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External Evaluation and Review Report

First Aid Consultants Limited

Date of report: 1 November 2021

About First Aid Consultants Limited

First Aid Consultants is a sole trader whose owner delivers one to two-day first aid courses that are workplace or school-based. Courses are contextualised to suit client, site and individual requirements.

Type of organisation:	Private training establishment (PTE)
Location:	Porirua, Wellington
Code of Practice signatory:	No
Number of students:	Domestic: approximately 1800 individual enrolments per year Student ethnicity (2017-20): Māori – 8.3 per cent; Pasifika – 8.4 per cent International: nil
Number of staff:	One full-time (owner/operator)
TEO profile:	See First Aid Consultants on the NZQA website.
Last EER outcome:	The previous external evaluation and review (EER) of First Aid Consultants, held in February 2017, resulted in summative judgements of Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	First Aid Training – all courses delivered are related to first aid
MoE number:	9409
NZQA reference:	C45376
Dates of EER visit:	19 August 2021

Summary of results

There is clear and comprehensive evidence that First Aid Consultants is delivering quality education and training. First Aid Consultants has strong achievement and the outcomes are highly valued by students and their respective workplaces.

Highly Confident in educational performance

- First Aid Consultants has high course completions, along with very positive client and student satisfaction with the training. Long-term relationships with clients signify that the outcomes for students are valued.
- First Aid Consultants is using its professional and community connections and relationships effectively to develop and deliver programmes that match individual and employer needs.

Highly Confident in capability in self-assessment

- Programmes are taught by an experienced and qualified teacher who uses their significant industry and educational experience to ensure the education is relevant and engaging. Regular reflection and review have led to continuous improvement of teaching.
- The organisation is well managed and has a clear philosophy and purpose which is reflected throughout the operation. Educational delivery is well planned and resourced. Important compliance accountabilities are being effectively managed.
- The practice of self-assessment is not new at First Aid Consultants. Although it is a small organisation, records and discussions indicate that self-assessment is formalised, well embedded and has been practised for many years.
- NZQA is highly confident that First Aid Consultants will continue to use findings insightfully to bring about worthwhile and ongoing improvements.

Key evaluation question findings¹

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are achieving excellent results at First Aid Consultants and are acquiring useful and meaningful skills and knowledge, as supported by analysis of feedback from students and employers. In the period 2017-20, 99.4 per cent of students on First Aid Consultants' courses successfully completed. Achievement rates for Māori and Pasifika students are on a par with their non-Māori/non-Pasifika counterparts. The provider has sound assessment tools and a robust moderation process used to confirm that assessment outcomes are valid.</p> <p>First Aid Consultants is strongly client focussed and committed to ensuring that students and their industry, employer or other organisation receive high value from the training. Interviews with external stakeholders indicate that the students are acquiring useful skills and knowledge contextualised to the students' individual needs or workplace.</p> <p>The clients spoken to during the EER were very satisfied with the value they received from the training provided by First Aid Consultants. Several clients have been so for more than 20 years and commented on how during this time they had seen continuous improvement in the delivery of first aid courses. This feedback has been corroborated in a more structured way through regular client surveys which are universally positive with regards to the value of First Aid Consultants' courses.</p>
Conclusion:	First Aid Consultants' students are achieving strongly across the courses it delivers. Achievement data is regularly monitored and analysed to identify areas of potential improvement. First Aid Consultants is intensely client focussed

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

	and committed to ensuring that students and their respective organisations receive value from the courses delivered.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>First Aid Consultants’ regular and ongoing interaction with its stakeholders is a strong feature of the organisation. Mechanisms employed include ongoing contact with clients and students, student satisfaction surveys, client surveys, end-of-training discussions, and participation in industry forums such as AECTP.²</p> <p>First Aid Consultants’ client focus is typified in the way the PTE schedules the training around the needs of clients and delivers training where and when it is needed. The owner also works with client organisations to develop teaching scenarios contextualised to the needs of their organisation.</p> <p>First Aid Consultants’ owner/teacher has extensive professional experience and an obvious natural passion and ability to engage with a range of students. The owner holds an adult teaching qualification and regularly participates in professional development and assessment through the New Zealand Resuscitation Council.</p> <p>Assessment materials are externally moderated by relevant industry training organisations³ before first use. The organisation has also participated in required external post-assessment moderation, the results of which were positive throughout 2019-20.</p> <p>First Aid Consultants has sound systems to gather feedback from trainees and client organisations. This involves both a systematic approach to gathering feedback and less formal approaches such as asking trainees every day: ‘How is it going?’, ‘Did you understand that?’, ‘Did you enjoy that session?’</p>

² Association of Emergency Care Training Providers

³ First Aid Training delivers unit standards moderated by: The Skills Organisation; and Skills Active Aotearoa Ltd.

	This dual approach is useful for both identifying improvement and engaging students.
Conclusion:	First Aid Consultants' courses are effectively designed and delivered to match the needs of the students, their sponsor organisations and the emergency care profession.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>First Aid Consultants does not face the same support requirements as providers of full-time courses, but what support services it does provide are appropriate to the courses delivered and the immediate needs of the students attending. Intending students are well guided into courses, and pre-course materials ensure that they come prepared. The move to online pre-course materials, brought about initially in response to COVID-19 restrictions but continued since, has been a positive step for First Aid Consultants. Feedback from students and client organisations has been positive and encouraging.</p> <p>A strong focus on personal relationships, beginning with welcoming every student and taking time to ascertain and understand individual learning needs and goals, ensures that trainees are engaged in their learning and have opportunities to learn in contexts that are relevant to their needs.</p> <p>First Aid Consultants teaches small groups of trainees which enables them to have a good understanding of both progress and learning barriers and to provide individual support when needed. From experience, the organisation has developed a comprehensive appreciation of the needs of trainees and has developed strategies to address those needs.</p>
Conclusion:	From initial enrolment through to and beyond course completion, students receive high quality and appropriate learning support.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>First Aid Consultants is a sole trader who has deliberately kept the business small-scale and focussed on repeat business with a manageable number of long-term clients. First Aid Consultants has a clear focus on, and clear understanding of, its core business. The business model is sustainable, evident in over two decades of successful operation. Feedback from clients is that the PTE continues to be improvement focussed and has steadily honed its courses and services to better meet client and student needs. The owner holds, and documents, a formal quarterly ‘management meeting’– this consists of taking an hour or two out to reflect on performance and activity.</p> <p>First Aid Consultants has well-established administration and management systems and procedures in place, with ethical practices. The recent development of online enrolment and reporting has been a positive step.</p> <p>The PTE is well equipped with physical and learning resources for the current number of courses it offers. The number and quality of teaching resources – e.g. first aid manikins – meets professional and industry guideline requirements.</p> <p>First Aid Consultants has undertaken training and self-review in relation to the interim domestic Code and is compliant with all Code requirements.</p> <p>A combination of informal and formal self-assessment to identify needs and review courses, to reflect on and review the quality of teaching, and to review governance and management, is an excellent evaluative model for the organisation. It is providing First Aid Consultants with a high standard of quality and valid information to effectively review educational performance.</p>
Conclusion:	First Aid Consultants has a clear vision and understanding of its enterprise, and strong leadership committed to providing effective support for educational achievement. Monitoring of performance within First Aid Consultants is regular, transparent and effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As a small business in New Zealand, First Aid Consultants has compliance accountabilities to a number of agencies and regulatory bodies. The organisation has a bring-up system to identify compliance deadlines and ensure the most important obligations are met. Courses are delivered as per unit standard requirements, and a checklist monitors the unit standard status to ensure the correct version is used.</p> <p>NZQA attestations and returns have been met within required timeframes. The courses are being delivered consistent with NZQA approvals. Clients were universal in complimenting First Aid Consultants for prompt processing of results – certificates are mailed to students and results reported to NZQA on a weekly basis. This is important as students often need these unit standards or certificates for compliance in their own workplace or for credit towards other qualifications.</p> <p>As previously discussed, moderation is up to date and meets required standards.</p> <p>First Aid Consultants is a member of AECTP, and the owner attends the annual conference where changes or potential changes to first aid training requirements are discussed. The owner meets Resuscitation Council criteria and attends Resuscitation Council refresher training as required.</p>
Conclusion:	In essence, First Aid Consultants has a clear understanding of its compliance accountabilities and manages them effectively to ensure obligations are met.

Focus areas

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

2.1 Focus area: First Aid Training

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

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 fraud⁴*
- *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.*

⁴ 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). 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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