



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

First Aid Consultants Limited

Date of report: 23 December 2025

About First Aid Consultants Limited

First Aid Consultants delivers first aid courses primarily to businesses and their employees, along with secondary school students. The PTE is a sole trader and its owner delivers all the PTE's courses.

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| Type of organisation: | Private training establishment (PTE) |
| Location: | 12 Musket Lane, Whitby, Porirua |
| Eligible to enrol international students: | No |
| Number of students: | Domestic: 1961 students, including 172 Māori students (9 per cent) and 99 Pasifika students (5 per cent) |
| Number of staff: | One full-time staff member (owner-operator) |
| TEO profile: | See: First Aid Consultants Limited |
| Last EER outcome: | In 2021, First Aid Consultants Limited was found to be Highly Confident in educational performance and capability in self-assessment. |
| Scope of evaluation: | First Aid Training |
| MoE number: | 9409 |
| NZQA reference: | C62904 |
| Dates of EER visit: | 23 and 24 September 2025 |

Summary of results

First Aid Consultants is highly effective at supporting educational achievement. The PTE comprehensively meets the most important needs of students, stakeholders and the broader community. The PTE uses data very effectively to review its educational performance and to effectively respond to changes in stakeholder needs over time.

Highly Confident in educational performance

- Students complete courses at high rates and gain useful skills and knowledge.
- The training is of high value to students, stakeholders and the community.
- First Aid Consultants is highly effective in reviewing courses and course delivery to meet the needs of students and stakeholders. Assessment and moderation practices are effective.

Highly Confident in capability in self-assessment

- Students are strongly supported and involved in their learning.
- The PTE's management of important compliance accountabilities is robust and highly effective.
- Organisational self-assessment is highly effective. Data is used well to review educational performance and to make improvements in all areas. Relevant activities are supported strongly by the bespoke development of technology, systems and processes.

Key evaluation question findings¹

1.1 How well do students achieve?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Student achievement at First Aid Consultants is strong, with students completing courses at very high rates. Across all courses, the PTE's completion rates for 2021-24 ranged from 98.9 per cent to 99.6 per cent.² These results reflect the PTE's high level of responsiveness to individual and client needs, including the tutor's provision of additional support to students where required.</p> <p>Priority student achievement is also strong at First Aid Consultants, with Māori, Pasifika and students with disabilities all completing courses at high rates. There is no disparity in outcomes between overall students and any of these priority student groups. First Aid Consultants is also highly effective at tracking the achievement outcomes of these students.</p> <p>In addition to course completions, First Aid Consultants has established processes to seek insights about students' gains in skills, knowledge and confidence as indicators of achievement. Upon completion of relevant courses, the PTE informally asks students about their confidence levels for applying their first aid skills and knowledge. These discussions provide students with further guidance on how to manage real-life first aid scenarios.</p> <p>Additionally, the PTE offers post-course skill-check sessions, in which students can check on their retention of knowledge and skills. This has been beneficial for ongoing course review, and it identifies areas where students may need additional support in future iterations of relevant courses.</p> |

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² See Table 1 in Appendix 1.

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| | First Aid Consultants uses enrolment and completion data very effectively in reviewing its achievement-related performance. For every non-completion, the relevant reason for that non-completion is documented and well understood. First Aid Consultants analyses trends in enrolments and completions across priority student groups, courses and clients. These self-assessment activities inform the provision of support services for students, including opportunities to complete courses at a later date. |
| Conclusion: | Students achieve strongly across all demographic groups and courses. As well as completing courses at high rates, students gain relevant skills, knowledge and confidence. Data is used very effectively to review achievement-related performance and to make improvements. |

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>With the high rates of completion noted in 1.1, nearly all students gain first aid certification. Additionally, First Aid Consultants has strong processes that ensure the timely reporting of unit standards to NZQA and the prompt issuing of certificates to students. This certification provides independent recognition of training to the students, and it provides employers with confidence that the students have useful first aid skills.³</p> <p>In addition to its value to students and employers, the training provided by First Aid Consultants provides broader value by increasing the number of first aiders in the wider community who can respond to emergency scenarios. The PTE provides opportunities for students to engage with the GoodSAM⁴ app service, which alerts trained volunteers that a person nearby could be in cardiac arrest, and which allows that person to provide basic life support and first aid. The PTE's tutor provides training and guidance to</p> |

³ These skills are also relevant to 1.1, and they are discussed further there.

⁴ See: [GoodSAM](#).

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| | <p>students on the usage of this app, including on possible hazards that may arise in emergency scenarios.</p> <p>First Aid Consultants is responsive and flexible in scheduling training for clients, highly effective in coordinating the training to meet client needs, and proactive in identifying emerging needs. Clients highly value these qualities of the PTE. Additionally, these qualities contribute to strong repeat business and to the longevity of the PTE's relationships with clients.</p> <p>First Aid Consultants purposefully targets its customer satisfaction surveys to its clients on an ongoing basis to gain relevant insights (and to avoid survey fatigue). It uses feedback from clients well to identify and respond to areas for improvement. The PTE also uses the opportunity of re-engagement with students through first aid revalidation training to gain insights from graduates on their application of first aid learning in real situations and to consider recall or reflections from past training.</p> <p>First Aid Consultants uses data very effectively to review its performance relating to stakeholder engagement. The PTE analyses enrolments by client and year, which enables strong evidencing of its repeat business, strong understanding of trends across time, and provides useful inputs for its future planning regarding scale of delivery. Through this practice, First Aid Consultants also enriches its understanding of the impact and value of its training to clients and the community.</p> |
| Conclusion: | <p>The PTE's training is of considerable value to students, stakeholders and the community. The PTE also uses data very effectively to review its performance relating to stakeholder engagement.</p> |

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: | Good |
| Findings and supporting evidence: | <p>First Aid Consultants conducts robust review of its courses, course delivery and learning resources on an ongoing basis to ensure that these remain relevant to students and stakeholders, and to continuously meet the requirements stipulated by the relevant standard-setting bodies. Additionally, the PTE's tutor is highly proactive in regularly updating their teaching skills, knowledge and experience through relevant professional development, which further contributes to the relevance and excellence of the training.</p> <p>Training activities are highly effective at engaging students in their learning. The tutor's approach ensures that key concepts are reinforced through a range of methods and activities, including quizzes to test student knowledge. Additionally, the training is tailored well to different clients and students, with the tutor adapting practical training scenarios well to a wide range of work contexts. Such contexts include early childhood education centres, primary and secondary schools, construction sites, offices and remote outdoor workplaces.</p> <p>Assessment and moderation practices at First Aid Consultants are effective, with external moderation validating assessment. Prior to the EER, the evaluation team identified that the tutor completed internal moderation of their own assessments. NZQA has an expectation that assessors do not moderate their own assessment decisions.⁵ The evaluation team thereby suggested that First Aid Consultants consider ways to improve its practices so that it can better meet this expectation. The PTE responded proactively to the evaluation team's suggestion, and it had begun forming moderation arrangements with an external partner by the time of the EER.</p> |

⁵ See: [Who conducts internal moderation](#).

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| | The PTE has also been highly responsive to external moderation feedback from the relevant standard-setting body, and it has made improvements to its assessment practices because of this feedback. |
| Conclusion: | The PTE is highly effective in reviewing courses and course delivery to meet the needs of students and stakeholders. Assessment and moderation practices are effective and the PTE is highly responsive to relevant feedback. |

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>First Aid Consultants is responsive to the varied learning and wellbeing needs of its students, and it accommodates these needs well through the adaptable, tailored design of its learning. Online learning components provide flexibility to the students in balancing study around competing work and life demands.</p> <p>The training accommodates different learning styles well, with the PTE's courses combining a range of theoretical and practical activities. The tutor carefully provides useful one-on-one support to the students as needed, without singling students out. Additionally, students remarked that the tutor's approach humanises the training, and that the tutor makes them feel comfortable in asking questions.</p> <p>First Aid Consultants facilitates learning environments that are inclusive, supportive and safe. Training is typically carried out on client premises, and the PTE has effective measures for ensuring the safety and appropriateness of these workplace delivery sites. Such measures include health and safety checking sheets, as well as limits placed on class numbers. Relevant stakeholders remarked that First Aid Consultants engages well with students from diverse academic, social, cultural and linguistic backgrounds.</p> <p>The PTE is effective in providing important course and study information to its students. First Aid Consultants provides students with a comprehensive student information sheet upon enrolment in the relevant course,</p> |

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| | <p>along with step-by-step guidance for the PTE's online learning platform. The PTE engages with clients prior to the delivery of courses, to ensure that particular learning needs are identified prior to the training.</p> <p>First Aid Consultants uses data effectively to review its performance regarding student support. To review its support of students with disabilities, the PTE uses a comprehensive disability register which details all specific barriers to learning identified and all actions taken in response. Through regular student surveys, First Aid Consultants also gains comprehensive student feedback on matters relating to student support as well as actions taken in response.</p> |
| Conclusion: | Students are strongly supported and involved in their learning. The PTE reviews its performance in this area, though there is an opportunity to improve its understanding of the effectiveness of relevant activities. |

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>First Aid Consultants is highly effective in supporting educational achievement. The owner-operator holds themselves accountable, and self-reviews to a set of key performance indicators (KPIs). These KPIs broadly relate to matters such as the effectiveness of the training, the meeting of student and stakeholder needs, and other organisational objectives. Based on evidence sighted at the EER, the PTE's performance meets each of the KPIs.</p> <p>First Aid Consultants is clear in its educational purpose, and operates a sustainable business model aligned with this educational purpose. The PTE's business model is supported by strong client engagement, a high level of professionalism, and proactive responses to developments within the relevant sector of training.</p> <p>To ensure that it addresses relevant teaching, learning and capability needs effectively, First Aid Consultants takes a careful approach to the allocation of resources to each of these key areas. Additionally, and as mentioned earlier, the</p> |

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| | <p>owner-operator is proactive in pursuit of continuous learning and professional development activities, which provides additional value to the PTE's training. These activities include conferences, engagements and developments specific to the relevant area of training, as well as capability growth activities in other areas.</p> <p>First Aid Consultants has developed comprehensive procedures for managing the business and training. These procedures are supported strongly by technological systems tailored to the PTE's specific needs, supporting highly effective use of data across all areas of the organisation in reviewing and understanding its educational performance.⁶</p> |
| Conclusion: | The PTE is highly effective at supporting educational achievement. The bespoke development of technology, systems and processes also contributes to highly effective organisational self-assessment. |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>First Aid Consultants' management of important NZQA compliance accountabilities is highly effective, as indicated by:</p> <ul style="list-style-type: none"> • Submissions of attestations and returns within expected timeframes. • Exemplary performance in its submission of unit standard results to NZQA (including zero late submissions in 2023-25). • Annual submissions of self-reviews against the Code of Practice⁷, which meet publication requirements relating to complaints and critical incidents. |

⁶ See 1.1-1.2 for examples of highly effective self-assessment activities that have been supported by the PTE's technological systems.

⁷ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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| | First Aid Consultants has highly effective processes for ensuring ongoing compliance with relevant consent and moderation requirements, and requirements pertaining to First Aid as a Life Skill. ⁸ In addition to its collation of evidence on the meeting of relevant requirements, the PTE centralises this information in a single location for ease of reference. Additionally, the owner-operator has met all relevant requirements and has also completed professional development activities over and above the relevant requirements. |
| Conclusion: | The PTE's management of important compliance accountabilities is highly effective and is supported by strong processes. |

⁸ First Aid as a Life Skill is a document developed by the relevant standard-setting body together with the Association of Emergency Care Training Providers (AECTP). It outlines Training Requirements for Quality Provision of Unit Standard-based and Revalidation First Aid Training and Assessment.

Focus areas

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

2.1 First Aid Training

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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 1

Table 1. Course completion rates (all courses)

| | Māori students | Pasifika students | Students with disabilities | All students |
|------|----------------|-------------------|----------------------------|--------------|
| 2021 | 97.0% | 96.6% | N/A ⁹ | 98.9% |
| 2022 | 99.3% | 97.8% | N/A | 99.6% |
| 2023 | 98.8% | 99.3% | 100.0% | 99.4% |
| 2024 | 98.3% | 98.9% | 99.5% | 99.6% |

⁹ Note: First Aid Consultants did not begin collating achievement data for students with disabilities until 2023.

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 fraud¹⁰*
- *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.*

¹⁰ 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 2025, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2025 respectively.

In addition, the Private Training Establishment Registration Rules 2025 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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