded, or for reasons of physical inability and being unable to demonstrate the likes of CPR (cardiopulmonary resuscitation) skills. Opportunities are provided for re-assessment at the end of the course, or can be rescheduled for another date.

There is no breakdown of the data about first aid and first aid refresher courses, or about details such as how many learners require reassessment. Doing so may provide further information about achievement that the overarching data, although useful, cannot provide.

In addition to the internal review of achievement data, Shalom Education monitors demand for first aid courses based on the number of referrals and enrolments each year, much of which is repeat business from longstanding clients. Benchmarking Shalom Education's achievement data against other first aid providers is difficult and mostly occurs through discussions about assessment and achievement that occur when attending conferences (e.g. the Association of Emergency Care Training Providers), and through the review of the EER reports of other first aid

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

providers. These avenues provide Shalom Education with a sense of sector-wide achievement as a basis for reflection on its own learner achievement. Shalom Education's review indicates that the PTE's results are consistent with those reported in the sector.

Shalom Education and stakeholders acknowledge that most learners are not particularly interested in unit standard achievement, although they are assessed against the standards and the unit standards are being reported. What learners really want is first aid knowledge and skills and to meet the compliance requirements of employment. Shalom Education has an immediate understanding of learner achievement through learner feedback via evaluations gathered from all learners and unsolicited feedback from clients, kept in a learning log. The evaluation team has verified this further through stakeholder interviews where clients indicated that they personally and their employees are gaining first aid skills and knowledge.

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**.

Shalom Education well understands and meets the needs of the people and communities to which it delivers first aid training. Shalom Education provides a necessary service to the Northland region. For the majority of learners, achieving the unit standards and certificates fulfils first aid requirements for employment. This is the case for Shalom Education's key clients who include schools, kōhanga reo, local industry and medical centre, hospice staff and local ambulance officers, who require revalidation of their first aid knowledge and skills.

Of equal significance is confidence in the use of first aid knowledge and skills by first responders in the local community. Stakeholders emphasise that this is invaluable to the remote and rural locations of the Northland region, where some small communities lack easy access to services such as Plunket, and there are long response times for ambulances and higher-level hospital treatment. The ability of the community to respond utilising first aid skills with confidence and competence can have a significant impact on the outcomes of those affected.

Shalom Education contributes to individual learners' personal well-being. Shalom Education dedicates time to focus on health issues specific to the learners' and the community demographic. This includes the active promotion of health checks through the distribution of pamphlets and providing details and information about local and regional services. Evaluations indicate the learner's intention to seek health checks, such as planning to visit the local GP to test cholesterol levels. Anecdotally, Shalom Education has become aware of learners and family members

having sought health checks for diabetes and chest pain, and subsequently receiving treatment as a result. Focusing on personal health is an important outcome of Shalom Education's training and has the potential to enhance the well-being of individuals and increase awareness of health issues, where early detection can impact on the long-term outcome for the individual. The sharing of additional information, such as the location and use of the nearest automated external defibrillators, provides local communities with the knowledge and support of additional life-saving aides available to them.

Stakeholder feedback via learner evaluations and anecdotal feedback collected in the learning log indicates that the skills and knowledge learnt by attending Shalom Education's training have given first responders the improved confidence to provide life-saving skills to whānau or the communities they serve.

Shalom Education could benefit from the systematic gathering of feedback directly from clients, specifically about these highly valued outcomes. This would further strengthen the information already gathered at the time of training and focus the anecdotal feedback so it can be more comprehensively utilised. Stakeholders indicated that the cost-effectiveness and quality of the training programmes, the local knowledge, community involvement and reputation of the instructor are the main reasons for selecting Shalom Education.

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**.

The evaluators found that Shalom Education is committed to and is meeting the first aid training needs of learners and stakeholders in the Northland region very well. Shalom Education considers the holistic needs of the learner, such as location, work environment and personal and cultural needs, ensuring the course and activities within it are highly relevant and accessible.

Pre-course information is provided to the client, and the training is negotiated with each organisation prior to commencement. Shalom Education is able to be flexible in delivery, including negotiation of timeframes required for teaching first aid, which are adapted to suit the learning group or the qualification required. More importantly, Shalom Education is specifically travelling to rural communities within the region that other providers do not service. Shalom Education encourages small groups of learners to join together, or connects people with each other so that communities with insufficient numbers can combine and ensure the training needs of the locality are met, while remaining cost-effective for the PTE.

Shalom Education provides first aid training to local total immersion Māori schools in a culturally sensitive manner, including the use of te reo and tikanga Māori, and

incorporates local knowledge into the programmes where possible. These cultural aspects consistently feature in all of Shalom Education's training and facilitate an environment where learners feel safe and respected. The use of te reo assists learners' understanding of medical and technical language, presenting it in a way that learners are familiar and comfortable with, ensuring the learning is accessible.

The first aid courses are highly relevant and the instructor tailors the course to incorporate real-life scenarios from within the region that are reflective of the learners' own circumstances and life experience, such as early childhood educators focusing on paediatric issues. Authentic activities and scenarios also provide the opportunity to incorporate, and educate the learners about, personal and community health issues that go beyond the delivery of the required content and assessment of first aid unit standards, such as the recent inclusion of information about dealing with incidents involving synthetic cannabinoids. Including health topics relevant to the region not only provides an opportunity to educate but also to correct confusing or mistaken beliefs and views that learners sometimes have.

Self-assessment of how well the course and activities meet the needs of learners is good. The instructor uses his own knowledge of the region and people, and seeks information on areas of interest. Learner evaluations ask specifically about the learner feeling safe and respected during the course, their gaining of knowledge and skills, and being well informed. All areas are rated consistently highly. Anecdotal feedback, including letters of thanks and recommendations, and stakeholder interviews all emphasised that the course is highly relevant and accessible to learners. This provides a base of information from which Shalom Education can review the activities and programme. Purposefully gathering input directly from clients prior to training would further validate that the topics, activities and scenarios are the most relevant for each group of learners and would confirm the instructors' own views while providing an opportunity to be further informed about areas that may be incorporated into the 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 effectiveness of the teaching by Shalom Education is excellent. This is evident through the very high achievement rate of learners, acknowledgment of the acquisition of first aid skills and knowledge by learners and clients, and by repeat business, much of it by longstanding clients.

The instructor provides an informative, supportive and respectful learning environment and has an excellent background for teaching first aid. The instructor holds adult teaching qualifications and Pre-Hospital Emergency Care standards,

and is a level 5 New Zealand Resuscitation Council Instructor, which exceeds the training and qualification requirements for all first aid instructors.

The instructor actively engages learners on a teaching, personal and cultural level. The instructor shares his personal experience with storytelling, and the experiences of the learners are incorporated to emphasise learning. Communication techniques include demystifying medical and technical jargon into everyday language, including te reo, and appropriate use of humour, all of which are an important part of ensuring the learners are able to understand and participate in training. Stakeholders describe the instructor as down to earth, who removes the 'fear factor' in training and makes a genuine connection to people on the course. This is evidenced in feedback on evaluations, in stakeholder recommendations and in interviews with evaluators, which unanimously report and appreciate the respect given to all learners.

A range of good teaching methods and learning activities is included in the programme delivery. Interactive and practical learning methods are utilised. Modelling and observation, flash cards, one-to-one training and group teaching are employed and appeal to learners enrolled in this practical course. Formative assessment occurs throughout the course in the form of oral quizzes to reinforce learning and for the instructor to gauge learner progress.

Shalom Education has had challenges with external moderation in the past, which are now being addressed. Shalom Education recently established a relationship with another first aid provider which is also a registered PTE. The PTE allows Shalom Education to utilise its summative assessment materials which are pre- and post-moderated by NZQA. Shalom Education in turn is contributing to the internal moderation of these materials and offering perspective and expertise in areas the PTE currently does not have. There are clear mutual benefits to both providers which ultimately advantages the learners.

Self-assessment activities that inform the effectiveness of the teaching are mostly understood through the learner evaluations, which have specific factors for learners to rate, such as delivery style, instructor knowledge and learners' experience of participation and inclusion and assessment. Changes to the evaluation tools have occurred when it has become apparent that learners did not understand the questions. Shalom Education's own benchmark of having 90 per cent of learners rate each area in the top 2 of a 5-point scale is being consistently exceeded. Some questions could be rephrased to encourage comments to provide additional useful information for review and to understand specifically what the learners valued.

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**.

Learners who attend Shalom Education first aid training are given excellent guidance and support in the learning and assessment during and beyond the course. Respect for all learners is the key feature of all Shalom Education's training and is important when learners are only engaging for one or two days of training.

One-to-one attention is provided where needed in both the teaching and assessing. This is manageable as class sizes do not exceed 14 learners per course, and it ensures that learners are given due attention and support. The course outline allows for reassessments to occur the same day. In rarer circumstances, the instructor may stay on beyond the end of the course to assist a learner to complete or, if this is not possible, a place is offered on a future course at no cost to the learner so they are able to complete the unit standards and gain the certificate. This results in the very high achievement rate for learners.

The instructor is tuned into behavioural indicators in learners that may signal that either the context and or the training is difficult, or whether there is a personal or sensitive issue that the training has triggered. This is important, and it is a reasonable expectation for a first aid instructor to anticipate that every course may have a person attending who has recently suffered a loss, had a difficult experience or been involved in an unsuccessful first responder situation. A stakeholder of Shalom Education confirmed that when this information has been provided about a learner, they found the instructor to be very encouraging and sensitive toward the needs of the individual learner. Learners specifically provide feedback about the level of support and guidance they are given; again, Shalom Education consistently rates very highly in this area. Encouraging comments from learners and clients would provide Shalom Education with specific feedback and examples by which to more fully review these very good ratings.

Shalom Education guides learners beyond the course context and assessment through the promotion of regular health checks and referral advice for various illnesses and addictions, providing regional information about location and use of automated external defibrillators, or informing learners about services within the community. Shalom Education's instructor also returns to an organisation when first aid has been used to support the first responder and review the circumstances, which may lead to re-education of those involved. This service is often offered at no cost to the organisation.

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**.

Shalom Education is a reputable and recognised small PTE servicing the Northland community. The owner has had many years experience in the PTE and first aid sectors, with well-established sector and community networks. These networks contribute to the currency of knowledge and the training which is further facilitated by engagement in regular professional development.

Ensuring currency with industry standards is important. This is managed well through membership of the Association of Emergency Care Training Providers and participation in their events such as conferences. The instructor also attends other first aid courses to compare his teaching style, delivery and resources to that of other first aid instructors and organisations. This has prompted Shalom Education to plan to review the current handbook given to learners and to consider options for improving the quality of the handbook without additional cost to the learners.

Encouraging external input into the PTE, mostly around teaching practice, is important for the sole instructor as it provides further perspectives and contributes to the basis from which Shalom Education can review current practices. In addition, the long-embedded processes are reviewed annually; achievement data and the learners' experience in particular are well captured. With some adjustments to the evaluation tool and more systematic gathering of client feedback of the areas most valued by Shalom Education and stakeholders, information may be gathered that would assist the instructor further in ongoing reviews.

Shalom Education continues to monitor its place in the market and considers the future in terms of the PTE and the instructor. Shalom Education has identified as a key issue the ability to manage the number of enrolments the PTE is receiving. Although Shalom Education has responded by employing the services of an administration assistant on an as-needs basis, the instructor has ultimately elected to reduce the number of enrolments to a more manageable level. Shalom Education has a relationship with another PTE first aid provider which is proving to be beneficial to both parties and is set to continue into the near future.

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: First Aid Training

The rating in this focus area for educational performance is **Excellent**.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz