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# External Evaluation and Review Report

Shalom Training Limited

Date of report: 22 July 2021

# About Shalom Training Limited

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*Shalom Training delivers first aid courses to the Northland region. The sole owner and trainer has been delivering first aid courses for the last 20 years.*

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Type of organisation:	Private training establishment
Location:	Kunicich Road, Awanui, Kaitaia, Northland
Code of Practice signatory:	No
Number of students:	Domestic: 1000+ per annum
Number of staff:	One full-time equivalent
TEO profile:	See NZQA: <a href="#">Shalom Training</a>
Last EER outcome:	Highly Confident in educational performance and Confident in capability in self-assessment in 2017
Scope of evaluation:	First Aid Certificate (training scheme)
MoE number:	8769
NZQA reference:	C45359
Dates of EER visit:	7 and 8 April 2021 (virtual)

# Summary of Results

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*The majority of participants gain first aid certification, and stakeholders highly value the outcomes of the training. Support of participants is a strength of Shalom Training. Some areas of self-assessment require improvement, such as tracking of achievement data and understanding of compliance responsibilities.*

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## **Confident in educational performance**

- Most participants successfully achieve first aid certification. However, tracking of achievement could be improved.
- The value of outcomes is highly regarded by participants and the community. Participants gain confidence to apply first aid as a life skill, contributing to the community of qualified locals.

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

- The approved training scheme is delivered as approved and is fit for purpose.
- The provision and self-assessment of participant support and engagement is strong.
- Management of the business relies on one person. Emerging plans to expand and strengthen the business are in development. However, intended improvements arising from carrying out these emerging plans cannot be evaluated as they are not yet implemented.
- Self-assessment is lacking strength in the area of compliance and in record-keeping.
- Despite weaknesses in some areas, the business is fit for purpose. NZQA is confident Shalom Training will continue to deliver as it has been doing, which is as approved, contributing to the community, and meeting the needs of stakeholders.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Shalom Training has trained over 7000 individuals since the last evaluation, with an average of 16 participants per course. High completion rates of unit standards result in completion of the certification.<sup>2</sup></p> <p>The sole trainer tracks the number of participants per quarter as well as the ethnicity of enrolments, which identified the majority of participants as Māori learners.</p> <p>However, a gap exists in the functional collection and analysis of student achievement and enrolment data. NZQA recommends that Shalom Training explore ways to better collect and analyse data relevant to expansion of the business and supporting learners. For example, the PTE could break down course completions, and reflect consideration of first-timer or refresher courses.<sup>3</sup></p>
Conclusion:	Participants on first aid training courses achieve well. Collection and analysis of data is sufficient for the size and context of the PTE but could be further improved.

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

<sup>2</sup> 99.91 per cent achieved certification since the last evaluation.

<sup>3</sup> Data collection could be improved by considering the collection of course completion and retention data, and the status of first-timer or refreshers.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Beyond attaining first aid unit standards and certification, participants gain improved health awareness, exposure to local providers for further learning, confidence in acting as a first aider in the community, and strengthened competency in jobs where health and safety is paramount.</p> <p>Participant and stakeholder interviewees reiterated satisfaction with the flexibility of the training. Cost-effectiveness and the mobile trainer means first aid training is accessible to a variety of learner demographics.</p> <p>As Northland is an isolated community from emergency services and primary healthcare, the value of having members of the community trained in first aid is highly appreciated. Shalom Training remains relevant to this community through engagement with local iwi and workplaces to integrate knowledge of local tikanga and matauranga Māori into the delivery of the first aid training.</p> <p>While the majority of participants are compliance motivated through their workplace, Shalom Training has longstanding relationships with many businesses and community members who return for refresher courses.</p> <p>Free courses to community groups such as surf lifesaving, the local hospice and a disability group also contribute to building numbers of first aid responders in the community.</p> <p>Self-assessment of the value of outcomes and stakeholder relationships is strong. Use of an employer survey effectively identifies areas to improve, which to date have been actioned.</p>
Conclusion:	The value of outcomes is highly regarded by individual participants, various workplaces and the Northland community.

### 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>The practical approach of first aid training – verbal instruction, practical demonstration, application in groups or peers, with the opportunity to ask questions as participants progress – meets the needs of stakeholders well.</p> <p>The programme design is flexible to provide various workplaces with training opportunities. For example, training is offered after school hours for teacher participants.</p> <p>Assessment materials from a similar private training establishment are used. The usefulness of student evaluation is emerging and could be expanded, for example by conducting deeper analysis of qualitative data.</p> <p>The sole trainer is knowledgeable about changes and updates in the first aid sector, enabling course content to be relevant and current. However, a formal review of the programme in conjunction with the partner training establishment would be beneficial.</p> <p>Tikanga Māori content has been added to enable relevance to the majority of participants.</p> <p>Examples in role-play have been altered to be relevant to local participants, for example by changing a role-play to a patient found unconscious in the ocean instead of a park fountain.</p> <p>External observation of trainer delivery provided the trainer with commendations and recommendations to use as an effective self-assessment tool.</p> <p>Delivery was appropriately altered for national qualification levels 1 and 2, ensuring the health and safety of participants in the classroom.</p>
Conclusion:	The design and delivery of the training meets the needs of the community and individual participants well. Due to an oversight, moderation with the relevant industry training organisation has not occurred until recently.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Shalom Training provides effective support to ensure achievement of first aid training courses. Participants receive formative feedback as they progress, given the practical nature of the course.</p> <p>The level of engagement between the trainer and participants supports the learning experience. The trainer ensures language is not a learning barrier, using plain English and Te Reo.</p> <p>Recently, the trainer observed an increase in participants being triggered by personal experiences during the delivery of course material. The potential for trauma to arise is now emphasised at the beginning of the training. Participants potentially impacted by traumatic role-play receive one-to-one support. Further exploration of ways to create safe spaces in training would strengthen this approach.</p> <p>Participants are welcome to bring literacy support if needed. However, the training is conducted in a way that this is not usually essential. Participants are sometimes referred to external services at the trainer's discretion, which is an extra level of support offered.</p> <p>Shalom Training conducts end-of-course evaluations to gauge the satisfaction of participants. The sole trainer takes on feedback to improve the learning experience for participants, and receives constructive criticism well.</p>
Conclusion:	The provision of support in this context is excellent. Participants engage well with the training and benefit from the approach of the trainer. Further exploration of ways to create safe spaces in training would strengthen self-assessment.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The mission of Shalom Training has remained clear and strong over time – to engage with the local community to provide access to first aid training.</p> <p>The sole director recently sought advice to improve the business. The current operation is a sustainable business model – the consideration of future proofing and expanding the business is emerging but not yet concrete.</p> <p>The director and sole trainer is relevantly qualified and experienced. However, it would benefit the sustainability of the business to increase knowledge of NZQA rules and various compliance responsibilities. There are some gaps in knowledge in these areas.</p> <p>Resources are relevant, regularly renewed, and fit for purpose. For example, new mannequins with short-range wireless technology capability were purchased for participants to engage with the learning through their devices.</p> <p>Processes for participants to provide feedback are effective. Participant feedback is used to improve practice.</p>
Conclusion:	Management of the business is effective in supporting educational achievement. External advice around succession planning and managing business growth has contributed to future planning.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Shalom Training is rigorously focussed on health and safety. Hygiene policies and processes have been updated to reflect recent changes to first aid training. For example, a new cleaning procedure for mannequins has been implemented.</p> <p>Self-assessment of compliance management needs improvement. Due to technological failure, evidence of self-</p>



	<p>assessment practice is not as effective in this area. Reviewing NZQA rules<sup>4</sup> to ensure prevention of any potential non-compliance should be a priority.</p> <p>Shalom Training is aware of the First Aid as a Life Skill document, effectively using this to guide and deliver training and maintain currency as a trainer. The training was also confirmed as sufficient by The Skills Organisation.</p> <p>The process of reporting credits is followed and the programme is delivered as approved.</p>
<p>Conclusion:</p>	<p>Compliance responsibilities are managed at a minimum. Self-assessment of NZQA rules and compliance requirements needs to be revisited to prevent any potential future oversight.</p>

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<sup>4</sup> Specifically, PTE Enrolment and Academic Record Rules 2021, and Training Scheme Rules 2021.

## Focus Areas

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

### 2.1 Focus area: First Aid Certificate (Training Scheme)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 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 Shalom Training Limited:

- Review NZQA rules and compliance requirements.
- Conduct a formal review of the programme.
- Determine how to better collect and analyse enrolment and achievement data.

## 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.*

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

# 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>5</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.*

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<sup>5</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.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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*
- *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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. 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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