



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

First Training Limited

Date of report: 27 February 2023

# About First Training Limited

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*First Training provides standard first aid training and short courses to workplaces, schools and community groups who need to meet workplace health and safety requirements and gain important life-saving skills.*

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Type of organisation:	Private training establishment (PTE)
Location:	6/22 Moselle Avenue, Henderson, Auckland
Code of Practice signatory:	Domestic students only
Number of students:	Domestic – 2021, 7706; Māori – 2021, 470 (6 per cent); Pasifika – 2021, 188 (2 per cent); disabled – no numbers reported  International: nil
Number of staff:	Seven full-time; 20 part-time
TEO profile:	<a href="#">First Training Ltd</a> (provider page on NZQA website)
Last EER outcome:	At the last EER in 2018, NZQA was Highly Confident in both the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	All First Aid Training includes: <ul style="list-style-type: none"><li>• First Aid as a Life Skill Training Scheme (Level 3) (ID 116858)</li><li>• Pre-Hospital Emergency Care</li></ul>
MoE number:	7810
NZQA reference:	C51157
Dates of EER virtual visit:	16 and 18 November 2022

# Summary of results

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*First Training Ltd is providing first aid training that is valued by its stakeholders and participants within the context of a highly regulated industry. Many important life-saving skills and awareness are gained and meet the needs of industries, schools and communities. Self-assessment practices are generally effective but would benefit from improvements in systemising and formalising some processes.*

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## **Confident in educational performance**

- Overall participant achievement is strong. Irrespective of whether or not participants choose to gain the unit standard credits, all participants gain valuable knowledge that contributes to their life skills and awareness of first aid. The skills and knowledge gained prepare participants well to be first responders in everyday emergency events in a wide range of settings.

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

- First Training is working effectively with clients and schools to provide relevant courses to meet their needs. Ongoing engagement with industry networks ensures First Training maintains strong relationships to understand training needs and maintain currency of knowledge.
- Programme review is ongoing yet informal, but appropriate for the context. Stakeholder feedback is used to inform delivery changes to courses, and adaptations are appropriate for different learner abilities.
- Recent external moderation and review led to significant changes to assessments. External moderation for 2020 was not submitted due to insufficient staffing and management challenges. Internal moderation processes have needed strengthening, and capability building is underway to improve understanding of requirements for moderation of assessment. The relevant workforce development council has provided pre-assessment approval for changes to revised unit standard assessments.
- Instructors are experts in the field and bring their own experiences to make the training interesting

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and relevant for all participants. The classes are practical, and participants are encouraged and supported throughout the learning process.

- First Training's governance and management work alongside staff to provide appropriate guidance and support to participants and to ensure that the organisation maintains industry standards and relevance.
- Organisational academic leadership has been mostly strong. However, staffing and personal challenges have led to some non-compliance since the last EER. Governance has been responsive, with several challenges already being addressed. The appointment of a general manager is a well-considered decision to strengthen the organisation's capability moving forward.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Overall, achievement has been strong and steady since the last EER in 2018 (refer Table 1, Appendix 1). Successful course and unit standard completion rates averaged to 98.8 per cent over the last four years. Some participants choose to complete assessments to gain the unit standard credits, but a large majority complete without the credits and gain an attendance certificate. However, it is not clear how many of these attendees are non-completions, and this needs to be better understood to validate achievement rates.</p> <p>Participation of Māori (6 per cent) and Pasifika (24 per cent) groups are small and therefore may have a disproportionate effect on completion rates. Achievement data analysis, however, indicates that these groups achieve at a similar rate to other students. The reasons for a decline in these priority group enrolment rates over the last four years could be further investigated to strengthen current self-assessment.</p> <p>Participants have a greater focus on gaining first aid awareness and the competencies to respond appropriately to emergency situations. These are more valued outcomes than gaining the credits. Leadership skills, life skills, self-management, communication, critical thinking, self-confidence and self-validation are transferable skills also gained in these courses.</p> <p>Participant achievement is tracked, although analysis and review of overall achievement data patterns is not evident. A more regular overview of disaggregated data and reporting against this would inform understanding of the outcomes for all participants, including priority groups and across the various short course provision. Further processes are required to capture disability data and better understand outcomes and challenges for this group. Capturing non-completions to</p>

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

	understand the reasons for and the extent of non-completions would also be beneficial.
Conclusion:	Participant achievement is generally strong across all courses. Participants gain important knowledge and skills to meet organisational compliance and personal needs. Regular analysis and review of more discrete data by course should strengthen and improve understanding of overall achievement outcomes across all courses and priority learner groups.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>First Training works closely with schools, businesses and the community to identify training needs and maintain health and safety and compliance requirements in their work environments. The additional benefit to gaining this knowledge enables participants to be prepared to respond to emergency medical events in any setting.</p> <p>Gaining credits and a certification in first aid empowers school-aged students to help in their communities, homes and schools. Students have attested to the training helping them gain employment or meet prerequisites for entry into certain qualifications such as nursing. Teachers reported that they are better able to deal with student incidents in the playground and are well prepared for events at school camps.</p> <p>The training and practice scenarios give participants an increased awareness of regularly occurring (seen in schools) medical events such as epilepsy, anaphylactic shock or a diabetic event, and how to respond with appropriate actions. The training helps participants understand their responsibilities as first aid responders. During the EER, participants were able to recount situations where the training helped them respond to a medical event.</p> <p>The PTE has strong relationships in the sector. The managing director is well connected and attends various industry-related conferences to maintain those connections and remain current. Long-standing relationships and returning clients, large school clientele and some corporate training indicates the value of First Training's courses to stakeholders.</p>

	<p>First Training collects participant evaluations after each course and reviews participant feedback to understand clients' needs. Where a response is required, immediate action is taken to address client concerns. Feedback from students, staff in schools and corporate clients attest to the use of the skills and knowledge gained.</p> <p>Anecdotal feedback evidence from employer stakeholders could be strengthened with a formal collection of data to quantify value to the industry and stakeholders. The value and impact of the courses could also be better understood by collating and analysing the participant feedback data, to identify trends. Understanding the commonality of requests would inform programme review and further inform contextualised programme delivery to various clients, such as schools.</p>
Conclusion:	<p>There is strong evidence of the value First Training provides to its stakeholders. A good network and sector engagement ensures ongoing support for the organisation. Although collection and analysis of employer stakeholder feedback is variable, some information gained is used to understand outcomes and inform decision-making.</p>

### 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>Marginal</b>
Findings and supporting evidence:	<p>Regular and ongoing interaction with stakeholders informs First Training of course and participant needs. Courses are appropriately structured and aligned to industry requirements and stakeholder needs. Consistency of delivery is maintained through instructor training plans. Updates from the New Zealand Resuscitation Council are closely monitored. Course review is ongoing but limited to regulatory changes.</p> <p>Class sizes are well managed through an effective online booking system. Courses are appropriately resourced with sufficient equipment for all participants to use during the practical training.</p> <p>Courses include theory and a variety of practical training and group discussions around different realistic scenarios. Assessments are authentic, with participants required to</p>

	<p>demonstrate practical scenarios for the instructor to assess and provide feedback. Each assessment is ratified for correct completion prior to the issue of certification.</p> <p>While casual, engagement with instructors after courses is effective to inform changes to programme delivery when required. Emails and annual training days are efficient mechanisms used to update instructors about course development and changes.</p> <p>Internal post-assessment moderation for practical assessments is informal and occurs occasionally during the year. The managing director attends a few courses to observe the practical assessments and discusses the outcomes with the general manager and the tutors. This internal moderation process needs to be strengthened with formal documentation of these events and more regularity to validate the practical assessments and consistency of assessment practice. The outcomes of these activities could be valuable to inform course review and any instructor professional development required.</p> <p>Written assessments are marked as per the assessment guide. The general manager checks all assessments have been completed and signed off as required for external moderation of unit standard assessments. It is recommended that this process include more rigour to confirm that all assessment results are fair, valid and well documented to comply with workforce development council external moderation requirements.</p> <p>Skills Active and Skills (TITOs<sup>2</sup>) have externally moderated samples of assessments over the last four years. Skills Active's external moderation of unit standard 424 in 2021 found issues related to the assessment resources not authenticated, lack of documented feedback, and insufficient practical evidence to confirm competency. Written assessments were found satisfactory. First Training has been proactive in addressing the assessment issues and has revised all unit standard assessment materials, which subsequently received pre-assessment approval by Toitū Te Waiora Workforce Development Council. Other external moderation completed has been found sufficient since the last EER.</p> <p>It would be beneficial if internal moderation processes were planned and formally documented. Regular review of internal and external moderation of assessment outcomes would confirm the validity and consistency of assessment and inform</p>
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<sup>2</sup> Transitional industry training organisations



	<p>continuous improvement. The assessment policy could be strengthened to include more detail around timeframes and instructor feedback practices.</p> <p>The EER evaluators suggest an annual programme review of collated stakeholder feedback and moderation of assessment outcomes. This would inform long-term strategies such as adjusted scenarios to suit the contexts and different settings of the people on the courses.</p>
Conclusion:	<p>Courses are well structured and aligned to meet sector needs. Delivery is consistent and relevant to participants and their organisations' needs, but moderation of assessment outcomes has been variable. Self-assessment is informal and would benefit from documented, regular reviews of course and moderation feedback.</p>

#### 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>First Training provides effective and appropriate programme information, including expectations and details around the course. Automated email notifications inform participants and prepare them for learning. Participants receive a handbook at the end of the course as a reference tool.</p> <p>A pre-delivery liaison provides group characteristics (cultural considerations, age, literacy and numeracy levels) to support instructors in delivery. Participants attest to being well supported during the training and receive good guidance and regular debriefs throughout the training day. Classes are engaging and informative. An inclusive and respectful learning environment ensures all participants are comfortable to share their experiences and ask questions.</p> <p>Learning goals are understood and instructors adapt content and teaching strategies with the use of practical scenarios that commonly occur irrespective of the context. Instructors are well prepared to deal with disabilities (if identified by the participant) and learning barriers to support the different types of learners in each course.</p> <p>Participant wellbeing is a strong focus during training. Instructors work with individuals who may struggle, and provide extra</p>

	<p>support when needed. However, instructors develop their own strategies to deal with disabilities. Targeted professional development for all instructors to support learners with learning disabilities and impairments would be beneficial and ensure a more consistent approach and practice.</p> <p>Participants' cultural perspectives are respected, and participants are supported to explore their learning in cultural contexts and embrace their values and traditions. This gives greater connections between people in workplaces and the wider community. However, there is variability in instructors' cultural capability that could be strengthened to better support these learners.</p> <p>Participant satisfaction feedback is reviewed at the end of each course, and the general manager addresses any issues immediately. While instructors provide verbal feedback after the course and share ideas with their peers, it would be helpful to the organisation to formally document these exchanges to inform improvements.</p> <p>First Training has reviewed its policies and practices against the Code of Practice 2021 and published a report on the PTE's website. Socialising the code with all instructors would be valuable.</p>
<p>Conclusion:</p>	<p>First Training has effective contributing processes to minimise barriers to learning, with systems in place to support learners and engage them in their learning. Self-review of support against the Code of Practice 2021 and formalising instructor feedback will strengthen and ensure consistency of learner support practices.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>First Training’s purpose and direction is well considered, clear and understood by all staff and management. The PTE has grown significantly into a number of regions outside of Auckland since the last EER. The last four years have been challenging for First Training management. Covid-19 lockdowns and staffing challenges have had an impact on management. The recent appointment of a general manager was made to support the managing director.</p> <p>The managing director is experienced in first aid training and relies on wide and active networks to stay connected with educational and industry developments. Regular informal meetings and email updates with staff ensure management has effective communication and collaboration across the organisation.</p> <p>Expert instructors are practitioners from different health, business and education sectors. Their industry and relevant training background provides a good mix of skills and knowledge to deliver the first aid courses. Annually, instructors complete the recertification examination for emergency care instructors, to test their understanding of the Resuscitation Council guidelines and ensure their currency.</p> <p>A new instructor pathway provides an opportunity for instructors to gain their adult teaching certificate and NZQA assessor credentials. A detailed induction manual supports new instructors and provides the necessary resources to deliver consistent standards of training. However, the requirement for instructors to submit a three-monthly self-assessment (as directed within the induction manual) has not been implemented. Staff take-up of professional development has been variable, although encouraged.</p> <p>A newly developed online learning package is being trialled and is soon to be moderated and approved. This is to be used as a course with an online learning component in an effort to reduce theory time in the classroom. It will enable more time for practical assessment.</p>

	<p>The impact of Covid-19 and staff challenges has resulted in some limited oversight of academic leadership. For example, there were poor moderation outcomes in 2021. However, since then management has responded well to these challenges and taken appropriate actions.</p> <p>The evaluation team suggests that formalising staff feedback, and ongoing review of academic processes would inform and strengthen educational practices. Professional development in assessment practice and NZQA compliance requirements for the general manager and newly appointed operations staff would be beneficial.</p>
Conclusion:	A strategic and innovative management team supports the highly knowledgeable and experienced instructors to ensure educational goals are being met. Self-assessment of academic standards and practices is an area that has required improved leadership. This is occurring.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Monitoring and management of compliance responsibilities has been variable. First Training has some systems in place to meet its compliance obligations. However, some weaknesses were highlighted by administrative breaches that reflect inadequate management of processes to meet compliance obligations to NZQA.</p> <p>The Skills Active’s external moderation report indicated issues with assessment tools and assessment practice. First Training has since revised all unit standard assessments and has gained pre-assessment approval from the workforce development council. Internal moderation of assessment materials and validation of assessment is not adequate and could have alerted the PTE to problems raised by external moderation since the last EER. In 2020 the PTE failed to submit assessments for external moderation.</p> <p>It is recommended that processes for internal moderation be strengthened, and that another staff member gain moderator certification to assist the managing director in the quality assurance process. A diarised schedule of planned moderation</p>

	<p>activities could strengthen compliance accountabilities.</p> <p>Student credit reporting to NZQA occurs soon after the course and certification is completed. Processes for managing risk with a risk register and health and safety forms are in place. The PTE's quality management system is updated annually, and participants are made aware of the complaints procedure during the course.</p> <p>A new permanent location approval form has recently been submitted to NZQA and gained approval. However, annual updates to NZQA of temporary locations have not occurred since 2018. Fit and proper person statutory declarations were submitted on request during the EER. All financial and other annual reporting to NZQA has been completed in a timely manner.</p> <p>Accountabilities under the Code of Practice 2021 are mostly managed well. The primary responsibility of pastoral care resides with the instructors. There is an opportunity for First Training to strengthen support for participants with disabilities and impairments and broaden its cultural capabilities for all instructors. Socialising the code with instructors and being made aware of the appropriate responses required to meet code obligations, will ensure accountabilities are being met. The required attestation for the code has been submitted to NZQA.</p> <p>All instructors are police-vetted and have the emergency care certifications as required by the Resuscitation Council and NZQA. Some instructors have an adult teaching qualification or are in the process of gaining certification. Part-time contract instructors assist with teaching in their area of expertise and do not assess. However, it is recommended that part-time contractors gain the minimum adult teaching credentials, and it would be beneficial if all full-time instructors gained the base credits for teaching and assessment.</p>
<p>Conclusion:</p>	<p>First Training is meeting some of its key compliance requirements but needs to take a more systematic approach to ensure all compliance obligations are met.</p>

# Focus areas

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

## 2.1 Focus area: All First Aid Training, includes: First Aid as a Life Skill Training Scheme Level 3 (ID 116858); Pre-Hospital Emergency Care

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 First Training Limited:

- Review and formalise the quality management system to strengthen the handling of assessment reporting to management and external compliance partners. Internal moderators' observations should be documented to provide evidence of outcomes from the practical assessments. Processes for internal post-assessment moderation of written assessments should be developed to validate fair and consistent assessment practices to support the practical assessment outcomes.
- Formalise the feedback review, aggregate and analyse participant feedback, and document instructors' feedback to understand the extent and depth of participant challenges, to enable appropriate responses and overall decision-making.
- Involve staff in relevant professional development such as Ako Aotearoa workshops on educational practices for different cultures.
- Strengthen understanding of NZQA rules and requirements to ensure First Training meets its obligations and familiarises all staff with the Code of Practice 2021.

# 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.*

NZQA requires First Training Limited to:

- Ensure all staff involved in assessment and moderation activities meet the consent and moderation requirements for the unit standards being delivered; and staff who take a lead role in the organisation's internal moderation and/or have responsibility for preparing external moderation are competent in moderation practice.
- Notify NZQA via email in advance if First Training proposes to commence delivery at a temporary site. Planned, repeated use of a temporary delivery site by First Training should be incorporated into the permanent delivery site approval form as a permanent delivery site.

# Appendix 1

**Table 1. Overall summary of achievement data**

	2018	2019	2020	2021
Total enrolments	8525	7695	8449	7706
Completed with credits	1926	1626	1718	1237
Percentage complete with credits	23%	21%	20%	16%
Completed without credits	6599	6069	6331	6469
Percentage completed without credits	77%	79%	75%	84%
Māori enrolments	842	1313	425	470
Completed with credits	361	394	122	30
Percentage complete with credits	43%	30%	29%	6%
Completed without credits	481	919	303	440
Percentage completed without credits	57%	70%	71%	94%
Pacific enrolments	381	535	243	188
Completed with credits	204	231	57	46
Percentage complete with credits	54%	43%	23%	24%
Completed without credits	177	307	186	142
Percentage completed without credits	46%	57%	77%	76%

Data supplied by First Training Ltd



# 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>3</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>3</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 2021, 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 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 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, 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 2021. 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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