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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: 27 April 2017

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Final Report

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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:	Shalom Training Limited, trading as Shalom Education
Type:	Private training establishment (PTE)
First registered:	21 September 1992
Location:	126 Kunicich Road, Awanui, Kaitaia
Delivery sites:	Community halls and client premises
Courses currently delivered:	First aid
Code of Practice signatory:	Not applicable

Number of students:	<p>Domestic: learner numbers vary from year to year, with between 700 and 800 learners for each of the last three years. The majority of learners continue to be Māori. Of the 900 learners who trained in 2016, 54 per cent were Māori.</p> <p>International: nil</p>
Number of staff:	Shalom Education has one staff member who is the owner and sole instructor.
Scope of active accreditation:	Shalom Education has consent to assess in the domains of Core Health and First Aid to level 2. It has NZQA approval to deliver a first aid training scheme.
Distinctive characteristics:	Shalom Education is a very small PTE which has been delivering first aid courses for at least 20 years in the Northland region, mostly in the Far North.
Recent significant changes:	There have been no significant changes since the last external evaluation and review (EER).
Previous quality assurance history:	<p>The previous EER of Shalom Education was conducted in June 2013. NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Shalom Education.</p> <p>Of the four first aid unit standards requested for external moderation by NZQA in 2014, two required modification and two fully met requirements. Since 2015, external moderation of the first aid unit standards has been managed by The Skills Organisation industry training organisation which has notified Shalom Education that it will request assessment materials later this year. No request was made for 2016.</p>

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 area was agreed for the EER:

- 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 of 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, risk management file, reviewed quality management system and pre-course information. During and subsequent to the on-site EER, the evaluators interviewed stakeholders by telephone (a range of employers, managers and training managers, a school, early childcare centres, aged care centre, hospice, kōhanga reo representatives). A representative of the standard-setting body that manages external moderation for first aid training (The Skills Organisation) was also contacted.

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**.

The key reasons for this judgement include:

- Consistently high achievement prior to and over the last three years. Course completion achievement has ranged between 97.9 and 99.7 per cent for the last three years.
- Shalom Education is meeting many of the most important needs of the learners. These included having confidence in their first aid knowledge and ability to use first aid skills, and to retain employment and demonstrate the competency required in varied workplaces, including industry, hospice, aged care, schools, kōhanga reo and early childcare centres.
- High learner achievement also supports the needs of the community as Shalom Education has grown the numbers of first aid practitioners in the region. This is an important outcome, especially in a rural area with limited access to community services.
- Shalom Education is meeting many of the most important needs of employers, as successful first aid training is required to meet industry health and safety compliance requirements, raises health awareness, and gives employees additional skills and knowledge to respond in emergency situations.
- 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.

A range of stakeholders were selected for interview by the evaluation team, and all were unanimous in their confidence in the quality of delivery, administration of the courses, 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**.

The key reasons for this judgement include:

- Shalom Education has delivered first aid training for two decades and regularly reviews its well-established practices and self-assessment activities. These are used to collate, analyse and provide information about learner achievement, increased wellbeing, and confidence in the use of their learned skills.
- The organisation collates achievement data quarterly, which is consistently high. Trends in enrolment are tracked, such as fewer learner numbers in the January-March quarter, and most enrolments occurring in October-December. This helps the instructor with his planning. Less clear were the numbers of learners accessing each of the three courses offered. While most training is for refresher courses, it would be useful to split the data to show the numbers of learners accessing the one-day basic course, the two-day course, and the refresher course, and the respective achievements.
- Shalom Education uses both formal and informal methods to seek post-delivery feedback. Detailed formal evaluations include course content, the preparedness and delivery style of the instructor, feeling safe, respected and included in the learning environment, and having confidence in using the skills learnt. This information is analysed and reviewed. This formal process is supplemented with anecdotal feedback about courses gathered post-training through the instructor's close connections in the local community. Further feedback is gathered through learner letters, texts and emails of recommendation and appreciation. The evaluators also sighted newspaper reports on events where current or past learners used their first aid skills effectively in the community. The feedback was very positive.
- While Shalom Education has used this feedback to make changes to improve the course content and resources, the changes are generally small, occurring following formal review, or on an as-needs basis. This is reasonable considering that Shalom Education delivers first aid and first aid refresher courses of one or two days in duration, and which have been delivered by the one instructor for two decades. While any improvements in the learners' achievement of the unit standards or the gaining of the certificate are small, 97-99 per cent of learners consistently achieving over recent years indicates that the changes are effective.

Shalom Education's instructor is focused on improving learners' understanding about their personal health and the likely subsequent impact on community wellbeing. This information is collected directly from learners at the time of training, and through employer surveys, but responses tend to be for ratings only rather than comments. Further enquiry of some of the very useful questions such as 'our workplace/community made gains' could provide richer information about the value of the training. Commentary around other questions would strengthen the self-

assessment information already gathered, and validate further the way community needs are well understood and met through the first aid training.

Findings¹

1.1 How well do students 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**.

Shalom Education's course completions have been consistently high before and since the last EER, ranging from 97.9 to 99.7 per cent. Learners who take part 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.

The organisation has a sound understanding of achievement for all cohorts, 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. The instructor has attempted to deliver to classes with higher numbers and found it to be less effective, and has settled at 17 as a maximum class size number. Shalom is able to call upon another tutor/assessor to support the sole instructor if required.

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 data from 2014 to 2016. Over that time, annual learner numbers varied between 1,900 and 2,300 learners enrolling each year, and achievement is sitting at 97-99 per cent, with the actual number of learners not achieving the unit standards always in single figures. This is a marked increase in learner numbers since the last EER and attests to the ongoing preference for Shalom Education training. Lack of achievement mostly relates 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). Opportunities are provided for re-assessment at the end of the course, or an assessment can be rescheduled where temporary physical inability prevents assessment.

Shalom Education works closely with a peer PTE, including using that PTE's assessment materials. The two PTEs internally moderate and informally benchmark assessments. Other benchmarking mostly occurs through discussions about

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

assessment and achievement at conferences (e.g. the Association of Emergency Care Training Providers).

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 and to confidently use these skills. Shalom Education has an immediate understanding of learner achievement through learner feedback via client surveys and evaluations gathered from learners. The evaluation team has verified this further through stakeholder interviews where clients said they personally and their employees are gaining first aid skills and knowledge.

While cohort achievement is collated and is high, there is no breakdown of the cohort data to show the results for the respective first aid and first aid refresher courses. Doing so may provide further information about achievement that the overarching data, although useful, cannot provide. This would also be useful where the instructor holds first aid and refresher courses together and these courses have different delivery hour requirements.

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 **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Shalom Education provides a necessary service delivering first aid training to the Far North region. The organisation is providing valued outcomes to its learners and its clients who are mostly employers. Achieving the unit standards and certificates fulfils first aid requirements for employment, the primary motivation for the majority of students. This is also the motivator for Shalom Education's key clients who include schools, early childcare centres, kōhanga reo, local industry, hospice staff, aged care facilities and local ambulance officers, who require validation and revalidation of their employee first aid knowledge and skills.

Confidence in using first aid knowledge and skills by first responders in the local community is equally important. Stakeholders emphasise that this is invaluable to the remote and rural locations of the Northland region, where some small communities lack easy access to emergency services. Newspaper articles provided examples where graduates responded using first aid skills with confidence and competence. This had a significant impact on the outcomes of those affected and this is the added value of the training Shalom Education provides. The use of these

skills is a long-term investment, especially as many return to the organisation for refresher courses.

Shalom Education contributes to individual learners' personal wellbeing by focusing on health issues specific to the learners' and the community's demographic. This includes the active promotion of health checks such as diabetes and cholesterol, and providing details and information about local and regional services. Focusing on personal health is an important outcome of Shalom Education's training, and has the potential to enhance the wellbeing of individuals and increase awareness of health issues.

Stakeholder feedback via learner evaluations and anecdotal feedback 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 uses a survey to gather feedback from clients. Stakeholders said 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. While the survey questions allow for commentary, participants tend to respond by rating only. Either encouraging commentary or selecting clients for more detailed feedback would further strengthen the information already gathered at the time of training so it can be more comprehensively used.

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 **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

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 cost, location, work environment, work rosters and personal and cultural needs, ensuring the course and activities within it are highly relevant and accessible.

The instructor adapts the courses to meet individual and group needs such as tailoring the course for bee-keepers to include anaphylaxis and heat exhaustion; for industry, health and safety requirements pertinent to their areas; and for early childhood educators, focusing on paediatric issues. In addition, the instructor incorporates real-life scenarios from within the region that reflect the learners' own circumstances and life experience, which helps the learners to relate quickly to the

teaching materials. This is very important as the courses are only one or two days in duration.

The instructor is appropriately qualified to deliver these courses, and his teaching is effective. This is shown in the very high achievement rate of the learners, the acquisition of first aid skills and knowledge by learners and clients, the very positive evaluations and client surveys, and by repeat business, much of it by longstanding clients. The courses are well designed and planned, as acknowledged by learner evaluations. The instructor has well-trying teaching materials and acknowledges the need to refresh some of these well-used materials, especially the posters and brochures which have become tatty over time.

Shalom Education has consolidated a relationship with a peer first aid provider. The relationship enables Shalom Education to use the peer PTE's summative assessment materials. Both PTEs engage in internal moderation, achievement benchmarking and shared opportunities to review practice. There are clearly mutual benefits for both providers which ultimately advantages the learners. The industry training organisation responsible for externally moderating first aid unit standard assessments has informed Shalom Education that it will request sample assessments this year, which will provide external assurance that the assessment judgements are fair, valid and consistent. This was confirmed to the evaluators by the industry training organisation representative.

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. Incremental improvements have been made as required. 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. The employer survey has been useful to gauge client feedback on whether their staff members were satisfied with the delivery, the instructor's knowledge and skills, and course administration. Client commentary or examples to address such questions as 'our workplace made gains or course was culturally appropriate' would further inform the value of the course and perhaps programme review.

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

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 first aid courses are either one or two-day courses, and learners are given excellent guidance and support in learning and assessment during training.

The first aid subject matter is such that the training may trigger emotional responses based on the learners' own experiences such as having recently suffered a loss. The instructor is fully aware of these potential triggers and is attuned to behavioural indicators in learners that may signal that either the context and/or the training is difficult. This is important, and it can affect the learner's engagement in the training which can be further exacerbated by the very short training duration.

Post-course evaluations provide learners with the opportunity to specifically comment on the level of support and guidance they are given, which Shalom Education consistently rates very highly in this area. As mentioned, learners and clients complete the ratings of the evaluations but few include comments. These would provide Shalom Education with specific feedback and examples by which to more fully review these very good ratings.

Manageable class sizes allow the instructor to provide one-to-one attention where needed in both the teaching and assessing. This is important as it ensures that learners are given due attention and support. In addition, the instructor encourages more able learners to help peers which is appreciated by both parties. The course outline allows for reassessments to occur the same day. Where required, the instructor may also offer an opportunity for assessment at a later date if the learner is not able to be assessed during course time – usually because of injury or temporary disability. The quality of delivery is attested to by learners and stakeholders. Collectively this results in the very high achievement rate.

An area that the instructor has identified for improvement following student feedback is the text-dense pre-course information. As the pre-course package has been offered for some time, the instructor has been slow to address this matter, especially as learners come from a wide range of backgrounds and the age range is from secondary school students to mature employees.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

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

by attendance at the annual conference of the Association of Emergency Care Training Providers. An example of keeping current is the revised use of tourniquets, which Shalom has now included in the course delivery. In addition, this networking provides this sole trader PTE assurance that his practices support educational achievement. The continued high achievement prior to and since the last EER further demonstrates the effectiveness of this support.

Shalom Education has a clear business strategy and monitors its place in the market. There is an awareness of the pending impact of online delivery on the first aid sector. However, the instructor takes the view that first aid requires hands-on, practical application of the skills learnt, and so will not venture into online delivery. That said, he is keen to use online social media to market his courses and to provide learners and stakeholders with additional ways to provide feedback, and has begun looking at this option.

Shalom Education provided evidence that it is gathering and analysing information across a range of areas in an ongoing way to understand and improve educational performance.

1.6 How effectively are important compliance accountabilities managed?

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 is managed by a sole operator who has a proven history in first aid training. He is aware of his compliance accountabilities, and because of his sole operator situation is also aware of the need to seek external advice, information and guidance. As mentioned, close liaison with a fellow first aid provider and membership in the Association of Emergency Care Training Providers and Professional Emergency Care Association of New Zealand provides opportunities to keep abreast of changes in the field, and requirements of The Skills Organisation.

Shalom Education has shown that it is complying with the policies and procedures set out in its quality management system which has been recently reviewed to ensure it is still fit for purpose and aligns with current practice. Examples of improvement include the addition of a compliance requirements action plan and a risk management plan to further assure the instructor he is proactively managing compliance requirements.

The instructor is very aware of the requirement to deliver the training scheme as approved and that the content and hours of delivery be consistent with what was

approved. This is clearly shown when the courses are delivered singly. However, when some courses have mixed first aid and refresher participants, and the respective courses have different content and hours of delivery requirements, it would be useful to divide the data collated to show the results for each of the three courses.

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 **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that Shalom Education:

- Investigate achievement data in more detail to better understand the value for each of the separate courses
- Encourage learners and clients to provide feedback comments beyond ratings to further inform value and programme 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

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