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Report of External Evaluation and Review

First Aid Consultants Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 10 May 2017

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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

Name of TEO:	First Aid Consultants Limited
Type:	Private training establishment (PTE)
First registered:	1 November 1993
Location:	12 Musket Lane, Whitby, Porirua, Wellington
Delivery sites:	Delivers training at client sites only
Courses currently delivered:	<ul style="list-style-type: none">• First Aid in the Community (Training Scheme) (Level 2) (6400, 6401, 6402)• Provide First Aid Training for Life Threatening Conditions (Training Scheme) (Level 2) (26551)• Provide First Aid for Young Children (Training Scheme) (Level 2) (25459)• Provide Practical First Aid (Training Scheme) (Level 2) (6401, 6402)• Providing First Aid (26551, 26552)• Basic Life Support (6402)• Outdoor First Aid (424)• Refresher Training
Code of Practice signatory:	No
Number of students:	Domestic (2016): 1,594 students (all for short courses of one to two days)

	International: nil
	Student ethnicity: Māori – 8.3 per cent; Pasifika – 6.7 per cent
Number of staff:	One full-time, one contracted part-time
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=940963001
Distinctive characteristics:	<p>First Aid Consultants is a sole trader whose owner delivers one to two-day first aid training courses that are workplace-based, including for the education sector (primarily secondary schools).</p> <p>The First Aid Consultants owner is a treasurer and Board member of the Association of Emergency Care Training Providers.</p>
Recent significant changes:	No significant changes, other than contracting another training instructor on a few occasions since 2015 to cover maternity leave.
Previous quality assurance history:	<p>First Aid Consultants was last evaluated by NZQA in 2012. NZQA was Highly Confident in both educational achievement and capability in self-assessment.</p> <p>Results of the last national external moderation undertaken in 2013 and 2014 for First Aid Consultants' first aid unit standards show that they met all requirements and are assessing at the national standard.</p>

2. Scope of external evaluation and review

This evaluation included two focus areas:

- First aid – all courses delivered are related to first aid.
- Governance, management and strategy – the owner is a sole trader who delivers the training. This provides an opportunity to view how the PTE is managed and operated.

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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>.

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.

The original lead evaluator communicated with the organisation prior to the evaluation site visit to confirm the evaluation process and timing, and to finalise the agenda for the on-site visit. Just prior to the on-site visit, the team evaluator was assigned the lead role due to the initial lead being unavailable, so a new team evaluator was added. The organisation was informed of the changes made.

Prior to the site visit, First Aid Consultants provided a number of documents, including the results of self-assessment activities, student enrolment and completion rates (by year, course and ethnicity), and more detailed information on Māori and Pasifika learners.

Two evaluators visited First Aid Consultants for one and a half days and met with the owner, reviewed a wide range of records and documents, and interviewed some past students by phone. Following the site visit, interviews were held by phone with past students, the contracted part-time tutor, several clients, and other stakeholders including contacts at the New Zealand Resuscitation Council and The Skills Organisation industry training organisation. Contact was also made with the independent internal pre-moderator of assessments to validate moderation documents viewed. In addition, a range of documents viewed on site were sent by the owner to the evaluators, providing recorded evidence and also enabling the evaluators to validate information obtained from stakeholder and student interviews.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **First Aid Consultants Limited**.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **First Aid Consultants Limited**.

The main reasons for these levels of confidence are outlined below.

Educational performance

- Student course achievement rates have been consistently high (99 per cent) over many years. Achievement rates are supported and validated through national external moderation results which met national standards.
- Courses delivered by First Aid Consultants are highly valued by clients. This is evident from the high levels of client repeat business over the past two years, together with First Aid Consultants maintaining many of its clients over several years.
- The courses are of value to students, with follow-up surveys of refresher students showing that first aid skills and knowledge have been used effectively in real situations.
- First Aid Consultants has strong and effective processes to ensure its first aid courses continue to meet the needs of students and clients. This was evident from:
 - Effective processes used prior to the commencement of the course to identify and respond to students' specific needs.
 - Highly positive feedback from course evaluation results and from students interviewed who had recently completed a first aid course.
 - First Aid Consultants' engagement with clients prior to delivery to ensure training materials and resources are tailored to their contextual needs.
 - High levels of satisfaction from client interviews and survey results.
 - Strong connections in the first aid sector to maintain currency and meet requirements.
- Overall, First Aid Consultants is meeting the needs of its students and stakeholders, and has clear, robust and relevant processes that have

contributed to high achievement levels and valued outcomes. As a result, NZQA can be highly confident in First Aid Consultants' educational performance.

Self-assessment

- There are clear and effective processes for monitoring and analysing course achievements. While achievement rates are very high, First Aid Consultants is aware of and documents the reasons for each non-completion, including by ethnicity, to identify any trends and areas for improvement. From documents viewed, there were no issues of concern identified, and the reasons for the small number of non-completions are largely beyond the control of First Aid Consultants (e.g. students leaving employment or not being available to re-attend a course due to personal issues/other commitments).
- First Aid Consultants uses a broad range of self-assessment activities to collate information to gain a clear understanding that it is meeting the needs of its students, clients and stakeholders, and that the training has been of value. These include annual client surveys, course evaluations, six-monthly refresher learner surveys, ongoing engagement (phone, email) with clients, training observer feedback, independent pre-moderator assessment feedback, and external moderation results. All feedback received is well documented, including the use of diarised client conversations. In addition, the diary is used on a daily basis to capture reflective thoughts on possible areas to review.
- All feedback collected, including diarised notes, is documented in a standard form and reviewed and analysed on a quarterly basis (through a self-management meeting). The analysis also takes into consideration any previous changes made. Related areas for change/improvement are then identified and initiated with a number of examples provided, including:
 - Ongoing changes made to student surveys, student course evaluation forms, and client enrolment forms to capture different information to further enhance the quality and/or quantity of information gathered.
 - Changes to assessment materials to enhance student understanding and visual cues.
 - Updated course teaching and resource materials to meet the demographic diversity of its students (e.g. screen shots and booklets that incorporate language translations).
 - Recent updates to the computer system to enable the trainer to capture key data more easily and to review and analyse data more broadly.
- First Aid Consultants has a strong, self-reflective culture with a broad range of self-assessment processes. These are used on an ongoing basis to ensure the training continues to meet the needs of students, clients and key stakeholders. Such processes are also used to review organisational responsibilities to ensure the PTE meets related stakeholder regulations, rules and requirements.

As a result, NZQA can be highly confident in the organisation's capability in self-assessment.

Findings¹

1.1 How well do students 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**.

For all first aid courses delivered, the vast majority of students successfully complete and acquire the related skills and knowledge. Course completion data provided shows consistently high levels (99 per cent) of course achievements over the past three years, with Māori and Pasifika students achieving at similar rates.

Students who do not successfully complete their courses are given the opportunity to re-sit their assessments, either at the end of the course or by attending another course at no additional cost. First Aid Consultants monitors and follows up on all non-completions to encourage students to complete their training. Documents viewed showed that the reasons for the non-completions are beyond First Aid Consultants' control (e.g. students leaving employment or a programme of study, or not being available to re-attend a course due to personal issues/other commitments).

The high levels of achievement are supported by external moderation results that meet the national standard set by the standard-setting body for the first aid unit standards. While the last external moderation was conducted in 2014, First Aid Consultants initiated the use of an independent external moderator to review its assessment materials. Results for 2016 showed that the moderation of assessment materials also met the minimum standards, providing further assurance that assessments are appropriate and that students are achieving the skills and knowledge required.

As noted elsewhere in this report, First Aid Consultants has robust and comprehensive self-assessment practices that ensure student needs continue to be met and that serve to maximise their first aid skills and knowledge. First Aid Consultants collates and analyses data to maximise its understanding of different ethnic groups and the workplace contexts of its students. For example, related completions data is collated and analysed by each type of course (e.g. by childcare, high school, polytechnic, electrical workers) and by Māori and Pasifika students. Any issues or trends are used in conjunction with student and client feedback, together with self-reflections from experience, to identify and initiate any related improvements to teaching approaches, assessments, training resources and materials.

¹ 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?

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**.

It is evident from documents viewed and from client and student interviews that the first aid courses delivered by First Aid Consultants are providing valued outcomes and meeting the clients' needs. First Aid Consultants has retained most of its main (larger) clients over several years. Any client non-retentions are followed up and the reasons documented. Such reasons did not include any dissatisfaction with First Aid Consultants and/or the quality of its training (e.g. companies were no longer operating or changed ownership, programmes incorporating first aid courses were no longer running).

From client interviews and client survey results, there was consistently positive feedback on the quality of the training and the confidence they have in students being able to apply their skills and knowledge in real situations. This was further validated from the results of First Aid Consultants' surveys of past students who were undertaking a refresher course. In 2016, 100 per cent of respondents who had used first aid in real situations acknowledged the usefulness of their first aid training. No negative ratings or comments were provided.

First Aid Consultants also continues to create added value for its students after the completion of their first aid training courses. For example, First Aid Consultants offers free repeat skill sessions for students who wish to ensure they have retained the full range of skills and knowledge acquired in their previous training (particularly cardiopulmonary resuscitation and choking situations). First Aid Consultants also uses these sessions as part of its self-assessment practice to identify any areas for improvement in its training (e.g. particular things that students forget about or struggle to remember).

First Aid Consultants' training also provides value to the wider community. For example, at the start of the training students are made aware of the benefits of first aid knowledge to their family/whānau. This is enhanced by the provision of related booklets (e.g. covering issues related to diabetes, strokes, asthma) printed in multiple languages, enabling students to share their learning with family/whānau – which is of particular value to those who have English as a second language.

First Aid Consultants uses a broad range of self-assessment processes to inform itself of the value of its training and to identify any areas for improvement. This includes: diarised key points/lessons learned from ongoing client conversations and emails (reviewed quarterly); past student surveys (reviewed six-monthly); and client retention and reasons for any non-continuance (reviewed as occurs). Related information is analysed to identify improvements for training, as well as processes

for capturing feedback (e.g. past student survey questions and structures are continually updated to ensure any related information is captured).

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

All courses are largely delivered over one or two days, and are appropriately structured to meet the particular needs of clients and students (e.g. school children, polytechnic students enrolled in a particular programme, playcentre parents, electrical workers). The course structure is also contextualised to the nature of the course being delivered (e.g. a short course involving one unit standard or a full training course involving all related first aid unit standards). Any new clients are contacted prior to the course to identify their contextual needs. This may include a site visit to determine the related resources and materials that may be needed. There is also regular communication with existing clients to ensure their needs are being met and whether any changes are needed.

Students are very positive about the quality of the training, and say it is very practical and scenario-based, is meeting their needs, there are sufficient resources, and they were confident that they had the right skills and knowledge to respond appropriately in an emergency situation.

The sole trader has strong connections with related stakeholders to ensure First Aid Consultants' training, assessment and related materials remain up-to-date and relevant. These connections include being a board member of the Association of Emergency Care Training Providers, attendance at regular training sessions (e.g. Ako Aotearoa, Skills Active), and attendance at New Zealand Resuscitation Council conferences.

To maximise the feedback on the quality of its training, First Aid Consultants also uses independent observers. No significant issues or concerns were identified.

As noted, external moderation results show that First Aid Consultants has consistently met the national standards of the standard-setting body for first aid unit standards. This was further endorsed from the results of an independent external pre-moderator after reviewing a selected sample of assessment materials relating to first aid unit standards.

First Aid Consultants uses a broad range of self-assessment processes to ensure it continues to meet the needs of students and other stakeholders. It takes on board information gathered to identify issues and make changes. Examples include changes to: assessment materials to enhance student understanding and visual

cues; client enrolment forms to enhance information captured to maximise student needs being met; and yearly updates on course evaluation forms to ensure relevant data is collected. All aspects of the training, assessment and related resources and materials are constantly reviewed to identify whether changes made have been beneficial (e.g. if a similar issue arises from diarised notes during self-management quarterly meeting, this will trigger further attention and any related changes).

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

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**.

Students complete a separate enrolment form which captures a range of information including their ethnicity and if they have any special requirements. In addition, at the beginning of the course all students are given the opportunity to identify any specific needs and/or if they need any related support. Information gathered is subsequently taken on board by the tutor to ensure course delivery is tailored to meet student needs and to ensure they are fully engaged with their learning, and to provide related support as needed (including one-to-one engagement). From client and student surveys viewed, no concerns were identified with the training and the related support available/provided. This was also supported by the highly positive feedback from clients and students interviewed.

To maximise engagement, students can choose their own groups in the class, and some of the course materials will use multiple languages (e.g. PowerPoint slides, brochures on certain medical/emergency situations). In addition, it is clear that practical, scenario-based situations are used to maximise student engagement and to enhance their preparation for the practical nature of the assessments.

Where students do not pass their assessments, additional support is provided as needed (e.g. through extensions of class time). In addition, students are given the opportunity to return to courses (at no cost), with related one-to-one support as needed, and then have the opportunity to re-sit their assessments.

As mentioned, student, client and observer feedback, together with self-reflections gained from own experiences, are important components of First Aid Consultants' self-assessment practice. Changes are made as needed to maximise student understanding and engagement (e.g. a recent update of resources to screen shots and booklets that incorporated language translations).

1.5 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**.

As a sole trader, First Aid Consultants has a range of processes in place to ensure it is effectively managing its organisation and is meeting the needs of students, clients and key stakeholders. First Aid Consultants uses strong, ongoing relationships with clients and sector networks, together with regular professional development activities (attending conferences and training courses) to keep up-to-date with any sector changes and to ensure its training and assessments remain current and relevant.

First Aid Consultants has a clear strategic plan with related goals and key performance indicators that are monitored and reviewed on an annual basis. These indicators cover key points, with related sub-sections, that First Aid Consultants uses to measure and monitor its performance (e.g. client satisfaction, repeat business, training effectiveness, quarterly staff training). One of the organisation's goals (deliver effective training) has no specific thresholds (e.g. key performance indicator percentages) for measuring performance. However, this was not a significant issue given the high achievement rates (99 per cent), high levels of positive feedback from student evaluations (90 per cent), and no client dissatisfaction or negative comments received.

First Aid Consultants has robust self-assessment processes, including the sole trader's self-reflective culture, which are used to review performance and identify areas for improvement. First Aid Consultants uses a broad range of self-assessment activities on a regular basis. For example, a 'to-do' list specifies all important processes and practices that are to be actioned, reviewed and/or analysed. These are separated into daily, weekly, monthly, three-monthly, six-monthly, and annual activities. First Aid Consultants has a strong focus on reviewing and improving all key aspects of its training organisation to ensure its courses continue to be of value to and meet the needs of its students, clients, stakeholders and the broader community. An example of a noticeable change recently made to capture clearer and more comprehensive information (and to enhance data collected for its strategic and business planning) involved a recent update to the computer system. The new programme is now able to capture key data more easily on student achievement and non-achievement (including breakdowns by ethnicity and course), as well as documenting repeat clients and new clients.

1.6 How effectively are important compliance accountabilities managed?

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**.

To ensure it is meeting its compliance responsibilities, First Aid Consultants has regular contact with its key stakeholders, and any related matters are reviewed on a monthly basis together with any known changes to the Education Act and NZQA Rules. In addition, First Aid Consultants has a risk management plan which covers relevant actions to ensure it continues to meet the compliance requirements of other organisations and stakeholders.

From documents viewed, together with student and stakeholder interviews, it was evident that First Aid Consultants is compliant with the First Aid as a Life Skill requirements. The first aid courses are taught by staff with appropriate skills, experience and up-to-date qualifications. The minimum hours of training for unit standards delivered to obtain current first aid certificates (including refresher training) also met the related training requirements. In addition, for students undertaking a refresher course, there are clear processes in place to ensure that their current first aid certificate has not expired and that they are eligible to renew their certificate through a refresher course. The PTE keeps track of the certificate expiry dates of past students (and sends reminders when due for renewal). Students must also produce their current certificate to confirm their eligibility to attend a refresher course. First Aid Consultants ensures that certificates reflect the nature of the courses by including the relevant unit standards when they have been fully assessed, or providing a certificate of attendance where unit standards have not been assessed.

First Aid Consultants' self-assessment processes incorporate regular reviews of its organisational responsibilities to ensure it continues to meet stakeholder regulations, rules and requirements. Evidence made available during this evaluation provides NZQA with assurance that First Aid Consultants is effectively managing its compliance responsibilities.

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: First aid short courses

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

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz