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# External Evaluation and Review Report

City First Aid Training Limited

Date of report: 11 August 2021

# About City First Aid Training Limited

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*City First Aid Training Ltd is a family-run private training establishment delivering first aid training in the workplace or in community settings, predominantly in the Canterbury region. City First Aid Training underwent a change of ownership in 2018.*

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|-----------------------------|--|
| Type of organisation:       | Private training establishment (PTE)   |
| Location:                   | 607 Springs Road, Prebbleton, Christchurch   |
| Code of Practice signatory: | No   |
| Number of students:         | Domestic: 2,424 trainees in 2020   |
| Number of staff:            | Seven staff, all part-time   |
| TEO profile:                | <a href="#">City First Aid Training Ltd</a> (NZQA website)                           |
| Last EER outcome:           | July 2017: Confident in educational performance and in capability in self-assessment |
| Scope of evaluation:        | First Aid Courses  |
| MoE number:                 | 8251   |
| NZQA reference:             | C45330   |
| Dates of EER visit:         | 9 and 10 June 2021 <sup>1</sup>  |

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

# Summary of Results

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*City First Aid Training (CFA) courses are delivered by qualified and current trainers. The short courses meet important first aid-related needs within workplaces and the community. Self-assessment processes are partially effective, but not cohesive or sufficiently systematic. Understanding and adherence to NZQA compliance obligations also require improvement.*

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## **Not Yet Confident in educational performance**

- Trainees gain first aid skills and knowledge, with the majority gaining the associated unit standards.
- First aid training meets the important needs of clients for both work and study. Reliable processes to understand how well stakeholder needs are met require development.

## **Not Yet Confident in capability in self-assessment**

- Course design and delivery is suited to clients and learners; however, processes to understand performance are not effective and feedback is not used.
- Learner support and engagement is appropriate for first aid courses, although self-assessment activities do not demonstrate how well these needs are met.
- The relatively new ownership is committed to continuing the delivery of first aid courses, has qualified trainers, and is well resourced. CFA needs to more convincingly demonstrate the extent to which education outcomes represent quality and value for stakeholders.
- The management of important compliance accountabilities is inconsistent, and gaps and weaknesses have an impact and are not managed effectively.

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

## 1.1 How well do students achieve?

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Good</b>   |
| Self-assessment:                  | <b>Marginal</b>   |
| Findings and supporting evidence: | <p>CFA reports extremely high rates of achievement: 99.68 per cent. In total, eight trainees did not complete the course or unit standard in 2020. External moderation in 2019 and 2020 confirms the validity of achievement.</p> <p>Reasons for non-achievement are attributed to trainees leaving a course part-way through and not returning, and those with a physical limitation who are unable to kneel on the floor to demonstrate Cardiopulmonary Resuscitation (CPR). These trainees are invited to re-enrol, and CFA reports that many do.</p> <p>CFA collects achievement data. However, as identified in the previous EER, there is generally a focus on individual trainee outcomes and CFA has not begun to collate aggregated data for analysis or review. Ethnicity data is not collected, and CFA is unable to report specifically on parity of achievement for Māori and Pasifika trainees.</p> |
| Conclusion:                       | Trainees gain first aid skills and knowledge, with the majority gaining the associated unit standards.  |

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<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>Marginal</b>   |
| Findings and supporting evidence: | <p>CFA's business revolves around a number of regular clients, most of whom the organisation has had a relationship with for several years. Clients are mostly employers who have staff needing first aid training for their job, and who recognise that this is also an important life skill. Clients that are also education organisations look to CFA to deliver first aid as a component of a larger qualification the trainee is enrolled in. Almost all achieve this outcome, and CFA reports the credits to NZQA and provides pocket card certificates of completion promptly. This is valued by clients that the evaluators interviewed.</p> <p>Evidence in terms of feedback and information from key stakeholders, including trainees, is limited. Some positive and generalised, unsolicited feedback from clients was provided, and evaluator interviews with the clients in the main were very positive. CFA's owners do not have a process to engage with clients for the purposes of gathering feedback.</p> <p>CFA gauges the value of stakeholder outcomes through growth in the volume of training delivered, continued financial viability, and an absence of complaints. CFA anticipates that repeat business will also be a useful indicator going forward, as the change in ownership is just on two years and coincides with refresher courses that are now due.</p> |
| Conclusion:                       | The first aid training meets the important needs of clients for both work and study. Reliable processes to understand how well stakeholder needs are met require development.   |

### 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>CFA is responsive to client needs in terms of course schedules and delivers training where and when it is needed. Trainers reported that they start every course with an introduction to the background and work of learners so they can then tailor and contextualise delivery and examples to their workplace environment.</p> <p>Qualified trainers use a range of teaching and learning strategies for delivery, including group activities to practise skills before the scenario-based assessment is undertaken. Manuals provided to learners cover the teaching content and can be used as a resource after training.</p> <p>CFA has recently delivered some first aid courses through blended delivery (online self-paced and classroom), to reduce the time required in the classroom. Although this delivery may suit clients, CFA has not applied for approval from NZQA to change delivery, and the blended programme has not undergone any external academic or quality review.</p> <p>Attempts to understand the quality of the teaching and learning and the programme is through internal peer review and, recently, external independent review. These are useful processes, but they have not been undertaken consistently or for all three trainers. Although useful feedback has been gathered from the reviews, there is little evidence of discussion or resulting changes or improvements in response to the feedback.</p> <p>CFA has struggled to find an effective, systematic process to gather useful data from learners for review. Attempts during the course, at the end of the course, and electronically after the course, have all yielded low response rates. Those that do respond rate the trainers and courses highly. Some useful data has been collected but is not collated, analysed or actively shared with tutors to identify and respond to areas for potential improvement.</p> |

|             |  |
|-------------|--|
| Conclusion: | Course design and delivery is suited to clients and learners; however, processes to understand performance are not effective and feedback is not used. |
|-------------|--|

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

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Good</b>  |
| Self-assessment:                  | <b>Marginal</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. Some pre-course information is provided so learners can anticipate what will be required of them. Where CFA is aware of a specific learner need, such as a learner who is deaf or has English as a second language, interpreters are engaged. The effectiveness of the administrative processes designed to enable the provision of appropriate support is not clearly evident.</p> <p>CFA trainers have a genuine commitment to delivering courses and supporting each learner effectively. During delivery, trainers are attuned to learners' immediate needs and respond to those as they arise or become evident. Trainers support learners individually where required, with opportunities for more practice. Results of the scenario assessment are also available.</p> <p>The trainers are conscious of the potential impact discussions and scenarios may have on learners as a result of personal life experiences and are aware of the likely impact of the Christchurch earthquakes and Mosque shooting. Care is taken around related topics; graphic images are not used, and learners are encouraged to take a break if needed.</p> <p>As discussed in 1.3, processes that provide some useful information to understand performance and that may guide changes are not purposefully utilised by CFA.</p> |
| Conclusion:                       | Learner support and engagement is appropriate for first aid courses. Self-assessment activities do not demonstrate how well these needs are being met.   |

## 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 owners have been running CFA for two years and have a shared understanding of the vision and direction of the PTE, including the intention to grow and increase the range of training provision beyond first aid courses. However, the current operation of the PTE is not effectively supporting educational performance. Although the owners are engaging with each other frequently, all have other work commitments in addition to running the PTE, and CFA would benefit from having coherent and formalised processes and reporting mechanisms to capture decision-making, record meetings and provide a platform to track the responsibilities of each owner and the resulting progress and outcomes.</p> <p>The trainers have been with CFA for several years and are well supported by the owners and feel valued. The previous EER identified that formal staff appraisals and teaching observations were not being done regularly or systematically, as required in the quality management system. Although some teaching observations are taking place, this remains a finding of this EER.</p> <p>CFA has invested in resources which are updated, including the purchase of Baydon Mannequins with light-assisted blood flow as CPR is administered. Changes to programmes occur based on information from the New Zealand Resuscitation Council and head tutor research. A formal process for the owners to confirm the changes would add another useful quality check.</p> <p>As discussed previously, data analysis and data-informed decision-making require improvement in order to guide change and improve the quality of provision. CFA's owners are receptive and responsive to the feedback provided during the EER and have begun initiating changes.</p> |
| Conclusion:                       | The relatively new ownership is committed to continuing the delivery of first aid courses, has qualified trainers, and is well resourced. CFA needs to more convincingly demonstrate the extent to which education outcomes represent quality and value for stakeholders.   |

## 1.6 How effectively are important compliance accountabilities managed?

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Marginal</b>  |
| Self-assessment:                  | <b>Marginal</b>  |
| Findings and supporting evidence: | <p>Responsibility for monitoring and maintaining compliance with NZQA and transitional industry training organisation requirements is shared between the three owners. Processes to report on the progress and outcome of these obligations are not in place. As a result, several rules and obligations/commitments have not been met:</p> <ul style="list-style-type: none"> <li>• Internal review of NZQA’s interim domestic Code.<sup>3</sup></li> <li>• Delivery of first aid courses as approved.</li> <li>• Police vetting of CFA staff engaging with trainees as young as 13 years.</li> <li>• Notification to NZQA of the use of temporary delivery sites.</li> </ul> <p>These non-compliances are significant in that CFA was unaware of them and unable to demonstrate that current systems and processes reduce the potential risk associated with each.</p> <p>CFA is compliant with the Skills Organisation’s First Aid as a Life Skill document. The minimum duration of classroom-based delivery is met. All trainers are current with the training and qualification requirements for a first aid instructor. External moderation results indicate that both the assessments and assessor judgements met the standard required.</p> <p>CFA is revising the quality management system. Currently it does not include a health and safety policy or risk plan appropriate for the training delivered.</p> |
| Conclusion:                       | The management of important compliance accountabilities is inconsistent, and gaps and weaknesses have an impact and are not managed effectively.   |

<sup>3</sup> The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

# Focus Areas

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

## 2.1 Focus area: First Aid Courses

|                  |                 |
|------------------|-----------------|
| Performance:     | <b>Good</b>     |
| Self-assessment: | <b>Marginal</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 City First Aid Training Limited:

- Maintain current knowledge of NZQA Consent to Assess and Maintaining PTE Registration documents.
- Consider the need to police vet staff engaging with young trainees.
- Strengthen the quality of current self-assessment processes, and use the data and information gathered to inform decisions and make changes and improvements.
- Develop a system to coherently monitor and internally report governance and management activities and the management of compliance obligations.
- Notify NZQA of the use of temporary delivery sites.

# 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 City First Aid Training Limited to:

- Undertake and document self-reviews (at the frequency specified by the code administrator) of its performance against the required outcomes and processes set out in this code, in accordance with Clause 32(2) of the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019.

- Cease blended delivery of training scheme until approved, in accordance with the Clauses 4.1 and 12.1 (a) of the Training Scheme Rules, 2021.
- Notify NZQA of the use of temporary delivery sites, in accordance with Part 2, Clause 6 (d) Private Training Establishment Registration Rules, 2021.

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>4</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>4</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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