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External Evaluation and Review Report



First Training Limited

Date of report: 21 February 2019

About First Training Limited

First Training Limited (FTL) provides first aid training courses for students that meet the requirements of school teachers, school students, surf lifesavers, community and corporate groups, and training providers delivering NZQF¹ qualifications.

Type of organisation:	Private training establishment (PTE)
Location:	5/22 Moselle Street, Henderson, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 2017 – 8,516 students (European 57 per cent, Māori 10 per cent, Pasifika 5 per cent, Asian 5 per cent, Other 23 per cent)
Number of staff:	Eight full-time staff; six part-time contractors
TEO profile:	See: NZQA – First Training Limited Courses range from basic four-hour training in first aid to three-day certified courses in pre-hospital emergency care. The organisation also provides a two-day workplace first aid course which includes the basic first aid unit standards as well as an outdoor recreation first aid unit standard.
Last EER outcome:	In 2015, NZQA was Highly Confident in the PTE's educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	First Aid Training including the approved First Aid as a Life Skill (Training Scheme) (Level 2)
MoE number:	7810
NZQA reference:	C31205
Dates of EER visit:	5 and 6 December 2018

¹ New Zealand Qualifications Framework

Summary of Results

FTL programmes provide valued first aid training to meet the competencies required for different contexts. Trainees gain transferable knowledge and skills that enable them to be effective first responders in a variety of emergency situations.

Highly Confident in educational performance

- FTL programmes have consistently achieved 98 per cent pass rates prior to and over the last three years. These excellent completion rates, together with evidence of applied practical skills, raise trainees' confidence to use the skills learnt, and reflect positive trainee achievement and outcomes.
- Excellent external moderation reports affirm these assessment results.
- FTL graduates have increased their first aid capacity and capability in homes, schools, on sports fields, at outdoor and recreational activities, and in communities.

Highly Confident in capability in self-assessment

- Highly qualified and experienced facilitators/instructors deliver hands-on courses using scenario-based interactive teaching that promotes learning.
- FTL has comprehensive self-assessment practices in place and is very responsive to feedback, evidenced by changes made to delivery to meet varying stakeholder needs.

Key evaluation question findings²

1.1 How well do students achieve?	
Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FTL has excellent course outcomes, averaging 98 per cent achievement since the last EER. Achievement for Māori and Pasifika is comparable to the rates for all students. Any fails are a result of non-attendance, failure to participate and, occasionally, learning difficulties.</p> <p>Assessment results are affirmed by positive external moderation reports by two industry training organisations.</p> <p>Although the courses are short, FTL has very effective processes for collating, analysing and understanding individual trainee achievement, assisted by a new customer management system. Instructors report how well students are applying their theoretical knowledge. Enhanced personal attributes include improved confidence to self-manage and apply knowledge.</p> <p>FTL is very responsive to feedback, evidenced by changes made to course delivery to meet gender and cultural needs, encouraging and enabling learning opportunities.</p> <p>Instructors customise the courses according to need. Science teachers might have course material adapted to include science laboratory incidents and accidents (Bunsen burner and chemical burns and scalpel injuries). Trainees in outdoor activities can have first aid training timed to suit, including weekends and evenings to provide for optimum learning and successful achievement on location.</p>
Conclusion:	Trainee achievement is very strong, with excellent results consistent over a period of years. The organisation's comprehensive self-assessment ensures that programmes are reviewed and updated to maintain this consistency of results.

² 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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The programme outcomes are highly valued by the trainees and stakeholders. Trainees graduate with increased confidence to use their practical skills in first aid. Trainee testimonials attest to their appreciation for the training when confronted with situations where they have had to use these skills. Testimonials also note how first aid training has enabled trainees to access emergency care and nursing training and employment opportunities.</p> <p>Graduates gain confidence in using their skills as effective first responders if required, in a variety of emergency situations. Stakeholders confirmed the value of having increased first aid practitioner capability and capacity in schools, sports fields, outdoor and recreational activities and communities.</p> <p>FTL provides opportunities for trainees to fulfil individual and employment needs, including meeting the requirements of health and safety legislation, refresher training to meet the requirements of regulatory bodies, and completing first aid training as a requirement for Gateway students' pre-work placement. FTL staff have also been invited as television guest speakers to provide advice to the public on situations such as managing choking. Feedback from viewers indicates that they appreciate this valuable advice.</p> <p>There has been a 56 per cent increase in delivery as an outcome of recent changes to health and safety legislation. However, similar growth (40 per cent) was noted at the previous EER, which affirms new and repeat business and word-of-mouth referrals resulting from satisfied learners and stakeholders valuing the outcomes gained.</p>
Conclusion:	The outcomes of the training are highly valued by stakeholders and trainees as attested by feedback and repeat and increased business.

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>FTL programmes match learner needs identified through consultation with school course co-ordinators and feedback from corporate and community groups and clubs (surf, scout, sports). All say that the scenario-based training is effective. Instructors are matched to training that best uses their expertise, for example outdoor education or surf lifesaving.</p> <p>Trainee and stakeholder feedback sourced through a number of mechanisms include programme evaluations, SurveyMonkey and verbal feedback. Feedback is very positive. Repeat and increased business (see 1.2) indicates the value of the courses to stakeholders and how well their needs are being matched. Graduates appreciate being able to use their knowledge and skills, including helping at road accidents and assisting with accidents in the home or wider community.</p> <p>FTL is responsive to feedback such as the preference for a male tutor in an all-boys school where female instructor presence may have detracted from the learning; courses in an Islamic school were supported by a Muslim administrator on staff, thereby addressing gender and cultural needs. Teachers who accompany school groups provide linguistic support where required.</p> <p>The range of trainees (secondary students to mature adults) has required ongoing instructor professional development to ensure that a variety of methods are used to engage and motivate trainees. The consistent achievement results affirm that FTL is successfully identifying and matching client needs.</p> <p>New staff are fully inducted, mentored and supported to maintain the quality and consistency of delivery, as demonstrated by the most recent two appointments.</p>
Conclusion:	The programme results, the very positive feedback, and repeat business affirm that FTL is delivering programmes that match learner and stakeholder needs.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Instructors deliver to small groups to ensure support is readily available. Classes of more than 20 trainees consistently have two instructors. They provide trainees with opportunities to apply their knowledge and skills in practical contexts which improves understanding and application. This scenario-based learning introduces trainees to authentic, experiential learning experiences which support learning, as does the realistic latex wound resources commissioned by FTL. All instructors have completed or will complete training in adult learning.</p> <p>The organisation has reduced potential barriers such as cultural, linguistic and gender barriers in response to learner feedback, which further optimises learning. FTL has also used a range of learning options and flexible delivery methods and additional support for trainees where required. These include delivering the basic first aid unit standards and an outdoor recreation first aid unit standard in context at a camp where trainees are based.</p> <p>FTL anticipates and plans for potential barriers and takes reasonable action to minimise or remove them. The organisation is also very responsive to feedback to ensure trainees are well supported to complete their training successfully.</p>
Conclusion:	Instructors provide fit-for-purpose, integrated support during these short courses, which contributes to high achievement rates.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FTL has relationships with a number of national organisations such as the New Zealand Resuscitation Council, Independent Tertiary Education New Zealand, and the Association of Emergency Care Training Providers. This helps the PTE to keep abreast of educational and first aid developments, including legislative changes, which are incorporated into the programmes.</p> <p>Engagement with stakeholders is conducted at all levels, as the director/chief executive and service delivery manager still deliver programmes. The success of this engagement leads to excellent consultation processes, comprehensive stakeholder needs analysis, and innovative programme design. Resourcing, planning and communication practices are highly effective.</p> <p>Monitoring, reviewing and reporting activities are very comprehensive and regular. In addition to weekly office-only days involving debrief meetings between governance, management, instructors and administrators, there is a high level of informal information-sharing and reflection with a clear focus on client outcomes. Office-only days also enable instructors to check equipment, review programmes, discuss new developments and undertake internal moderation. Internal moderation provides opportunities to validate assessments and also provide assessment training for new instructors. Decision-making is based on good quality self-assessment information.</p> <p>Memorandums of understanding with schools and other organisations contribute to the effective management and review of programmes.</p> <p>FTL is developing an online learning component which will be trialled and NZQA approval sought before being implemented. This will enable clients to enrol on a course and be assessed by practical scenarios only, reducing time in the classroom.</p>
Conclusion:	FTL effectively supports educational achievement through clear strategy and leadership and well-qualified staff guided by its goal of teaching people to save lives in a fun and interactive environment.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FTL uses a SWOT (strengths, weaknesses, opportunities and threats) analysis to identify compliance and risk, which it finds effective in managing compliance accountabilities.</p> <p>This analysis ensures, among many factors, that:</p> <ul style="list-style-type: none"> • the PTE is using legal and ethical policies and procedures • all reporting requirements are met • all instructors are police vetted, as they work in schools • all instructors meet Emergency Care Instructor annual requirements • processes and reporting meet legislative obligations, including the Health and Safety at Work Act 2015. <p>Appropriate processes for maintaining academic standards and integrity – including moderation processes and trainee learning hours – are consistent with NZQA requirements for programme approval and ongoing registration.</p>
Conclusion:	<p>FTL manages its ongoing compliance responsibilities very well. As it delivers programmes in the health sector – which has its own risk factors – careful attention is given to all processes to ensure trainees always operate safely.</p>

Focus Area

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 fraud³*
- *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.*

³ NZQA and the Tertiary Education Commission 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 according to 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 for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/ga-rules/external-evaluation-rules-2016/1/>, 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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