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# External Evaluation and Review Report

Practical Training Solutions Limited

Date of report: 10 November 2022

# About Practical Training Solutions Limited

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*Practical Training Solutions delivers first aid-related courses in the Waikato region. This is Practical Training Solutions' first external evaluation and review (EER) since registering as a private training establishment in 2018.*

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Type of organisation:	Private training establishment (PTE)
Location:	82 Naylor Street, Hamilton East, Hamilton
Code of Practice signatory:	Yes
Number of students:	Domestic: 2,957 learners in 2020, including 591 Māori and 135 Pasifika learners International: 52 learners in 2020
Number of staff:	Seven full-time, two part-time staff and one contract trainer
TEO profile:	<a href="#">Practical Training Solutions</a>
Last EER outcome:	This is Practical Training Solutions' first EER.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Workplace First Aider Training Scheme (ID:124756)</li><li>• International Student Support and Wellbeing</li></ul>
MoE number:	9182
NZQA reference:	C45367
Dates of EER visit:	12-15 October 2021 <sup>1</sup>

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<sup>1</sup> EER conducted virtually.

# Summary of results

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*Private Training Solutions uses innovative resources and activities in the provision of first aid training to engage learners and support teaching and learning. Some academic processes, such as internal observation of trainer assessing, need to be more consistently documented; but, overall, the most important needs of clients and learners are well met.*

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## **Confident in educational performance**

- Learners gain first aid skills and knowledge, and report increased levels of confidence, receiving a certificate of completion. Systems and processes associated with data collection are effective and are a solid base on which to build understanding and review performance over time.
- Training meets the important needs of clients for both work and study. Overall self-assessment is fit for purpose. However, more systematic recording of client feedback would assist Practical Training Solutions in its self-assessment as the PTE grows.

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

- Practical Training Solutions' innovative course design and delivery is well suited to clients and learners, who have expressed high levels of satisfaction. At the time of the EER, Practical Training Solutions was actively looking to address incomplete instructor training requirements.
- Systematic and useful learner surveys and informal client feedback confirm that learners are active participants in their learning and are effectively supported by the instructors.
- The board of directors and managers have put in place systems and processes that should enable the PTE to operate effectively.
- However, some quality management gaps remain. Practical Training Solutions needs to ensure that all trainers meet industry requirements and that trainer assessing is consistently monitored and recorded.
- Practical Training Solutions has processes to effectively identify and monitor its compliance accountabilities, and manages these effectively with few gaps.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Practical Training Solutions has trained approximately 8,000 individuals since registering as a PTE in August 2018 and reports extremely high rates of achievement, with 98-99 per cent of learners in 2018-2020 gaining a certificate to confirm completion of a first aid course.</p> <p>Approximately 8-9 per cent of Practical Training Solutions' learners want or need the associated unit standards. Data analysis could improve to demonstrate that learners enrolling with the explicit purpose of gaining the unit standards, achieve them.</p> <p>Practical Training Solutions is collating and analysing data useful to the PTE, including Māori and Pasifika achievement. Māori – who comprise 30 per cent of learners – achieve on par with all learners. Pasifika – who comprise 4 per cent of learners – have non-completion rates consistently and slightly higher than all learners.</p> <p>Practical Training Solutions has tracked the reasons for non-achievement in 2018 and 2019, which mostly pertain to non-completion of self-directed learning or not providing evidence of a current first aid certificate in revalidation courses. The continuation of this practice will confirm trends over time, including any impact of recent changes to programme delivery for this new PTE.</p>
Conclusion:	Learners gain first aid skills and knowledge, and report increased levels of confidence, receiving a certificate of completion. Systems and processes associated with data collection are effective and are a solid base on which to build understanding and review performance over time.

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

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Beyond attaining first aid certification, the value of the outcomes of Practical Training Solutions' activities range from supporting clients to meet their compliance obligations and legislative requirements, through to individuals gaining first aid life skills. Clients are mostly employers who have staff needing first aid training for their job, and education organisations that require first aid as a component of a larger qualification the learner is enrolled in.</p> <p>Feedback is gathered mostly from learner evaluations, which are very positive (99 per cent overall course satisfaction rated as excellent or good), and through day-to-day engagement with clients as part of normal business operations. Useful information is added to a spreadsheet for review. Practical Training Solutions has sought specific feedback to confirm the effectiveness of changes, for example a survey of three clients about the use of an introduced online booking portal.</p> <p>Practical Training Solutions is tracking new and repeat client numbers as an indicator of value. To date, new client numbers are increasing, and there is evidence of repeat business by existing clients.</p>
Conclusion:	The first aid training meets the most important needs of clients for both work and study. Although self-assessment is fit for purpose overall, it is still often informal. More systematic recording of client feedback would assist Practical Training Solutions in its self-assessment as the PTE grows.

### 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>Learners consistently rate the theory content, practical work and the instructor highly. Comparison of feedback on blended and traditional Practical Training Solutions' approaches and across learner ethnicities shows little variation, with 97-99 per cent of learners rating excellent or good. Client interviews by the evaluators confirmed high levels of satisfaction with Practical Training Solutions' training, including flexibility of delivery and providing training at the client's site.</p> <p>Through discussions prior to the training, Practical Training Solutions can incorporate the client context into the teaching. Innovative resources, for example a choking mannikin and electronic devices, provide immediate feedback to learners on the effectiveness of their first aid techniques, and provide an opportunity to self-monitor and improve.</p> <p>Regular trainer meetings are opportunities to share and incorporate updates to ensure courses are delivered as intended. Mini-reports look more intensely at aspects of the training with the intention to reflect, celebrate success and build organisational knowledge, resulting in for example, the production of improved resources such as quick reference guides.</p> <p>However, the trainers do not hold all the training and qualification requirements of a first aid instructor, and internal observation of trainer assessing is not yet occurring systematically. Assessments have been pre-moderated and deemed fit for purpose by the standard-setting body who have not yet undertaken external moderation to confirm assessor judgements.</p> <p>Practical Training Solutions has been delivering first aid courses through blended delivery (online self-paced and in-person practical assessment) since May 2020 to enable continued first aid training during various levels of lockdown. The feedback Practical Training Solutions is collecting indicates high levels of satisfaction – with the training matching client and learner needs. Across all courses in 2020, 43.1 per cent of learners completed</p>

	training under the blended delivery. <sup>3</sup> The PTE gained approval from NZQA to change its mode of delivery in December 2021, prior to that the blended programme had not undergone any external academic or quality review.
Conclusion:	Practical Training Solutions' innovative course design and delivery is well suited to clients and learners, who have expressed high levels of satisfaction. At the time of the EER, Practical Training Solutions was actively looking to address incomplete instructor training requirements, and more consistent monitoring of trainers assessing in practice.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Support for learners over the one and two-day courses is appropriate and seen as a primary contributing factor to the high rate of achievement for all learners, including following up learners who do not initially successfully complete.</p> <p>The level of engagement between the trainer and participants supports the learning experience, with learners receiving formative feedback as they practise and progress. Handbooks provided to the learners cover the teaching content. Quick reference guides, currently in both Te Reo and English, can be used as a resource after training. Innovative, interactive and engaging resources provide opportunities to practise skills without needing to physically use other learners as props.</p> <p>At enrolment, Practical Training Solutions requests clients and learners to identify areas that may impact their learning and, where identified, the information is relayed to tutors so that needs may be accommodated.</p> <p>Practical Training Solutions' review of the interim domestic Code<sup>4</sup> recognises areas that are well implemented as well as potential areas for improvement. In addition, Practical Training Solutions ensured compliance with the parallel international</p>

<sup>3</sup> Practical Training Solutions Annual Report 2020; page 2.

<sup>4</sup> The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

	<p>Code, to which they are signatories. Practical Training Solutions' 'learner code of conduct' provides clarity for trainers and learners to understand their rights and responsibilities during training.</p> <p>Learner survey responses are collated into reports informing each trainer about the level of satisfaction learners have with their instruction. The high-level quantitative and – where provided – qualitative feedback is overwhelmingly positive.</p>
Conclusion:	Systematic and useful learner surveys and informal client feedback confirm that learners are active participants in their learning and are effectively supported by the instructors.

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The board of directors have a shared vision and purpose in establishing the PTE within the Waikato region, and a clear direction going forward. The board has responded effectively to change, specifically the conditions imposed by COVID-related restrictions. As mentioned, the board has invested in resources, including designing props, which learners say are fit for purpose and enhance learning.</p> <p>Comprehensive systems and processes are currently serving the PTE well and will support growth. Data analysis is used effectively to understand performance. Summaries of high-level feedback and analysis ensure PTE staff have access to priority information, reducing the need to engage with the full and detailed reports produced by management.</p> <p>Trainer numbers have grown with the increase in training volume. Practical Training Solutions has developed a plan to induct and offer ongoing professional development for its trainers. The trainers interviewed in the course of this EER felt well supported and valued by the PTE's management. Effective communication practices enable management to provide advice and support to trainers as required.</p> <p>However, some significant quality assurance gaps remained at the time of the EER visit. Practical Training Solutions had</p>



	developed an equivalency assessment for their trainers in Emergency Care, but NZQA could not confirm that it met industry standards. Moreover, evidence of trainer consistency was partially lacking. Trainer teaching and assessment of learners often occurs in isolation. Common practice to enhance consistency such as a formalised system of co-teaching and documented observation of trainees were not regularly occurring. Embedding these processes would strengthen PTE's internal quality assurance.
Conclusion:	Performance is variable. The board of directors and managers have established systems and processes that should enable the PTE to operate effectively. However, ensuring that trainer requirements are met, and monitoring consistency of trainer delivery and assessing, are gaps which have not yet been managed effectively.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The management team works collaboratively to effectively monitor and manage NZQA compliance responsibilities, including the international student<sup>5</sup> and interim domestic Codes. The enrolment process of international learners is fit for purpose and effective.</p> <p>All attestations and returns to NZQA have been provided within required timeframes. The PTE informs NZQA of temporary site delivery, the NZQA training scheme is delivered as approved, and credits are reported. A comprehensive compliance management plan aids this practice.</p> <p>Temporary approval to deliver first aid training through a blended approach ceased in May 2021. During the EER, Practical Training Solutions applied to NZQA and gained approval in December 2021 to continue this mode of delivery.</p> <p>Practical Training Solutions is rigorously focussed on health and safety. Spacing and hygiene policies and processes are</p>

<sup>5</sup> Education (Pastoral Care of International Students) Code of Practice 2016

	<p>updated swiftly to reflect changes in national and regional COVID status requirements, and trainers are police vetted.</p> <p>Practical Training Solutions follows the standard-setting body document, First Aid as a Life Skill, to guide delivery of the training. As discussed, instructor training and qualifications are incomplete.</p>
<p>Conclusion:</p>	<p>Practical Training Solutions has processes to effectively identify and monitor its compliance accountabilities, and manages these effectively with few gaps.</p>

# Focus Areas

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

## 2.1 Focus area: Workplace First Aider (Training Scheme)

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

## 2.2 Focus area: International Student Support and Wellbeing

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 Practical Training Solutions Limited:

- Ensure all trainers meet instructor requirements to deliver first aid programmes.
- Formalise and systematically monitor performance and quality, of trainer teaching and assessment practices.
- Systematically document client feedback for the purposes of continuous improvement
- Collate the gathered qualitative learner feedback for 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 1

**Table 1. Learner completions<sup>6</sup>**

Year		Completed	Incomplete <sup>7</sup>	Failed <sup>8</sup>
2018	All learners	1,290 (98.9%)	14 (1.1%)	0
	Māori	254 (98.1%)	5 (1.9%)	0
	Pasifika	47 (95.9%)	2 (4.1%)	0
2019	All learners	3,648 (98.8%)	44 (1.2%)	0
	Māori	675 (97.3%)	19 (2.7%)	0
	Pasifika	130 (97%)	4 (3%)	0
2020	All learners	2,943 (99.6%)	13 (0.4%)	1 (0.03%)
	Māori	589 (99.7%)	2 (0.3%)	0
	Pasifika	132 (97.8%)	3 (2.2%)	0

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<sup>6</sup> Practical Training Solutions Annual Report 2020 Final; page 13

<sup>7</sup> Learners who have started (or completed) their practical session but have yet to complete some aspect(s) of their training. This may be a practical component, their self-directed learning, or they may not have handed in their previous certificate (for revalidation training).

<sup>8</sup> Did not successfully complete assessment.

# Appendix 2

## 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>9</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>9</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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