



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



Shalom Training Limited

Date of report: 3 July 2025

About Shalom Training Limited

Shalom Training Limited (trading as Shalom Education) provides first aid training and health-related education in workplaces and with community groups and whānau in the Far North region of Northland.

Type of organisation:	Private training establishment (PTE)
Location:	126 Kunicich Road, Awanui, Kaitaia, Northland
Eligible to enrol international students:	No
Number of students:	Domestic: 2025 (to March): 354 students; 181 Māori (51 per cent), 19 Pasifika (5 per cent) 2024: 1333 students; 735 Māori (55 per cent), 179 Pasifika (13 per cent) International: nil
Number of staff:	Two full-time, two part-time – 2.5 full-time equivalents
TEO profile:	Shalom Education – provider page on the NZQA website. Information on the Shalom Education logo (see cover) supplied by the PTE: <i>'In 2022 Shalom Education CEO approached a prominent local Iwi elder and designer to update and rebrand the Shalom logo capturing who we are and what we do.</i> <i>Shalom Education's kaupapa remains to serve the needs of our Far North rohe through delivering quality education and training. The logo represents Te Hiku o Te Ika a Maui, the 5 local Iwi, plus Dalmation and Pakeha settlers, and Shalom's service to the North for over 30 years. Te Hiku o Te Ika (the tail of the fish) is in the middle of the logo; this is made up of the seven white lines of Te Rarawa, Te Aupouri, Ngati Kuri, Dalmatian (Taratā), Pakeha, Ngai Takoto and Ngati Kahu. The stylized S</i>

represents Shalom and is made up of Nga Hau e wha - the Four winds. The 3 arrows at the tip of the tail represent Atua, Ihu Karaiti & Wairua tapu with the origins of Shalom being a God given business in 1990.'

Last EER outcome:	NZQA was Confident in both Shalom Education's educational performance and capability in self-assessment in April 2021.
Scope of evaluation:	The focus of this evaluation was First Aid Training.
MoE number:	8769
NZQA reference:	C61579
Dates of EER visit:	9 and 10 April 2025

Summary of results

Shalom Education (Shalom) provides relevant, impactful, added-value training to all stakeholders within the Northland region. Improved data systems support comprehensive review that has led to effective, thoughtful change.

Highly Confident in educational performance

- High achievement and the value of training outcomes reflect Shalom's in-depth understanding of the needs and aspirations within Northland communities and organisations.
- Shalom's close working relationships with all stakeholders, and regular review of training design and delivery ensures training is relevant, current and responsive.

Highly Confident in capability in self-assessment

- Multiple multi-modal activities support readiness for assessment. Positive moderation findings assure assessment is valid and consistent.
- Shalom employs comprehensive means for identifying needs and goals and monitoring students' progress throughout the course. Feedback informs support, where needed, and the PTE's Code of Practice¹ review.
- A small, close-knit team means Shalom's vision and values are embedded in daily operations. The highly collaborative team and a strong, reflective culture ensures effective decision-making. Regular review of feedback and data supports effective ongoing improvements.
- Shalom manages and monitors all of its compliance accountabilities well. Policies and procedures are relevant and future-focussed, planned actions are of strategic value, and staff and student health and safety is at the forefront.

¹ The Tertiary and International Learners Code of Practice

Key evaluation question findings²

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Shalom provides a variety of public and private first aid courses to companies, community-based groups, iwi and schools throughout the mid- and far Northland regions. This is to ensure that compliance accountabilities are met by the organisations, and to provide individuals with much-needed skills and knowledge in an underserved region.</p> <p>Almost all (99.9 per cent) of students undertaking the training complete successfully. Māori, Pasifika and those students who declare a learning need³ are completing as well as other student cohorts. The primary reason for the very small number of non-completions is an inability to complete the assessments to the required standard because of attendance gaps or physical disability.⁴ Positive moderation findings validate this high level of achievement.</p> <p>Shalom delivers in regions and communities with high socio-economic deprivation and therefore worse health prospects.⁵ As medical response services available to these regions are stretched across remote communities, Shalom provides extra information and develops</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ Shalom should include disaggregated data for students with a disability/declared learning need as they do for Māori and Pasifika. This will provide evidence for the understanding they have displayed regarding this priority student group.

⁴ Students with a physical disability are informed from the start if they cannot meet the assessment requirements, but they still undertake the learning as they see gaining the skills as important.

⁵ Source: New Zealand Index of Deprivation, which is an area-based measure of socio-economic deprivation using nine Census variables.

	<p>additional non-formal education⁶, often at no or low cost. The continued demand for these community courses indicates their high value. The use of social media or website information postings also enhances community knowledge.</p> <p>A notable number of Shalom's stakeholders can relate times where they have used their gained skills and knowledge to save a life. Iwi, communities and organisations recognise this by sponsoring their people into first aid training. The data shows significant repeat bookings and students pathwaying from workshops to certificate training, while the increase in new clients also attests to the quality, value and recognition of Shalom's training.</p> <p>The aspirations and needs of the people in Northland are well understood by Shalom. Tailoring and contextualising delivery and practicals to organisation and individual situations ensures specific goals and needs are met. Strong capture of anecdotal as well as formal feedback confirms Shalom's approach and supports their ongoing programme development aspirations well.</p>
Conclusion:	<p>High achievement and the value of training outcomes reflect Shalom's in-depth understanding of the needs and aspirations of communities and organisations within the Northland region. Regular review of feedback and data affirms the value of the training and supports ongoing development.</p>

⁶ Including Sleep Hygiene, Parents and Bubs first aid and mental health courses which are in use or being developed. These courses use relevant parts of first aid training that is specific to the subject.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Shalom takes its training directly to schools, workplaces and communities across the Far North. The PTE maintains close working relationships with the sector peak body, the Toitu te Waiora Workforce Development Council (WDC), and health professionals in addition to their community and workplace stakeholders. This ensures Shalom captures changes to practice and legislation promptly in delivery and resources. Contextualising the assessment scenarios and additions to student or client environments makes the training relevant.</p> <p>Students are well engaged with learning activities and an environment that supports cultural and multiple learning styles. Shared experiences by both tutors and students, group work and multiple chances to practically apply knowledge support the students to be ready for assessment. Authenticity of assessment is maintained through small classes and tutorial oversight of all assessment activity. Both internal and external pre- and post-assessment moderation confirms that assessment is valid and consistent.</p> <p>Self-assessment evidence shows that a range of external feedback and internal data informs the PTE programme review. For example, a major review resulting from a change in version for the first aid unit standards has been endorsed by the WDC and sector peak body AECTP.⁷</p>
Conclusion:	Shalom's close working relationships with all stakeholders and regular review of training design and delivery ensures the training is relevant, current and responsive to stakeholder needs. Students remain engaged and multiple activities support readiness for assessment. Positive moderation findings assure that assessment is valid and consistent.

⁷ Association of Emergency Care Training Providers

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A comprehensive enrolment form, pre-course conversations with training arrangers and start-of-course orientations inform tutors of needs and goals within their student cohorts. Tutors adjust the additional information they provide and the scenarios they use to contextualise the learning in line with these needs and goals. Progress is regularly monitored through the practical applications completed throughout the course.</p> <p>If support needs are identified at enrolment or during delivery, practicals can be adjusted or extra time and one-to-one time with the tutor can be offered. Starting a class with whakawhanaungatanga (a round of introductions and personal sharing), sharing of first aid and/or health experiences, and group work creates a healthy group dynamic for learning. Previous trauma can be privately indicated to the tutor at any time, and alternative options or support can be arranged to support the student through a triggering situation. Tutors are particularly sensitised to this.</p> <p>Shalom's tutors have a strong understanding of Māori tikanga and language and will usefully embed the language and tikanga throughout delivery – particularly when working with iwi-based groups or Māori and Pasifika students. Feedback from students, schools and iwi indicate that this is appreciated and allows Māori students to feel comfortable and recognised within the classroom.</p> <p>Feedback from stakeholders is unpacked at the end of each course and informs refinement of support provision and self-review against the Code. Shalom has close working relationships with external support services and groups to ensure ongoing support for a student can be accessed after a course is completed, if necessary.</p>
Conclusion:	Comprehensive means for identifying needs and goals and monitoring students' progress throughout the course ensures students are supported towards a successful

	completion. Feedback informs regular support review and the PTE's mandatory Code review.
--	--

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Shalom is a family-owned organisation – a family who have lived their lives in Northland, and have long-established connections throughout that rōhe. Shalom's purpose and values reflect this deep understanding of learning needs. This also drives strategic planning and review.</p> <p>Since the previous EER, Shalom has effectively undertaken change in the following ways:</p> <ul style="list-style-type: none"> • They have strengthened and widened their scope of delivery, drawing on the significant health and wellbeing connections and understanding of issues facing Northland people. Further programme development also reflects this. • They have completed comprehensive reflection into the PTE's direction and sustainability. This has led to improved human resources – an additional full-time trainer, a part-time specialist trainer and an administration/quality assurance person. This has allowed consolidation of the operating model and expansion of services. • Improved the business operating system through refining the quality and data management systems. This has ensured fit-for-purpose processes that guide practice, and a strong source to support review and change. <p>Daily informal conversations enable prompt response to any issues requiring attention. These, alongside the data management systems, inform the more formal monitoring meetings and annual reviews. The annual strategic business and support goals are monitored regularly for progress purposes, and prompt, informed decision-making allows for effective adjustment where needed.</p>

	Shalom's staff and advisors are highly qualified in both the medical/emergency response and educational fields. Staff recertification and induction are aligned with the criteria outlined in the Consent and Moderation requirements. All staff are committed to Shalom's mission, and equal contribution to Shalom's operation ensures they feel valued and that the PTE is sustainable.
Conclusion:	A small, close-knit team means Shalom's vision and values are embedded and embodied in daily operation. A highly collaborative team and strong reflective culture ensures effective decision-making and review.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The increase in Shalom's staff numbers has resulted in a need for and ability to undertake planning. A comprehensive calendar system records where meetings are scheduled, training is timetabled (and tutors assigned), and compliance accountability 'due dates' are noted with appropriate lead-in times. This calendar also sets a monthly credit reporting date to ensure credits requested during training are reported as per NZQA requirements. Shalom is aware that they are reporting credits late and have kept extensive records to understand the reason for this, and mitigate when a reason is within their ability to control.</p> <p>The increase in staff numbers has also resulted in a complete review of the quality management system's policies and procedures to ensure they remain fit for purpose, but also to future-proof them as staff numbers increase. Complaints, negative feedback and critical incidents are registered and used to inform further policy and procedure review and support mechanisms. To date, Shalom has not received any formal complaints or had any critical incidents. Shalom is reminded to report on these annually in its Code self-reviews.</p> <p>The Learner Wellbeing and Safety reference (the organisation's self-review against the Code) has been designed to sit alongside the PTE's strategic goals. The</p>

	<p>actions planned alongside the review provide evidence for a comprehensive and data-informed review that aligns with Shalom's values.</p> <p>Shalom takes the health and safety of its staff and students seriously. Venues are checked, staff police vetted, extensive hygiene protocols for resources are followed, and training situations are considered carefully to ensure staff safety is paramount. Annually reviewed memorandums of understanding ensure that all parties are aware of the conditions they will abide by before undertaking training.</p>
Conclusion:	<p>Shalom manages and monitors all of its accountabilities well and, where these cannot be met, records the reasons. Data-informed review has ensured policies and procedures are relevant and future-focussed, planned actions are of strategic value, and staff and student health and safety is at the forefront.</p>

Focus areas

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

2.1 First Aid Training

Performance:	Excellent
Self-assessment:	Excellent

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 Education:

Include disaggregated data for students with a disability or declared learning need as is done for Māori and Pasifika. This will provide evidence for the understanding the PTE has displayed regarding this priority student group.

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 fraud⁸*
- *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.*

⁸ 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 2022, which are made by NZQA under section 452(1t) 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*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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). 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz