



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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External Evaluation and Review Report

New Zealand Red Cross Incorporated

Date of report: 12 November 2019

About New Zealand Red Cross Incorporated

New Zealand Red Cross Incorporated (Red Cross) delivers first aid-related training throughout the country. The PTE is part of the New Zealand Red Cross organisation and worldwide International Federation of Red Cross and Red Crescent Societies, which provide humanitarian aid nationally and internationally. Globally, Red Cross Federation is one of the world's largest first aid training providers.¹

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| Type of organisation: | Private training provider (PTE) |
| Location: | 69 Molesworth Street, Thorndon, Wellington |
| Code of Practice signatory: | Not a signatory |
| Number of students: | Domestic: 2018 – 65,767 learners 8.25 per cent (5,361) identify as Māori and 2.99 per cent (1,881) identify as Pasifika |
| Number of staff: | 31 full-time equivalents, 23 part-time, 48 casual and one fixed term |
| TEO profile: | See: New Zealand Red Cross Inc on the NZQA website |
| Last EER outcome: | 2015 – Highly Confident in educational performance and in capability in self-assessment |
| Scope of evaluation: | Comprehensive First Aid. This encompasses a training scheme ² and number of courses which together make up a significant proportion of all Red Cross training. |
| MoE number: | 8896 |
| NZQA reference: | C35857 |
| Dates of EER visit: | 27, 28 and 29 August 2019 |

¹ International Federation of Red Cross and Red Crescent Societies, 2016, International first aid and resuscitation guidelines.

² Red Cross describes its training scheme and related Comprehensive First Aid training as courses. Therefore, through the main body of the report this will be referred to as 'course/s'.

Summary of Results

Red Cross demonstrates consistently strong performance in education outcomes and quality and value for stakeholders. Comprehensive and robust self-assessment is used effectively to understand performance and bring about improvements relevant to the PTE context and programme delivery.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• First aid courses are delivered to a large number and diverse range of learners. The vast majority of learners complete the courses and are highly satisfied with the training.• Learners gain life skills and increased confidence to respond as a first aider. Red Cross contributes to the advancement of first aid techniques in New Zealand through its global and national networks and research. |
| Highly Confident in capability in self-assessment | <ul style="list-style-type: none">• Relevant and current courses are delivered by experienced and well-trained instructors. Valid assessment authenticates the skills and knowledge gained. Self-assessment of the course and teaching is systematic and transparent.• Learners are active participants in their learning and are effectively supported by instructors. Red Cross continually uses self-assessment activities to seek opportunities for improvement.• Red Cross continues to evolve and change to effectively govern and manage the PTE. Clear reporting lines, sufficient and quality resourcing and instructor development support continued high achievement of education outcomes.• Red Cross identifies and monitors its compliance accountabilities systematically using highly effective processes. |

Key evaluation question findings³

1.1 How well do students achieve?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Red Cross performance measures show a continuing and consistently high rate of programme completions year on year and student satisfaction. On average, 98 per cent of students report with confidence that they could help in an emergency. Data is analysed at the level of individual instructors, by region and nationally and compared with previous results and organisational targets. This analysis enables Red Cross to gain a comprehensive view of the organisation's level of performance and targeting of priority areas for review and further action.</p> <p>Successful completion of first aid training has ranged from 99 to 99.5 per cent over the past four years. Systematic internal moderation of all instructors and success in external moderation validates the very high rate of achievement.</p> <p>Red Cross has taken care to monitor the very minor differences in measured performance between Māori and Pasifika and other students, including understanding non-completion at the level of individuals. Māori and Pasifika rates of achievement for the same period were only slightly lower than the rate for other learners (in the range of 98.5–99 per cent). The gap between Māori and Pasifika learners and other learners reduced slowly over the period. Analysis of data, surveys targeting learners who did not complete, and follow-up with clients⁴ by Red Cross indicated that non-completion is related to personal circumstances.</p> |
| Conclusion: | First aid courses are delivered to a large number of learners from diverse backgrounds. The vast majority complete courses and are highly satisfied with the training. |

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Clients include employers and tertiary education organisations that refer groups of learners to Red Cross for first aid training.

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Red Cross meets community and national need for certified first aiders through the provision of quality training. Learners gain first aid skills, knowledge and confidence. These are recognised as important by employers who support staff to undertake training and by tertiary education organisations where first aid is embedded into a number of courses.</p> <p>Red Cross systematically gathers comprehensive client feedback to understand how well needs are being met following training. Review of the reporting of the results of client engagement, and interviews with staff and clients indicate that the ability of Red Cross to tailor training to the specific context of employers is highly valued. Analysis is focused on areas rated below Red Cross internal targets. Findings, actions and changes are communicated to staff and monitored by the education and training leadership team (ETLT). Sustained growth in first aid and refresher enrolments, and client and learner feedback after training, overwhelmingly indicates an increased level of confidence in Red Cross's first aid delivery.</p> <p>Red Cross is advancing the body of knowledge and understanding of first aid in New Zealand by sharing research gained through its global network and participation in international conferences. Red Cross is a member of relevant national bodies, and staff also hold positions on these bodies. This includes board representation on the Association of Emergency Care Training Providers (AECTP), the New Zealand Resuscitation Council, and a consultation group of the Skills Organisation Industry Training Organisation for first aid-related standards. These forums ensure contributions are discussed and available to benefit all first aid training providers.</p> <p>Delivering first aid training to thousands of New Zealanders annually meets the objectives of New Zealand Red Cross to support the general population to obtain first aid skills, to enable them to respond in an emergency on both a small or large scale in their home, workplace and communities.</p> |

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| Conclusion: | Learners gain an important life skill and increased confidence to respond as a first aider. Red Cross contributes to the advancement of first aid techniques in New Zealand through its global and national networks. |
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Red Cross courses are highly structured and relevant to the wide range of stakeholders and are aligned with current New Zealand clinical standards and first aid practices and techniques.</p> <p>A range of delivery options are available, including classroom and blended (online and classroom) learning. Training is delivered to suit clients at weekends and at clients' premises to increase accessibility and convenience for stakeholders. Review of courses is comprehensive, with input from academic and clinical advisory groups. These reviews consider the effectiveness of delivery options which Red Cross is appropriately monitoring and adjusting as required.</p> <p>Instructors are trained in the Red Cross teaching approach, and a variety of teaching and learning activities are used to engage learners. Teaching is sequenced to build on learner knowledge; opportunities to practise first aid techniques support preparation for assessment.</p> <p>Academic standards and integrity are maintained. Red Cross adjusts the delivery of courses to accommodate learners with specific learning, language and physical needs. These adjustments include opportunities for re-assessment which do not compromise on assessment quality and the standards to be met.</p> <p>Red Cross instructors are experienced and qualified and undergo a comprehensive annual re-assessment of their competency, including teaching and assessment. Instructors meet all requirements as stipulated in the underpinning document, First Aid as a Life Skill, and NZQA's consent and moderation requirements, and are police-vetted. Red Cross</p> |

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| | requires and supports additional annual professional development and training for instructors. |
| Conclusion: | Relevant and current courses are delivered by experienced and well-trained instructors. Valid assessment authenticates the skills and knowledge gained. Self-assessment of the programme and teaching is systematic and transparent. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Programme information is provided to ensure stakeholders attend the first aid programme relevant to their needs and understand the requirements to successfully complete for each mode of delivery.</p> <p>A formal and monitored process allows learners who cannot complete the training as required to 'catch up'. Catch-ups are provided at no additional cost, encourage the use of a support person, and ensure all the teaching and learning is completed – including opportunities to practise skills – before assessment or reassessment.</p> <p>Responses to the well-being of learners are appropriate in the context of first aid training. Professional development of instructors specifically addresses learner well-being to recognise the impact life experiences may have on some learners and how to manage these. Consideration is given to the sensitivity of some topics, including the use of resources and scenarios.</p> <p>The expression of values such as respect and dignity underpin instructors' responses to the cultural, language and personal needs of learners. Red Cross has a focus on improving the experience and outcomes of learners and to support instructors to effectively deliver training to meet the growing diversity and needs of learners. A project is underway to develop a kete of strategies to further improve the diversity of instructors' teaching practice, including delivery from a Māori or Pasifika context. This project is a work in progress. While the benefits and impacts of the initiative are not yet evident, the project is an example of the commitment Red Cross has to continuous improvement by</p> |

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| | focusing on the small number of learners who are less satisfied or not completing the first aid training courses. |
| Conclusion: | Learners are active participants in their learning and are effectively supported by the instructors. Red Cross continually uses self-assessment activities to seek opportunities for improvement. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>The New Zealand Red Cross and the PTE arm are well aligned in terms of vision, mission, strategic aim and values. The PTE is a well embedded and important division of the national organisation, and mutual benefits are evident. Reliable systems around organisational leadership include transparent reporting across the organisation using credible and comprehensive learner and instructor data and management tools. These provide a strong basis for information-gathering, monitoring and decision-making.</p> <p>Governance retains oversight of the PTE and the ETLT, with experienced staff, clear responsibilities and systematic reporting. This provides effective management of the operational activities and functions of the PTE, including comprehensive professional development for all staff and fit-for-purpose and quality resources.</p> <p>New Zealand Red Cross, including the PTE, has undergone an organisational restructure to establish positions regionally and nationally with a targeted focus on training. This work underpins the development and use of digital and online platforms and resources. The changes have been very recently implemented. There has been a significant impact on instructors and a temporarily reduced capacity to deliver training. Red Cross has managed to mitigate these challenges with no apparent impact on the quality of delivery, completions or learner satisfaction.</p> <p>Communication with staff during the restructure, and an opportunity for staff to provide feedback, is improving. It is too</p> |

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| | <p>soon to see evidence of the positive impact identified by staff and the ETLT.</p> <p>The ETLT is supported by two advisory groups (an academic group to provide input into teaching methods and approaches, and a clinical group to ensure teaching content aligns with good practice in healthcare). An education performance manager analyses student enrolment and achievement data.</p> |
| Conclusion: | Red Cross continues to evolve and change to effectively govern and manage the PTE. Clear reporting lines, sufficient and quality resourcing, and instructor development supports the continued high achievement of educational outcomes. |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Compliance is identified and monitored using a variety of tools which the education quality assurance manager oversees, actions and manages. Compliance accountabilities and obligations are not solely reliant on the education quality assurance manager. Systems and processes are embedded within the training quality management system – including the use of intranet, relationship management software, calendars and alerts – ensure staff throughout Red Cross are appropriately aware of their responsibilities and manage these appropriately.</p> <p>NZQA attestations and returns have been met within required timeframes. The PTE applies for permanent and temporary site approvals, and the NZQA training scheme is delivered as approved. Consent and moderation requirements and the underpinning Skills ITO document, First Aid as a Life Skill, are stringently adhered to. These processes indicate no gaps in the organisation’s capability to monitor and manage compliance accountabilities.</p> <p>Review of the quality management system is ongoing and the organisation’s policies and processes are appropriate for the size and context of the PTE.</p> |

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| Conclusion: | Red Cross identifies and monitors its compliance accountabilities systematically using highly effective processes. |
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Focus Areas

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

2.1 Focus area: Comprehensive First Aid Programme

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| 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.

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

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 fraud⁵
- 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.

⁵ 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). 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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Final report