

# Report of External Evaluation and Review

New Zealand Red Cross

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 6 September 2011

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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

Location:	Wellington
Type:	Private training establishment
First registered:	1992
Number of students:	Domestic: around 67,500 people attended short courses from July 2009 to June 2010. International: not applicable
Number of staff:	159 full-time equivalents
Scope of active accreditation:	First aid training
Sites:	33 nationally
Distinctive characteristics:	New Zealand Red Cross (Red Cross) has 33 training venues nationally and also provides first aid courses in workplaces.  Red Cross private training establishment is part of the overall Red Cross organisation that provides humanitarian aid nationally and internationally.
Recent significant changes:	None
Previous quality assurance history:	At the previous quality assurance visit, which was an audit, Red Cross did not meet six requirements in relation to the standard then in force. The requirements not met were in relation to: failing to provide financial reporting within the required time (two requirements); failure to notify NZQA of a site change. These requirements were addressed at the time of the audit. The other requirements not met were: lack of performance appraisals for some senior management;

no current building compliance for the Auckland site;  
lack of timeliness for reporting unit standard credits to  
NZQA.

Red Cross has met all standard-setting body external  
moderation requirements.

There are no current risk concerns for Red Cross.

## 2. Scope of external evaluation and review

The scope for the external evaluation and review included the mandatory focus area of governance, management, and strategy and the comprehensive first aid courses delivered nationally. This area was chosen because it comprises the majority of the training courses that Red Cross provides. Red Cross also offers a variety of first aid training modules, including pre-hospital emergency care, advanced first aid, emergency management as well as revalidation courses.

## 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 external evaluation and review was conducted over three days at the Red Cross head office in Wellington, and at the Nelson and Napier regional centres. The EER team consisted of three evaluators who spoke with managers and tutoring staff on site. The evaluators also interviewed participants on a comprehensive first aid course in Lower Hutt. Feedback was also sought via phone calls from clients who regularly enrol their staff and participants on first aid courses. Key documents relating to Red Cross's self-assessment activities were reviewed prior to the visit as well as on site.

Red Cross has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand Red Cross (Red Cross)**.

Red Cross provides short courses in first aid which are highly valued by the Red Cross organisation and the community as a whole. This is supported by the high proportion of the population that enrol with Red Cross compared with other first aid training providers – around 67,500 people from July 2009 to June 2010, or 38 per cent of all first aid participants annually. Results show that almost all participants are deemed competent at the end of the course. The number of non-completions is not significant and many complete the requirements at a later training course.

The wider Red Cross organisation values the training provided as the surplus generated helps fund its activities within New Zealand and overseas to meet its strategic aims of saving lives, protecting livelihoods, and strengthening recovery from disasters and crises.

The benefit to participants is shown by the positive feedback from participants that the course provided them with the confidence and ability to perform first aid. Red Cross surveys participants immediately at the end of each course and results show that 96 per cent were highly satisfied with the training. The tutors' comprehensive support helps ensure that all participants are able to achieve the requirements by the end of the course. Red Cross believes that the high number of people trained to respond appropriately in first aid situations benefits society as a whole.

Feedback and the increase in participants indicate that the courses are meeting the needs of stakeholders. Red Cross has remained up to date with the latest first aid techniques, such as cardiopulmonary resuscitation (CPR), choking training, as well as the NZQA requirements for provision of quality training in first aid developed with representatives from the first aid sector in December 2010. Red Cross reviewed its training structure in 2009 to strengthen course delivery nationally. It also developed course modules that clients can tailor to suit their staff needs, including pre-hospital emergency care, cardiopulmonary resuscitation (CPR), or to be assessed towards the latest first aid unit standards. Red Cross maintains a database to automatically notify clients and individuals when their revalidation is required.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **New Zealand Red Cross (Red Cross)**.

Red Cross has established an organisation-wide culture of review which identifies possible issues with training and responds appropriately. This is achieved through the detailed information received from trainers about course outcomes, including achievement and satisfaction, and from clients. This information is analysed by the members of the organisation's education and training committee to track trends from feedback and regional course participation numbers.

Interviews with staff at regional sites and at head office indicated that information is freely shared across the organisation, which enables management to determine the quality of the training delivery. In addition, the education and training committee receives “good stories” about training outcomes from emails, staff feedback, as well as end-of-course evaluations.

In response to feedback and the review of first aid training provision with other training providers, Red Cross has created a new training structure focussed on delivering consistent first aid training which can be adapted to meet client and individual training needs.

Red Cross has effective processes in place to manage information and to respond appropriately to its client and individual participants’ needs. The implementation of a centralised database to capture client needs, course achievements, and satisfaction is evidence of the support that the training arm of Red Cross has from the wider Red Cross organisation’s board. Red Cross is currently investigating different ways in which to gather feedback from participants after they have attended a course to gather genuine responses on whether it has been useful.

Overall, Red Cross measures whether actions implemented have been successful and monitors the ongoing progress of course participation and satisfaction to ensure that the training is meeting the needs of its stakeholders for people who are able to perform confidently in first aid situations.

## TEO response

Red Cross has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

# Findings<sup>1</sup>

## 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 **Excellent**.

Red Cross's internal monitoring reports demonstrate that its aim of contributing to a high participation rate in first aid training nationwide to increase the number of people trained to perform first aid procedures is being met. Results show that almost all of the participants are deemed competent at the end of the course. The number of non-completions is not significant and many complete the requirements at a later training course.

Red Cross sees as a major outcome the improved confidence of participants in being able to perform first aid once they have completed the course. It confirms that this is happening from the good stories it receives directly from emails and phone calls, or from its trainers and, indirectly, through the media.

The organisation demonstrated that it operates an effective feedback loop to review achievement outcomes. The head office collates monthly reports from each site to capture satisfaction and course participation numbers per region, which are reviewed by the education and training committee. The committee then feeds back outcomes of any issues or where things are working well to regional training coordinators, who then inform the tutors. Reporting to the board by the national training manager is by achievement and "exception" reporting at regular board meetings.

## 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 **Excellent**.

Red Cross is fulfilling a need for people to achieve a basic first aid certificate. The organisation hears about participants using their first aid in situations to help people. The CPR and first aid training also helps people who require this level of training for employment.

Along with monitoring outcomes of the training by the high course participation numbers and course completions, Red Cross also monitors participant and client satisfaction using the end-of-course feedback and repeat business. This shows that 96 per cent of course participants are highly satisfied with the training and clients are happy to send staff to a Red Cross course for revalidation or further training.

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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.

The training arm, along with the Red Cross shops, provides revenue to support the international and national aid operations. This means all donations are able to be put towards aid rather than administration costs. Red Cross trainers said they had pride in the brand of Red Cross because it contributes to the national and international organisation's aid operations.

Repeat business is also a strong indicator that the training is of value to employers and the public. National figures show that Red Cross trained nearly 50,000 people in the year ending June 2011. Red Cross is aware that comprehensive first aid course enrolments fell during the review of training hour requirements by sector representatives and NZQA. It believed this was because it continued to deliver this training over 14-16 hours as best practice for workplace first aid training, and met the then current OSH guidance notes. However, it has seen an increase again in numbers, which Red Cross attributes to the recognition by clients of the quality of training provided in the 14-16 hour comprehensive first aid course.

Red Cross changed its feedback process from completing a form at the end of the course to completing an online form to gather participants' perception of the training when they are back at work. This enabled the feedback to be captured in the client management system for better analysis and response. However, at the time this EER report was written, Red Cross had reverted to the end-of-course forms because of the low return rate for the online form. The tutors also preferred the end-of-course evaluations because they provided them with direct feedback following the course. Red Cross is reviewing its client management system to see how it can better capture impressions of the training following the course.

### 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 **Excellent**.

Red Cross is meeting a wide range of stakeholders' needs, including members of the public, large corporate clients, small companies, charitable organisations, and schools. It does this through tailoring its resources and matching tutoring staff with the participant group.

The development of consistent course modules means that any one group can request a mix of training provision, from basic first aid to advanced first aid and pre-hospital emergency care. Each module has a range of practical scenarios used for participants to demonstrate their competence in first aid procedures. The modules are designed so that the delivery is consistent between sites and across tutors, and this was confirmed by tutors spoken to during the EER visit. The scenarios are developed with input from tutors and reviewed regularly. The variety and range of scenarios means that some can be used for returning participants on revalidation courses.

Red Cross has responded to the review of the key first aid unit standards completed in 2010, which led to the introduction of two new unit standards. The organisation has opted to



continue to provide courses that assess participants' competency towards the expiring unit standards, 6400, 6401 and 6402, as well as the new unit standards, 26551 and 26552.

The training activities are practical and interactive to accommodate different learning styles. The course participants interviewed said they liked the mix of practical work and written material, such as the practical scenarios, DVDs, and the first aid manuals that comprehensive first aid participants receive on the course. The manual has recently been revised to ensure it is up to date and the format is handy as a future reference after the course. A Braille version is also available. Red Cross is also currently addressing the issue of DVD compatibility when delivering a course at clients' sites by providing a portable DVD player for each regional office for tutors to take with them.

In addition, Red Cross is actively ensuring that course content is up to date with latest industry requirements by attendance at New Zealand Resuscitation Council meetings. The organisation is also an active member of the Association of Emergency Care Training Providers whose purpose is for members to adhere to a code of ethics for providing quality training in this area to give assurance to the public and stakeholders.

The education and training committee reviews any changes to content or industry requirements to ensure courses are relevant and to see if improvements are working. Red Cross uses feedback from tutors, phone calls to clients, and participant evaluation forms to gather relevant and timely feedback to ensure courses are matching the needs of clients and participants. Recent examples include the rebranding of Red Cross training through tutor uniforms and developing course modules for consistency in delivery. The course modules enable companies to send staff on training which provides the option to focus on the particular areas they require rather than attending the entire course, some of which may be irrelevant to their needs.

#### 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 **Excellent**.

Red Cross courses are delivered consistently across locations and between tutors. This consistency is made possible through professional development and performance reviews, as well as the moderation of assessments, peer feedback, and the support provided by the organisation.

Course feedback gathered by the training coordinators on the instructor, content, and learning environment shows positive feedback, including participants feeling confident to perform first aid techniques following the course. Feedback is collated into the client management system for analysis at head office and is reported at monthly education and training committee meetings and in regular national training manager reports to the board. This feedback is then reported to regional training managers.

Red Cross maintains highly effective courses through its selection of suitable tutors with an education and training background and/or the medical knowledge required. Tutors undergo

peer observation to help them to reflect on their delivery style and to identify where further training is required.

The tutors are required to undergo revalidation annually to maintain currency and consistency of training. This entails 12 hours of professional development in first aid, including completing a level 2 CPR course and AED (automated external defibrillator) training. Tutors also meet together during the year at professional development days to discuss technical updates, course changes, assessment, and the recording of course results. Tutors deliver the training in specialised modules which have been reviewed to ensure they meet the assessment standards required. Red Cross has met all external moderation requirements of the relevant standard-setting bodies, including NZQA, InfraTrain, the ElectroTechnology Industry Training Organisation, and the Local Government Industry Training Organisation.

Tutors keep up to date with course materials using the organisation's intranet. However, access is not always possible when working away from the office. Red Cross is working to address this. Overall, staff are able to receive feedback from their regional training coordinator to ensure they are performing well, and they have input into the course at regular meetings and by talking with management.

## 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 **Excellent**.

Course participants receive comprehensive support during the course. Tutors are approachable and create a comfortable and inclusive learning environment. Icebreaker activities are used to identify participants' previous first aid knowledge and experience and any learning needs. Additional support is provided one-to-one if required, usually during breaks, to enable participants to practise demonstrating techniques. Courses can cater for up to 20 participants. Co-facilitator roles are used for large groups. However, courses are typically around 15 people. This is to ensure that participants have an opportunity to ask questions and receive help with their learning.

The participant and client feedback is reviewed regularly and used to create a better learning environment. An example of this is the upgrading of chairs at all venues to enhance the comfort of participants. Tutors felt that they were fully supported by the management team whenever they had a problem with the course. Red Cross has a code of practice for provision of training for Māori which was developed in consultation with the organisation's Māori advisory group.

## 1.6 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 **Excellent**.

Red Cross has an inclusive structure enabling information to be shared both formally and informally to support achievement and make improvements. It is responsive to any issues, which was demonstrated with the roll-out of new modular training in 2010 where more resources were required, such as projectors. The organisation is also monitoring the course numbers and satisfaction ratings to see how successful the modular delivery of the courses is.

The Red Cross training arm is well supported by the Red Cross board as a first aid provider, not just as a financial contributor to the organisation, as it supports the overall vision of the Red Cross organisation. The board approved the implementation of a comprehensive client management system 18 months ago. This has meant that Red Cross can gather information centrally for all of its courses nationally. Information on participants, financial costs, unit standards reported, policies for instructors, and stakeholder feedback is now easily accessible and used for reporting and analysis, and for identifying appropriate allocation of resources for the delivery of courses.

The national manager reports ongoing regional participation and types of courses to the board and any unusual events such as course numbers dropping in a region. An appropriate strategy is identified by the management team and developed by the education and training committee at monthly meetings. All training coordinators receive summary reports from education and training committee meetings, consisting of the national education and training manager, national accounts manager, quality manager, and northern and southern training managers.

Overall, Red Cross has demonstrated that it has a well-established, ongoing self-assessment process which is inclusive of all staff, identifies actions required to make improvements, and monitors these improvements through a highly functioning regional and national system of self-review.

## 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 **Excellent**.

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

### 2.2 Focus area: Comprehensive First Aid

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

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

# Recommendations

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

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.*

*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)).*

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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