



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

New Zealand Red Cross
Incorporated

Date of report: 8 February 2024

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 which provides humanitarian aid and is part of the International Federation of the Red Cross and Red Crescent Societies.

Type of organisation:	Private training establishment (PTE)
Location:	69 Molesworth Street, Thorndon, Wellington
Number of students:	Domestic: 2022 – 62,557 learners (892 full-time equivalents); approximately 8.5 per cent identify as Māori and 6.2 per cent identify as Pasifika ¹ International: nil
Number of staff:	50 full-time, 33 part-time, 32 casual
TEO profile:	New Zealand Red Cross Inc Most short courses are delivered face-to-face; in some courses, online learning is offered prior to attendance at a practical session.
Last EER outcome:	2019 – Highly Confident in both educational performance and capability in self-assessment
Scope of evaluation:	First Aid courses (utilising unit standards 6400, 6401, 6402 and 6402) which are a significant proportion of all Red Cross training, being Comprehensive First aid, Essential First Aid (NZQA-Approved Training Scheme ID 115962), Save a Life, and related First Aid revalidation courses
MoE number:	8896
NZQA reference:	C54050
Dates of EER visit:	7-9 November 2023

¹ A very large proportion of learners do not declare their ethnicity. Red Cross plans to review data collection methods to more accurately reflect participation numbers.

Summary of results

Red Cross is consistently meeting learner and stakeholder needs for first aid training to upskill people to respond to emergency situations and to meet compliance requirements. Effective self-assessment is informing improvements, although further analysis of information would strengthen self-assessment evidence.

Highly Confident in educational performance

Confident in capability in self-assessment

- Nearly all students successfully complete the short courses, gaining real-life skills and confidence to respond as a first aider.
- The courses enable client organisations to meet their compliance obligations and increase their capability for responding in emergencies.
- Knowledgeable, qualified instructors draw on their own industry experience and use role plays and realistic scenarios to engage and motivate the students. Students consistently report high rates of satisfaction with the training.
- Red Cross appropriately resources and monitors delivery of the training. The PTE has sound assessment and moderation procedures which provides assurance of the skills and knowledge gained.
- Red Cross has maintained strong educational performance despite significant disruption arising from the Covid-19 lockdowns, an organisation-wide strategic review and related restructuring, and implementation of new data systems. A planned review of the self-assessment framework is timely in this context.
- Red Cross uses information gathered formally and informally to monitor and improve course development and delivery. Self-assessment would be strengthened by more comprehensive analysis of learner achievement data and more systematic capture and review of stakeholder feedback.

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- Red Cross is effectively managing its compliance accountabilities. The PTE is planning a comprehensive review of its quality management documentation.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Red Cross' educational performance is consistently strong. Achievement rates for the focus area first aid courses for 2020–23³ are 98.9 per cent overall and 99.5 per cent for the revalidation courses.⁴</p> <p>Students who have identified as Māori or Pasifika are successfully completing courses at comparable rates. Data is not currently gathered for disabled learners.</p> <p>Red Cross seeks to understand and address underlying factors for non-completion, although the numbers are small. A three-month window is available for students to rebook to complete the assessment without incurring additional costs.</p> <p>In addition to gaining unit standards and/or achieving first aid certification, students are gaining practical skills and confidence in their ability to assist in an emergency. This is confirmed through post-course surveys.</p> <p>Red Cross has a systematic approach to assuring consistent and authentic assessment practice, including moderation of all instructors. High rates of achievement are validated by external moderation outcomes.</p>
Conclusion:	Nearly all students successfully complete Red Cross courses. Reliable achievement data is monitored and reported; however, further analysis of achievement data, including all priority group learners, would strengthen self-assessment evidence and identification of opportunities for improvement.

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 Data for 2023 is for January–October.

⁴ Overall successful completion rates for all Red Cross delivery are 99.3 per cent (2020), 98.9 per cent (2021) and 99.1 per cent (2022).

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Large numbers of diverse learners participate in first aid training and are gaining an important life skill. Red Cross' ability to deliver flexible training solutions is important in meeting the specific needs of key clients.⁵ Red Cross training is also sought by schools and tertiary education organisations, where first aid is embedded into courses.</p> <p>Red Cross is experiencing high levels of repeat business and strong demand for the training, reflecting its credibility and reputation for quality training. Self-assessment evidence, and students and clients interviewed during the evaluation, confirmed the value of Red Cross training and the learning experience overall. Employers appreciate the blended delivery approach which increases flexibility for staff.</p> <p>Various stakeholder engagement activities are used to inform first aid training. Student feedback is gathered and analysed regularly, and is available online to Red Cross management and staff. It is not evident that feedback from client organisations is currently being captured systematically in every case, although examples were provided of proactive engagement and responsiveness to issues.</p> <p>Red Cross contributes to and engages collaboratively with relevant national bodies that are advancing the body of knowledge and understanding of first aid.⁶</p>
Conclusion:	Red Cross is making a significant contribution to New Zealand's supply of certified first aiders. A more systematic

⁵ In 2022, Red Cross was contracted to deliver customised training to the very large workforce (both permanent and volunteer) at the national fire and emergency service.

⁶ Red Cross staff hold positions including board representation on the Association of Emergency Care Training Providers (AECTP) and the New Zealand Resuscitation Council. Red Cross contributed to the recent review of 'First Aid as Life Skill' by Toitū te Waiora.

	approach to gathering and collating client feedback would strengthen self-assessment evidence for improvement purposes.
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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?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Within its portfolio of prescribed courses and learning outcomes, Red Cross accommodates cohort and individual student needs in standard materials and assessment processes. Examples include tailored courses on first aid for the outdoors and for fire and emergency services staff, to reflect the higher-level skills requirement and work context.</p> <p>Courses are reviewed in response to key triggers (such as new unit standard versions and new medical knowledge or first aid techniques) and to stakeholder feedback. Instructors are informed about key changes and provided with related professional development. In response to emerging needs, Red Cross has developed a suite of mental health and wellbeing courses which provide practical helping skills for individuals in whānau, community and workplace settings.</p> <p>Red Cross has reviewed and improved the online components of its first aid training, drawing on relevant research and stakeholder feedback to do so. Enhancements include an interactive learning environment, video-based content filmed in New Zealand, and a recent focus on incorporating te ao Māori and te reo. Post-course surveys indicate that the online components are working well in preparing learners for practical sessions. Increased interactivity in the online first aid revalidation course tailors the learning to each student's current level of knowledge.</p> <p>Learning environments are structured and well resourced. Group activities involving real-life scenarios and role plays support engagement and enjoyment as students practise first aid techniques in preparation for assessment.</p>

	Sound internal moderation practices include annual reassessments of instructor competency and review of assessments. Annual internal moderation reports reflect improvements in assessment practice overall.
Conclusion:	Red Cross is highly effective in ensuring the training is aligned with clinical standards and current first aid practices. Monitoring and review processes ensure Red Cross course delivery is meeting learner and stakeholder needs.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students benefit from small classes and a positive and inclusive environment which fosters participation and success. Instructors have effective strategies to support students with different learning needs and backgrounds. This includes careful management of sensitive topics to ensure individual student safety and comfort.</p> <p>Experienced and credible instructors use their knowledge to bring the teaching material to life. The practical focus provides opportunities for students to apply their knowledge and build skills. Timely and constructive feedback reinforces learning. Additional individual assistance is provided as required.</p> <p>Red Cross has a commitment to building cultural competency and offers related professional development, including te reo and tikanga Māori. Feedback gathered during the evaluation suggests further opportunities to improve some instructors' teaching practice in a Māori or Pasifika context.</p> <p>A self-review against the Code of Practice was completed in 2022. Several useful improvements were identified but not actioned. A new approach to ensuring action follows review is planned for the 2023 review process.</p>
Conclusion:	Red Cross instructors are providing excellent support and guidance for students within the short course context. Students are actively engaged in the learning. Red Cross is

	performing well against the key outcomes of the Code of Practice; however, more formal engagement of teaching staff in the annual review process would further strengthen self-assessment.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The PTE makes an important contribution to, and is closely aligned with the mission and strategic direction of New Zealand Red Cross. Red Cross has maintained consistently high levels of educational performance despite the impact of Covid-19. The PTE's responses have been necessary and well considered to ensure sustainable provision.</p> <p>At the time of this evaluation, Red Cross was progressing key priorities associated with organisational strategy and restructuring as well as a wide-reaching digitalisation project. Leadership initiatives include greater regional support for instructors and an investment in strengthening academic leadership and related processes. An ongoing focus on consistency and key processes to support this across the national network is an important aspect of quality assurance for Red Cross.</p> <p>Recent appointees and newly established teams are settling into their roles. A recent staff survey indicated strong engagement with organisational priorities and a sense of feeling valued. Red Cross contracts instructors with expertise and qualifications in first aid and emergency response, and invests in their ongoing professional development. Comprehensive induction and performance monitoring support quality delivery.</p> <p>There is evidence of some disruption to communication and reporting systems. Red Cross continues to identify and review areas of priority and does this well. In some areas (such as client feedback) self-assessment information could be strengthened and closer tracking of improvement plans and their impact is required (for instance, the Code). New planning and reporting initiatives will enhance data capability and support a planned revision of the self-</p>

	assessment framework, which is more closely integrated with management processes.
Conclusion:	Red Cross has maintained educational performance and continued to make an important contribution to first aid and emergency response during a period of sustained change. Red Cross is well positioned to maintain very strong educational performance. Self-assessment processes are identifying improvements to programme design and delivery. Better capture and analysis of information would improve Red Cross' understanding of strengths and areas for improvement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Red Cross has effective systems to ensure training materials and delivery remain current and compliant with changing clinical standards and first aid practices and techniques.</p> <p>Red Cross instructors undergo additional professional development and comprehensive annual re-assessment of their competency. This is to ensure they meet all emergency care instructor requirements as set out by the New Zealand Resuscitation Council.</p> <p>Red Cross actively engages with key sector bodies such as AECTP, the New Zealand Resuscitation Council and the workforce development council, Toitū te Waiora. The PTE has effective processes to meet consent and moderation requirements.</p> <p>Appropriate processes for managing course delivery and compliance with NZQA rules include:</p> <ul style="list-style-type: none"> • A newly developed calendar to ensure timely submission of attestations, including attestation and self-review for the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 • Ongoing review of regular communications

	<ul style="list-style-type: none"> • A system for timely and accurate credit reporting • Applications for temporary and permanent delivery site approvals • Ongoing programme review and notification of changes • Sound assessment and internal moderation processes • Documentation of key policies and quality management systems in the training quality management system. Staff are routinely notified of key changes.
<p>Conclusion:</p>	<p>Red Cross has generally sound processes for managing its compliance accountabilities, and no compliance concerns were noted during the evaluation. The planned review of the quality management system will provide a strong basis for ongoing compliance and consistency across the organisation.</p>

Focus area

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

2.1 First Aid courses (utilising unit standards 6400, 6401, 6402 and 6402) and related revalidation courses

Performance:	Excellent
Self-assessment:	Good

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 Red Cross:

- Consider ways to collect and analyse data in relation to participation and learning outcomes for all priority learners.
- Strengthen self-assessment evidence, in particular in relation to stakeholder feedback, to identify areas for improvement.
- Complete planned revision of the self-assessment framework and processes to embed review and improvement practices in the new organisational structure.

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 fraud⁷*
- *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.*

⁷ 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(1)(t) 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/>.

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