Tertiary Education Commission
Te Amorangi Mātauranga Matua

TEC review overview: Academy of Diving Trust (ADT)

The TEC invests almost $3 billion into tertiary education each year – funding about 700 tertiary education organisations (TEOs). It's vital we have a high performing sector that provides excellent outcomes for New Zealanders. We continue to enhance our approach to monitoring to help ensure this happens. Monitoring is a 'business as usual' role for the TEC that contributes to both student success and sound stewardship of public money. We engage with TEOs on how they are delivering against their investment Plans, their financial viability and their operational performance.

Our regular monitoring function includes some or all of the following:

- Engagement – we are available to offer advice and assist TEOs
- Audits – designed to ensure that a TEO is meeting its funding conditions
- Reviews – if we become aware of potential issues or concerns relating to a TEO's activities
- Investigations – a more in-depth examination of a TEO's activities, likely to be in response to specific concerns identified, or a complaint

You can read more about our monitoring framework here.

The Academy of Diving Trust

Academy of Diving Trust (ADT) is a Private Training Establishment (PTE) that delivers its training through various sub-contracting sites across New Zealand. It receives Student Achievement Component (SAC) funding from the TEC and is a not-for-profit organisation.

Rationale for initiating the review

ADT was identified for review based on routine analysis of the August 2015 single data return (SDR). In March 2016, we engaged Grant Thornton to undertake a review of ADT.

The review looked into three programmes offered by ADT in 2014 and 2015:

- Diploma in Professional Scuba Instruction (Level 5)
- Certificate in Medic First Aid Career Instruction (Level 4)
- National Certificate in Diving (Foundation) (Level 3)

Findings of the review and actions taken

Findings	Actions taken
Records › Recognition of prior learning (RPL) may not have been appropriately applied. › Small discrepancies between the NZQA approvals and information submitted to the TEC in relation to credits and learning hours.	› We are working with ADT to ensure it understands and applies RPL correctly, and aligns the data submitted to us with NZQA approvals.
Delivery › The scuba and medic programmes, which are delivered concurrently, contain some overlap of common credits. The report suggested that because they are so intertwined it may be more appropriate to combine the qualifications.	› ADT delivered more teaching hours to address the issue of concurrent delivery, and as such we will not recover funding. › We have asked ADT to apply to NZQA to combine the scuba and medic qualifications into a single programme. These qualifications will be assessed and are likely to be adjusted as part of NZQA's Targeted Review of Qualifications.

Next steps

This review has been completed. We are continuing to engage with ADT through our standard monitoring processes.

We work with the sector in an open and transparent way across this area of our work, to ensure TEOs are clear about our processes and expectations. To improve on this commitment, we intend to publish the reports of all reviews and investigations once complete

Grant Thornton

An instinct for growth™

Academy of Diving Trust

Report to the Tertiary Education Commission
December 2016

Restrictions and disclaimers

This report has been prepared solely for the Tertiary Education Commission's (TEC) exclusive use specifically focused on the objective and scope as agreed.

The scope of our work has been limited both in terms of the areas of the qualifications which we have reviewed, and the extent to which we have reviewed them. There may be matters, other than those noted in this report, that might be relevant in the context of the Tertiary Education Commission's (TEC) funding and which a wider scope review might uncover.

This report is confidential and has been prepared exclusively for TEC. It should not be used, reproduced or circulated for any other purpose, in whole or in part, without prior written consent, and such consent will only be given after full consideration of the circumstances at the time. Events and circumstances occurring after the date of our report will, in due course, render our report out of date and, accordingly, we will not accept a duty of care nor assume a responsibility for decisions and actions which are based upon such an out of date report. Additionally, we have no responsibility to update this report for events and circumstances occurring after this date.

Contents

Executive summary

Overall observations

1 Grant Thornton has been engaged by the Tertiary Education Commission (**TEC**) to conduct an impartial review of the Academy of Diving Trust (**ADT**) in March 2016.

2 The objective of the review is to ensure that:

- Students have actually enrolled and attended the programmes;
- Programmes are taught in accordance with and comply with the learning hours and weeks entered into STEO and therefore, meet the TEC funding requirements;
- Programmes are delivered in accordance with learning hours approved by New Zealand Qualifications Authority (**NZQA**) (if applicable);
- Students awarded a qualification have been assessed and there is evidence of programme delivery; and
- ADT's internal quality assurance and control processes (in relation to programme delivery are robust and fit for purpose.

Key findings

3 The PC 1775 (Diploma in Professional Scuba Instruction (**Scuba**)) programme is generally delivered concurrently with the PC 1668 (Certificate in Medic First Aid Career Instruction (**Medic**)) programme. There are common credits between these two qualifications of 14 and 16 credits for 2014 and 2015 respectively. Based on the sample of students reviewed (who have completed the two qualifications), on average common credits applied in practice were 13.63. As detailed later in the report, there is a mismatch between the number of credits a student needs to pass the above programmes and the number of credits approved in the qualification by NZQA (and ultimately by TEC for funding purposes). This difference should be discussed and resolved with the NZQA and TEC to avoid any further issues going forward.

4 One of the issues in determining the level of delivery of the Medic and Scuba programmes is that responses from students varied significantly as some components of learning hours were not documented. This included catch up days (which is time when students can catch up on classes they have missed, re-assessment, additional support or to perform additional dives) and recreational days (which included days for boat trips and assisting in open water/recreational programmes) as part of their study. For example, student responses were generally estimating "a couple of weekends" rather than a more definite number of days. Therefore, a level of judgement was required in determining an appropriate estimate in order to calculate our assessed delivery percentage. This estimate was then applied globally to all sites. Whilst we

acknowledge that this may result in estimates differing to an individual sites' actual delivery, based on the information collected, we consider this is the most appropriate approach in determining the overall level of delivery.

5 We summarise our findings in relation to the average assessed delivery (across all sites) below. Further details around assessed delivery for an individual site are presented within the 'Review of programme delivery and funding conditions' section and Appendix 1 and 2 of the report.

Summary - learning hours delivery

Programme	STEO	Average assessed delivery (All sites)	Delivery percentage
PC1775 & PC1668			
Direct hours (averaged for concurrent delivery)	38.7	33.6	
Self-directed hours (averaged for concurrent delivery)	14.3	17.6	
Learning hours per week (averaged for concurrent delivery)	53.0	51.2	
Total learning hours	**1,908**	**1,889**	**99.0%**
NC1321 - National Certificate in Diving			
Direct hours	24.0	25.8	
Self-directed hours	6.0	5.0	
Learning hours	30.0	30.8	
Total learning hours	**360**	**369**	**102.6%**

6 We also identified that some prior learning was not appropriately accounted for in determining EFTS claimed. This is because EFTS claimed is dependent on the courses enrolled rather than by unit standards. Therefore, students who have recognised prior learning for some but not all of the unit standards that make up a course will still have full EFTS claimed for that course. Whilst we have raised this as an issue, we have not quantified the amount of potential "over claim" as further investigation would be required relating to programmes not included within our programme selection or for years prior to 2014.

7 Lastly, ADT provides scholarships for students who enrol in the Medic and Scuba programme concurrently, to make the qualifications more affordable. ADT considers that scholarships are provided to students in accordance with ADT's charitable trust status and that part 'c' of the scholarship definition as per SAC3+/019[1] of the funding conditions is met. Whilst the scholarship amount is clearly disclosed within the enrolment form, some students interviewed noted that they were unaware that they had received a scholarship for the programme. In

[1] Definition of scholarship (per TEC Funding conditions SAC3+/019):
For the purposes of this condition, a scholarship means:
a) A merit scholarship (or prize) that comprises financial aid given to a student as a result of high academic achievement exceeding that of his or her fellow students or cohort; and/or
b) a needs scholarship that comprises financial aid given to a student who would otherwise be significantly disadvantaged in accessing education, where the need of the student has been demonstrated through a robust application and assessment process; and/or
c) any scholarship that:
i) has a clear, focused rationale for its existence; and
ii) has a clearly identified philanthropic aim, or supports study in a particular area of importance to the donor.

substance, we consider this to a discount rather than a scholarship as students do not need to apply for the scholarship.

Introduction

Background

8 Academy of Diving Trust (**ADT**) is a Private Training Establishment (PTE) that receives Student Achievement Component (SAC) Funding from the Tertiary Education Commission.

9 It is a not-for-profit organisation and offers a range of diving and medic first-aid qualifications.

10 ADT delivers its training through various sub-contractor sites which are managed through a Notice of Terms and Conditions (**NOTAC**) and Sub-contractor Agreements (**SA**) which govern the delivery of each qualification in accordance with NZQA standards. The primary objective of the NOTAC is to ensure that ADT can suitably manage each Delivery Site in accordance with "SAC Conditions of Funding", and quality in respect of NZQA and PADI requirements.

11 During 2014 and 2015 the delivery of ADT qualifications subject to SAC funding was provided by 11 Delivery Sites across New Zealand, being:

- Albany (AKA)
- Westhaven (AWH)
- Christchurch (CH)
- Dunedin (DN)
- Wellington (DW)
- Taupo (EMP)
- Bay of Islands (KC)
- Tauranga (TG)
- Whitianga (WHT)
- Petone (WN)
- Palmerston North (2014 only; NOTAC revoked and now closed)

12 The NOTAC empowers ADT to take appropriate action to remedy any performance issues associated with a Delivery Site. In December 2014, ADT terminated its NOTAC with the Palmerston North Delivery Site due to performance related matters and non-compliance with NOTAC terms. As a result, ADT has advised that it refunded students circa $50k in order to comply with the SAC Conditions of Funding.

13 Dive Wellington and Westhaven only became a delivery site in 2015.

Definitions

14 For the purposes of this report, the terms used are defined as follows based on the guidance provided within the NZQA Qualifications Framework:

- **Direct hours**: direct contact time with teachers and trainers;
- **Teaching hours**: direct hours plus time spent in assessments or is equal to total learning hours less self-directed hours;
- **Self-directed hours**: time spent studying and doing assignments and practical tasks; and
- **Total learning hours**: Direct hours, self-directed hours and time spent in assessment.

Approach

15 Grant Thornton has been engaged by the TEC to conduct a review of the specific programmes offered by ADT. The scope and objectives of our review are defined within the executive summary.

16 In determining our review approach, we reviewed the information received from TEC and selected three of the programmes offered by ADT for review, based on the level of funding received in the 2015 year. Our approach to testing the three identified qualifications was confirmed with TEC prior to contacting ADT. These programmes were:

- PC1775 – Diploma in Professional Scuba Instruction (**Scuba**)
- PC1668 – Certificate in Medic First Aid Career Instruction (**Medic**)
- PC1321 – National Certificate in Diving (Foundation) (**Diving**)

17 The funding and EFTS details for each of the programmes above are as follows:

Academy of Diving Trust - total EFTS claimed

	2014 EFTS	2015 EFTS	2015 $
PC1775 - Diploma in Professional Scuba Instruction	77.9	84.8	827,467
PC1668 - Certificate in Medic First Aid Career Instruction	44.9	38.1	229,302
PC1321 - National Certificate in Diving (Foundation)	29.4	20.7	124,379
Total EFTS for qualifications selected for review	152.2	143.6	1,181,147
Total EFTS delivered in relation to SAC funding	234.4	195.8	1,511,177
Percentage reviewed	**64.9%**	**73.4%**	**78.2%**

18 Based on SDR information obtained from Section 9(2)(a) (National Administration Manager), we selected a sample of 47 students for review.

19 ADT are responsible for providing various learning resources (such as timetables, enrolment forms, QMS etc.) to its delivery sites via its intranet. Whilst generic timetables are provided, the

timetables are then 'standardised' to suit individual sites and therefore, there are minor degrees of variance between each of the delivery sites. For the purposes of our review, we have obtained a copy of the timetables used by each delivery site except for Palmerston North. Where available, we have also endeavoured to obtain the day book which records what was actually achieved as the timetable is subject to weather conditions and therefore, may not exactly correlate to actual delivery.

20 We counted the days in each of the timetables separated to the extent possible, for days that generally are longer than others such as night dive days or practicum days where students are driven offsite. Based on discussions with various tutors, we understand these days are generally longer than the usual class times, although some also noted that night dives days can also start later than normal class days.

21 Based on our discussions with various tutors, training managers and students, we noted that students taking the Scuba and Medic programmes may also be involved in club activities as well as assisting in recreational diving courses. The latter is mainly to allow students to observe different teaching styles rather than a more rigid role play scenario in class. In addition, by assisting in the delivery of other recreational course, it also provides students with invaluable experience when they become instructors in the future. We generalise and refer to this time as '**recreational learning**'. We find that recreational learning encompasses both a component of self-directed and direct learning hours. We found it difficult to allocate this time between self-directed learning and direct learning, and therefore, we have allocated the total time to self-directed learning on the basis that the course tutor's focus is on those students who are enrolled within these recreational programmes (i.e. those who have paid to participate in this course) and not the Scuba programme students who are there to assist.

22 Students can also attend ADT sites on Fridays and weekends to catch up on any parts of the programme that they are struggling with, to re-sit assessments or to perform additional dives. This time is also utilised by students who were absent due to illness or missed a particular class. It should be highlighted that we do not consider catch up days used to 'catch up' on missed classes as additional direct hours. Essentially, the student only attended that class 'once'. Tutors are available during these times and we have confirmed with a number of students that this is the case. A number of students also confirmed the use of catch up days to help them catch up with various parts of the programme. However, we also note in responses received that catch up days were required because of weather conditions which prevented students from obtaining the necessary number of dives. In this case, we acknowledge that the utilisation of catch up days may also include factors that cannot be controlled by ADT. We generalise and refer to this time as '**catch up days**'. Whilst this is not a compulsory part of the programme, we acknowledge that the hours are available for students to come in to see a tutor and a tutor is always available to help. We consider this to be part and parcel of the overall delivery of the qualification. For the purposes of our review, as students generally do not utilise this on a weekly basis, we consider only a portion of catch up days should be allocated on a per student basis.

23 Both recreational learning and catch up days are not specifically documented. Whilst we have seen some logs referring to these days in the day books, we understand that there is no specific requirement to record this time. As a result, our estimate is based on judgement after considering all available information. For the purposes of our review, we will explain as fully as

possible our considerations in determining these estimates. However, one point we would like to clarify is that whilst tutors are available on these days, the amount of catch up days used in determining total learning hours delivery per student is based on the average time a student would most likely utilise this offering rather than all the time the tutors are available.

24 We have applied our estimates of recreational learning and catch up days on a global basis over all sites. We consider that this is the most appropriate approach given that the sample size varies on a site by site basis and combining all responses together provides a more accurate reflection of the amount of additional learning hours required to complete the programme, which is based on the same material and unit standards across each site.

25 We also note as part of the Scuba and Medic qualification, students go on dive trips and the schedule for those days is generally longer than usual. We generalise and refer to this as a '**dive trip day**'. Based on discussions with tutors and students, we applied an overall estimate of the number of hours in a dive trip day to all sites which takes into account a reasonable amount of break times. We consider an estimate of 11 hours per day for each dive trip day to be appropriate.

26 It is also difficult to allocate the timetable to various components of the unit standards as the timetable did not include all unit standard numbers. However, we did not find this to be a significant issue given that we were trying to ascertain whether or not the overall delivery of the programme is consistent with STEO. We have therefore, counted the number of days per the timetable, then allocate days for those that were generally longer than usual (such as night dives, trip days etc.).

Limitations

27 The terms of this engagement and the scope of the work you have asked us to undertake does not constitute an assurance engagement in accordance with the requirements of the Chartered Accountants Australia and New Zealand (**CAANZ**), and is not designed to provide assurance under International or New Zealand Standards on Auditing or Assurance. Accordingly, no assurance opinion or conclusion has been provided.

28 The information contained in this report has been provided by ADT, TEC, NZQA, tutors and students. Our review was based on enquiries, analytical review procedures, interviews and exercise of judgement. Our review is also based on a small sample of students for each selected programme. Because of the test nature and other inherent limitations of our review, there is an unavoidable risk that some material misstatements or errors may remain undiscovered.

29 Our assessment of learning hours is based on discussions with staff and students and it is inherent in this approach that the view may be biased depending on who was sampled and their recollection of past events.

30 Furthermore, our calculations are based on unrounded figures, whereas for presentation purposes, these have been rounded to the nearest 1 decimal place. Therefore, there may be minor variations when computing total learning hours based on information presented. In addition, in computing actual learning hours delivered, we have deducted the hours for any public holidays from teaching weeks.

Principal information relied upon

31 We list the principal information we have relied on in preparing our review below:

- ADT investment plan for 2015/2016
- TEC SDR data
- ADT intranet information
- ADT timetable information from each site
- ADT day books from various sites
- ADT Quality Management System (QMS) manual
- Discussions with Section 9(2)(a) (National Administration Manager) and various facility managers and tutors involved in the qualifications we have selected for review
- Interviews with various students enrolled in the courses examined
- TEC STEO information
- NZQA RO482 information
- NZQA Report of External Evaluation and Review dated 31 August 2015

Review of programme delivery and funding conditions

32 We set out below our findings on ADT's programme delivery.

Reconciliation of programme approval and funding requirements

33 As part of our review of ADT's programme delivery, it is important to ensure that the programme details as approved by NZQA are consistent with those approved by the TEC for funding purposes.

34 For each of the programmes specified, we have compared the NZQA RO482 and the TEC funding requirements.

35 We summarise our reconciliation between the information included in NZQA's RO482 and TEC's STEO below:

Reconciliation of programme approval and funding requirements

Programme	NZQA RO482 information	TEC STEO information
PC1775 - Diploma in Professional Scuba Instruction		
Time period (teaching weeks)	36 weeks	36 weeks
Credits	170 credits	166 credits
EFTS equivalent	1.42*	1.00
Direct hours (per week)	n/a	30
Self-directed hours (per week)	n/a	10
Learning hours (per week)	30	40
Learning hours (total)	n/a	1,440
PC1668 - Certificate in Medic First Aid Career Instruction		
Time period (teaching weeks)	13 weeks	13 weeks
Credits	50 credits	48 credits
EFTS equivalent	0.42*	0.40
Direct hours (per week)	n/a	24
Self-directed hours (per week)	n/a	12
Learning hours (per week)	30	36
Learning hours (total)	n/a	468
NC1321 - National Certificate in Diving		
Time period (teaching weeks)	12 weeks	12 weeks
Credits	42 credits	42 credits*
EFTS equivalent	0.35*	0.35
Direct hours (per week)	25**	24
Self-directed hours (per week)	10	6
Learning hours (total)	420	360

** recalculated from total credits on the basis of 1 EFTS = 120 credits or vice versa*

*** recalculated based on total learning hours and self-directed hours per RO482*

36 There was no RO482 for the Scuba and Medic programmes above. The information was obtained from the NZQA Register Compliance Project letter dated 9 August 2006 approving the Diploma in Professional Scuba Instruction and a similar letter dated 1 June 2006 for the Certificate in Medic First Aid Career Instruction. Attached to the letter was a brief outline of the qualification details. Both of the letters were obtained directly from the NZQA. [redacted] Section 9(2)(a) provided an NZQA course approval programme letter dated 4 October 2000 which provided the number of weeks and total hours per week (although it did not split this between self-directed and direct learning hours).

37 There are some variances between the information held by NZQA and those recorded on STEO. We outline these below as follows:

- Scuba – total credits per NZQA is 170 credits while total credits were 166 in STEO. Total learning hours per week also differs by 10 hours per week (STEO is 10 hours more than NZQA) although there were no total learning hours noted from the NZQA information reviewed

- Medic – total credits per NZQA was 50 credits compared with 48 credits in STEO. Total learning hours per week also differs by 6 hours (STEO is higher than NZQA)

- Diving – Total learning hours (including components of direct and self-directed study hours) differ to those recorded in STEO (NZQA has a higher total learning hours than STEO)

38 It is our understanding that TEC's funding is based on the data entered into STEO. Therefore, our testing is focused on the adherence to the learning hours currently included in STEO.

39 Generally, we expect EFTS calculated using total teaching weeks, total credits or total learning hours to equate to the same EFTS. We have recalculated the EFTS value based on FTE teaching weeks and total learning hours and compared this to the stated EFTS value of the programme. However, we have noted a difference in the STEO information provided. We detail the variances identified below:

ADT - information based on STEO database

	EFTS value	FTE teaching weeks	Total learning hours
PC1775 - Diploma in Professional Scuba Instruction	1.0	36.0	1,440
PC1668 - Certificate in Medic First Aid Career Instruction	0.4	13.0	468
PC1321 - National Certificate in Diving (Foundation)	0.4	12.0	360
EFTS equivalents recalculated based on FTE teaching weeks and total learning hours above			
PC1775 - Diploma in Professional Scuba Instruction		1.1	1.2
PC1668 - Certificate in Medic First Aid Career Instruction		0.4	0.4
PC1321 - National Certificate in Diving (Foundation)		0.4	0.3

Review of learning hours delivery per programme

40 Our assessment of total learning hours is based on information collated from the following sources:

- Theoretical timetables
- Day books
- Discussions with staff and students

41 We comment on each programme examined in the subsections below.

PC1775 - Diploma in Professional Scuba Instruction and PC1668 - Certificate in Medic First Aid Career Instruction

42 The Scuba and Medic programmes were generally combined and delivered concurrently with the exception of Taupo which only delivers the Medic programme. The combined delivery is consistent with the results from the NZQA Report of External Evaluation and Review dated 31 August 2015 where NZQA confirmed that these were run as a single programme.

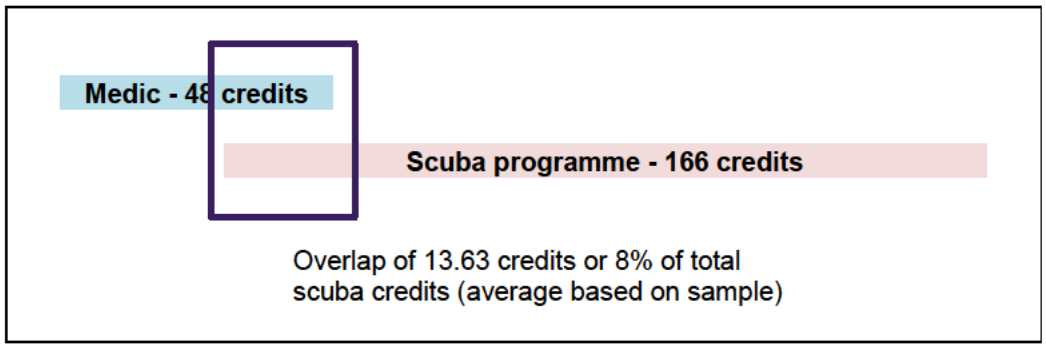
43 Per Section 9(2)(a), the Scuba and Medic concurrent delivery started in 2009. This was in response to changes in PADI requirements which stated that:

"Effective March 2009 all PADI Instructor Candidates must be current Emergency First Response Instructors (or qualifying rating) before their IDC/IE paperwork can be processed." (PADI Training Bulletin 1st quarter 2009).

44 We have reviewed the combined delivery of the Medic and Scuba programmes. After discussing with several tutors and facilities managers, we concluded that it was not possible to accurately separate the two programmes as the delivery is so intertwined.

45 We recommend that rather than separating the qualification into two separate programmes delivered concurrently, it may be more appropriate to combine the qualifications into one single programme. This approach would also address the scholarship issue discussed later in our report as the programme fees for the combined programme would then reflect the net fees charged to each student. Furthermore, combining qualifications should also eliminate the duplicate credits that are currently delivered (and claimed) under both qualifications. This would more appropriately reflect the practical delivery of the programme and avoid issues going forward around delivery.

46 We detail an illustration of the overlap in credits based on actual assessment records reviewed:



47 Based on a sample of student assessment records (across all sites), the range of common credits taken by students is between 6 to 16 credits. The average number of overlap credits identified in the assessment records for the combined delivery of the Scuba and Medic programme between 2014 and 2015 is 13.63. We note the difference is due to a change in the unit standards included within the Core Health & First Aid – Career Scuba (HEALTHCS) course, which resulted in the maximum number of common credits in 2014 to be 14 credits and in 2015 to be 16 credits.

48 Section 9(2)(a) confirmed that there are a total of 16 credits which overlap between the Medic and Scuba qualifications. Section 9(2)(a) further noted in her response to us dated 14 March 2016 that:

"*The Diploma in Professional Scuba Instruction is a level 5 diploma. The requirements of a level 5 diploma are 120 credits, 72 of which must be at level 5 or above and the remainder of the 120 credits must be at level 4 or above. We offer 173 credits of which 121 credits at level 5 and 6 and a further 13 credits at level 4.*

The common unit standard credits therefore have no bearing on the count for the qualification to attract funding.

For a student to be awarded the Diploma, at least 130 credits must be recorded as complete on student's Record of Learning. These credits must include unit standard 8274 & 8270 (including issue of the equivalent agency certifications). The common unit standard credits are therefore not needed for award of the Diploma qualification."

49 We identified two separate issues in the response above.

50 Firstly, we needed to establish in practice, how many credits were generally noted in the Record of Learning (**ROL**) as being duplicates. As noted previously, the average in our sample of common credits is 13.63 credits. This is relatively close to the total number of common credits available in 2014 and 2015 and therefore, we consider these common credits should not have been claimed in ADT's SDR.

51 Secondly, there is a mismatch between the number of credits a student needs to pass and the number of credits approved in the qualification by NZQA (and ultimately by TEC for funding purposes). In Section 9(2)(a) response, a student only requires 130 credits to be recorded as 'complete' on the student's Record of Learning. However, the NZQA RO482 records 170 credits and TEC's STEO at 166 credits. The Scuba programme contains 173 credits based on the Qualification and Course Cost spreadsheet provided by Section 9(2)(a) Whilst we have noted that a number of student's Records of Learning had all the units signed off as appropriate (apart from Recognised Prior Learning (**RPL**) and duplicates (as explained above)), it should be highlighted that there is a mismatch in expectations, and this should be discussed and resolved with the NZQA and TEC to avoid any further issues going forward.

52 Essentially, the common credits equate to one-third of the total credits in the Medic programme (16/48 credits) for 2015 and 29.8% in 2014 (14/47 credits) or 9.2% of Scuba programme credits (16/173) for 2015 and 8.2% for 2014 (14/171). SDR records indicate that a total of 151 students were concurrently enrolled in both the Medic and Scuba programme (although not every student claimed 1.4000 EFTS as some may have RPL and some may not have completed the full programme within the 2014/2015 year).

53 During our review, we also found inconsistencies in responses on class start and end times between the site's tutors or facility managers and of the students interviewed. We understand that class time may vary depending on the activities or material to be taught that day and this may be a contributing factor to the inconsistencies. Taking into account the responses received per discussion with students and facility managers, we have applied an estimate of 7.5 hours per day which is based on a 8 hour day less a half hour break. Where the start and end times are longer than an 8 hour period, we have adjusted this accordingly. In any case, our estimates factor in the most conservative student's time with consideration of the responses received from tutors and facility managers as class times are not specifically documented on any material we have sighted (or there is only a start time with no end time). This is not considered unreasonable given the nature of the activities required for the programme which are heavily dependent on weather conditions.

54 Another area of inconsistency in determining total learning hours relates to an estimate of recreational learning. Overall, discussions with staff and students identified that students do attend recreational days although estimates varied even in instances where the tutor and facility manager were from the same site. Accordingly, we have reviewed all interviews undertaken for

the Scuba and Medic programmes and then made judgements of learning hours based on this information. Students generally have not been able to accurately provide the exact number of days they have helped out on the recreational days, and therefore, our estimates takes into account all responses from tutors, facility managers and students. We then applied our estimates to learning hours to all sites. Whilst we acknowledge that there may be some sites who over or under delivery relatively to the estimates used, without further recorded evidence, we consider this is the most appropriate method. We estimate the total number of recreational days to be 5 days for the concurrent delivery of the Medic and Scuba programme.

55 We also noted that sites do not appear to take into account break times during the day. Most sites have generalised days to be '8 hours' based on class start and end times without taking into account break times students interviewed confirmed breaks are taken and we have therefore included a total break time of half an hour per day for every site. The half hour break time is consistent with our discussions with Section 9(2)(a) and Section 9(2)(a) (Tertiary Compliance and Development Manager).

56 Catch up days are also another determinant of learning hours which is relatively subjective. Every student's use of catch up days is different and as explained previously, catch up classes are used for a number of reasons. We have previously described our approach to catch up days and we applied an estimate of 10 catch up days per student for the concurrent delivery of the Medic and Scuba programme. Responses received from students around their utilisation of catch up days (Fridays/weekends) varied significantly. Examples of responses received includes:

- never having to come in on a weekend to catch up;
- noting that 3 or 4 in the class would come in on Fridays to increase dive numbers due to weather conditions;
- noting that maybe around half of the class would attend on weekends for diving;
- occasional catch up dive;
- utilised catch up days because this means she had more time to dive;
- extra 4-5 hours of extra weekend dives per week;
- extra days towards the end to catch up.

57 Discussions with facility managers and/or tutors also identified variances in attendance and even that some students with 100% attendance may not have all the dives required to sit the exam. These responses also identified that most students utilised catch up days during (or nearing) exam times. One facility manager also noted that in 2015, they had one student who used to come in all day Friday every week with a tutor learning about servicing regulators, buoyancy control devices (BCD) and cylinders while most students would only attend 3 catch up days for that part of the programme.

58 As illustrated above, a number of responses received did not provide a definitive amount of catch up days utilised. Therefore, we do not consider that it is appropriate, in this instance, to use the most conservative estimate in our determination of catch up days, as the level of utilisation of catch up days differed significantly between sites and students and was also dependent on other factors such as weather conditions experienced during the programme.

59 We also note that there are catch up days noted within the actual programme timetable. To avoid confusion, we refer to these as 'class catch up days'. We have essentially grouped days that are narrated as 'catch up' days, 'unit standard tidy up' days and 'tutorial' days into this category. Whilst different names were used depending on the site, essentially we consider that these days should be grouped in the same category. On reviewing day books received, it would appear that these days have specific content and therefore, we have included these days within our calculation of total teaching hours. Where we have received a day book, we have used this rather than the theoretical timetable.

60 Student responses relating to self-directed hours vary between 5 hours (inclusive of catch up on dive numbers) to 20 hours a week (although these students also provided a range and noted self-directed study hours per week depended upon on where they were at in the programme timetable and that hours could vary if the student was also enrolled in another programme). Estimates of self-directed hours from tutor responses and students who are now tutors are also within the range identified above. We have not used 20 hours a week as our estimate of self-directed study, as whilst 20 hours is the most conservative estimate, it does not appear to apply to the entire duration of the programme. As a result, we have used an estimate of 17 hours being the next most conservative response received. Our estimate of self-directed study hours presented in the table below also includes recreational days.

61 Similar to catch up days above, recreational learning days also vary significantly depending on student engagement. Some students acknowledged participation in recreational days but were unable to quantify the number of days. Some examples of responses received includes:

- spent around 6 weekends assisting in recreational diving courses. It was not necessary but she wanted to and half of the class were generally there in any one weekend. However, some students do not attend;
- helped out with open water courses as they progressed towards the end of their instruction course;
- had 1 week Monday to Thursday to help teach, he also used to go in on weekends and help out, would also teach during the week if needed. Estimated 30-40 times over the course that he got to assist other students/teach;
- helped with short courses about 6 to 7 times;
- helped teach the part time classes quite a bit over a month (during dive master section).

62 Tutors and facility managers' responses also varied. Responses received includes:

- Each student assists on one open water course during their training which takes 4 days (some students assist on more than one);
- Each student spends an additional 8 days assisting with recreational courses and groups for both experience and dive numbers;
- 100+ hours estimated for students attending weekend or evening club dives or scheduled pool sessions;
- 12 days of assisting on 3 open water courses which were offered as optional days in 2015 but are not part of the course in 2016.

63 Similar to catch up days above, we do not consider the use of the most conservative estimate is appropriate given the range of responses received and that some responses are relatively vague as to the quantum of the days involved.

64 We summarise our assessment of total learning hours relative to STEO in the table below. A more detailed assessment by site is presented in Appendix 1.

ADT - Scuba and Medic concurrent delivery

Programme	STEO - Scuba	STEO - Medic	STEO - total	Average assessed delivery	Delivery percentage
PC1775 & PC1668					
Teaching hours	30.0	24.0	-	33.6	
Self-directed hours	10.0	12.0	-	17.6	
Total learning hours	1,440	468	1,908	1,889	99.0%
Teaching weeks	36 weeks	13 weeks		35 to 38 weeks)	
Included within total learning hours that reflect the following levels of catch up days and recreational learning:					
Teaching hours - catch up days				2.02	
Self-directed hours - recreational learning				1.01	

65 We outline below other matters identified in relation to the Scuba and Medic programmes.

Site specific commentary

66 Auckland – Section 9(2)(a) (Facility Director) noted that each student assists on an open water course which takes 4 days. Some students will assist in more than one open water course.

67 Westhaven - our review of the day book noted 4 days where the day book was not filled in. [redacted] Section 9(2)(a) (Dive HQ Westhaven) explained that this was due to the primary tutor being absent.

68 Petone – Section 9(2)(a) (Facility Manager), noted that the site provides students with opportunities to organise and run club activities and special events as part of their programme. These events are outside of class time and all students were invited to participate.

69 Tauranga – boat trips are specifically included within the timetable. Per Section 9(2)(a) (Facility Manager), students are expected to attend these trips (although they are not compulsory). In addition, they also have a range of other trips, referred to as 'fun' dives that students can join, but which are not included within the timetable or the day book.

PC 1668 - Certificate in Medic First Aid Career Instruction (Taupo)

70 The Taupo site only delivers the Medic programme. As such, we have separately reviewed the Medic programme for this site only. The Taupo site (Medic First Aid (**EMP**)) is also involved in teaching the specialist programme for other sites and generally the Taupo trainer visits sites for 4-5 days to deliver the unit standards 25411, 25412 and 14473.

71 EMP offers the Medic programme as a 22 week (or 20 teaching weeks) or 44 week programme (38 teaching weeks). The 22 week programme is based on 16 hours per week and the 44 week programme is based on 8 hours per week.

72 Per discussions with Section 9(2)(a) (Master Trainer/Facility Director, Medic First Aid (EMP)), classes are generally from 8:30 to 4:30 and therefore, equate to 7.5 teaching hours per day after deducting a half hour lunch break. Self-directed study hours per discussions with Section 9(2)(a) were at a minimum of 1 to 1.5 hours per week although some students would need to do more than this (a couple of hours per week).

73 In addition, where students are struggling with any of the class content, they can contact Section 9(2)(a) for additional support. Section 9(2)(a) noted that where a student was struggling with class content, they can arrange for the student to observe and take notes on real life training (with training groups that are not participating in the Medic programme). This is not part of the Medic programme delivery, however, it is relevant to their course of study especially for those students who require additional support.

74 There were insignificant numbers of students enrolled in the Medic course in Taupo and total EFTS claimed for the Medic programme in 2014 and 2015 for this site was 9.52 EFTS (or 26 students) (out of total EFTS claimed under the Medic programme of 88.2979). As a result, the proportion of students selected from this site in our sample was small. We have requested additional student contacts from this site and have only been able to contact one student. From the responses received, the student attended the programme at her workplace and therefore, the programme does not appear to be run in the same manner as the programme outline under the 22 week or 44 week programme. There were insufficient details to appropriately translate the 2 hours per week self-directed study hours to the timetable obtained as delivery was different. The student's response also indicated that the level of delivery through her workplace was less than the timetable reviewed above, although ADT did receive full funding for this student's Medic programme. The student interviewed was not part of our original sample, and therefore, we have not reviewed her enrolment or attendance records. As a result, we have calculated the delivery percentage based on the discussions with Section 9(2)(a)

75 We summarise our assessment of total learning hours relative to STEO in the table below.

ADT - Medic delivery (Taupo)

Programme	STEO	Delivery 2014	Delivery 2015	Average delivery
PC1668 - Certificate in Medic First Aid Career Instruction				
Teaching hours	312	300	304	
Self-directed hours	156	30	57	
Total learning hours (13 weeks or 20/38 weeks)	468	330	361	
Delivery percentage		70.5%	77.1%	73.8%

76 As EMP delivers this programme over a different number of weeks, we have presented direct hours and self-directed learning hours in total. Based on the above, direct teaching hours are slightly lower than STEO. We acknowledge that the self-directed study hours estimate provided

by Section 9(2)(a) was the minimum required and that students may have spent more time in self-directed learning hours.

NC1321 - National Certificate in Diving

77 The Diving programme consisted of 41 and 43 credits for 2014 and 2015 respectively. The total credits per STEO were 42 credits for both years. The Diving programme has a number of common credits with the Scuba programme and is generally for those students who are not sure whether they want to progress to a higher level of study. Common credits between the Diving and Scuba programmes were 33 and 35 credits for 2014 and 2015 respectively.

78 In Appendix 3 and 4, we illustrate the qualification details for the Diving, Scuba and Medic programmes and highlight unit standards where there are overlaps between the three programmes.

79 For a student who enrolled in Diving (NC1321), Medic (PC1668) and Scuba (PC1775) programmes, we understand the credits claimed are based as follows:

- NC 1321 – full credits claimed 0.3501 EFTS
- PC 1668 – full credits claimed 0.4000 EFTS
- PC 1775 – reduced credits claimed 0.8013 EFTS

80 The total credits claimed equates to 1.5514 EFTS. As the Diving programme is done before the Medic and Scuba programme, the reduction in EFTS claimed would be subtracted from the Scuba programme. As illustrated in Appendix 3 and 4, two of the courses in the Scuba programme have common credits with the Diving programme. Hence students will not need to enrol for the HEALTHCS and DIVECS courses resulting in total EFTS claimed to equate to 0.8013. This does not take into consideration the common credits between the Scuba and Medic programme discussed previously. Per Section 9(2)(a) EFTS are claimed on a course basis rather than individual unit standards.

81 It should also be highlighted that the EFTS that should be claimed would be different if we reduce the overlaps (not withstanding that there are common credits between these Medic and Scuba qualifications) from the Diving programme rather than the Scuba programme. This is because for the Scuba programme 1 EFTS = 173 credits for 2015 (refer Appendix 3) or 171 credits for 2014 (refer Appendix 4) and therefore, the ratio of EFTS to number of credits differs and hence the EFTS calculated to be claimed would be different.

82 We note in 2014 and 2015, SDR records indicate that a total of 10 students were enrolled in all 3 programmes.

83 Our sample included 2 students who were enrolled in both the Diving and Medic programmes. In both cases, full EFTS was claimed for both programmes despite there being an overlap of 6 credits. SDR records indicate that there were 24 students who were enrolled in both the Diving and Medic programmes (and not the Scuba programme) over 2014 and 2015.

84 Self-directed learning responses received resulted in a range of 4 to 20 hours a week. In this instance, we did not use the most conservative estimate of 20 hours per week as this workload was more than the estimate provided by students studying the Medic and Scuba programme.

This is due to the fact that apart from one elective course, accounting for 7 credits, the Diving programme courses are the same as the first part of the Scuba programme and students enrolled in the concurrent delivery noted that workload was higher in the second part of the programme. Based on discussions with students and staff, we have applied an estimate of 5 hours per week for the Diving programme.

85 Whilst recreational days are not specifically factored into the calculation for the Diving programme, as noted above, the Tauranga site offers boat trips to students. One Diving student interviewed noted that she went on all of these boat trips.

86 We summarise our assessment of total learning hours relative to STEO in the table below. A more detailed assessment by site is presented in Appendix 2.

ADT - Diving delivery

Programme	STEO	Average assessed delivery	Delivery percentage
NC1321 - National Certificate in Diving			
Teaching hours	24.0	25.8	
Self-directed hours	6.0	5.0	
Total learning hours	360	369	102.6%

Site specific commentary

87 Christchurch – we were advised that the day book for the Diving programme was lost which contained 2014 and 2015 delivery details.

Review of student records

General

Student records

88 We present below the summary of our findings in relation to verifying the existence, eligibility and course completion details of our sample of students.

ADT - student records review summary

	Appropriate enrolment & verification records	Appropriate completion & assessment records
PC1775 - Diploma in Professional Scuba Instruction	Yes	Minor
PC1668 - Certificate in Medic First Aid Career Instruction	Yes	Minor
PC1321 - National Certificate in Diving (Foundation)	Yes	Minor

89 As the issues identified are applicable across all of the programmes we have examined, we have separately commented on each qualification.

90 In our review of student ROL's we noted that total credits as listed differed to the total number of credits within the qualification. Further review identified that within the 'Qualification and Course cost' documents received from ADT, the total credits listed for the Scuba programme was 173 (in 2015), of which 15 credits did not have a unit standard number. As such, they were not listed in the student's ROL.

91 Similarly, for the Medic programme, 10 credits did not have a unit standard number in 2015 and were not shown on the student's ROL.

92 The only site that showed all credits on the ROL was the Otago site as its ROL's were different to those used by other sites.

93 We note that there were instances where there was a significant time difference between when the student completed the course and the last month that funding was claimed per the SDR. For example, a student's SDR funding was from April to July 2015, whereas the ROL was signed in December 2015.

Other matters

Scholarships

94 ADT provides standard scholarships to those students who are concurrently studying the Scuba and Medic qualifications in order to make the Medic qualification more affordable.

95 Based on the 'qualification and course cost' spreadsheet provided by ADT, total scholarship amounts for the Medic qualification were 43% of total fees (based on the Qualification and course cost spreadsheet).

96 Section 9(2)(a) confirmed that none of the scholarships were advertised and students' eligibility was discussed at enrolment interviews. ADT considers this funding is provided to students in accordance with its charitable trust status and that part 'c' of the scholarship definition as per SAC3+/019 of the funding conditions are met[2].

97 The scholarship amount and the reason for the scholarship were clearly disclosed within the enrolment checklist that is signed by the student.

98 From our interviews with students, several students commented that they were unaware that a scholarship was provided in respect of their fees for the Medic course. Section 9(2)(a) considers that rather than being 'unaware' of a scholarship, students probably just could not recall that they had received a scholarship.

99 We consider this explanation is reasonable given students did not have to apply for scholarships. However, we also consider that the apparent ease at obtaining such a scholarship indicates that, in substance, the scholarship was more of a discount in nature rather than what we would consider as a scholarship.

Recognised prior learning

100 In our review of assessment records, in addition to common credits, we noted that some credits were identified as 'ROA' (Record of Achievement) but full EFTS was claimed.

[2] Definition of scholarship (per TEC Funding conditions SAC3+/019):
For the purposes of this condition, a scholarship means:
- d) A merit scholarship (or prize) that comprises financial aid given to a student as a result of high academic achievement exceeding that of his or her fellow students or cohort; and/or
- e) a needs scholarship that comprises financial aid given to a student who would otherwise be significantly disadvantaged in accessing education, where the need of the student has been demonstrated through a robust application and assessment process; and/or
- f) any scholarship that:
  - i) has a clear, focused rationale for its existence; and
  - ii) has a clearly identified philanthropic aim, or supports study in a particular area of importance to the donor.

101 ROA's identified range between 1 to 33 credits. Whilst some of the ROA may arise from previous qualifications obtained, or where a student changed their qualification from one programme to another, we have identified instances where the ROA noted in the assessment records were not appropriately reflected in total EFTS claimed.

102 We have not qualified this specifically as it would not be possible without further examination of records including the assessment records of the student's previous studies at ADT.

103 The reason that these ROA's were included within the EFTS claimed is because unit standards are grouped into courses (as illustrated in Appendix 3). The courses included on the enrolment form determined total EFTS to be claimed. Where a student had ROAs for some unit standards that made up a course but not all, then EFTS were still claimed in full for that course.

Tutors and facility managers involved in training

104 One student in our Diving sample had their Record of Learning signed off by another student in the Scuba programme. On the enrolment form, this student was noted as "staff" and received a full scholarship for the Scuba programme. This student, who was also a staff member, signed off on two student's Diving programme assessment sheets in the same year that this student was studying the Scuba programme. In addition, this student's ROL only had a total of 93 credits of which 74 were credited based on prior learning (i.e. denoted as RoA (Record of Achievement)). The total EFTS claimed for this programme for this student was 0.58 out of 1 EFTS. This would appear to be more than the proportion of credits actually taught for this programme.

105 We queried this with ADT who advised that this tutor had already completed another level 5 qualification previously which meant that he was sufficiently qualified to deliver and assess the level 3 Diving qualification. This tutor was enrolled in the Scuba programme for staff development and in preparation for the tutor to deliver the Scuba programme at this site in 2015.

106 We understand that some of the tutors who work at the delivery sites used to study there. It is not uncommon for delivery sites to hire graduates as tutors.

107 In addition, Section 9(2)(a) stated that all assessors must hold unit 4098 and have skills and experience at a level higher than what is being assessed. Also as a PADI requirement, tutors teaching any qualification must hold the appropriate PADI Instructor qualification. Tutors that have an appropriate PADI qualification but not the equivalent NZQA standard, can be a tutor as long as they hold unit 4098. As part of staff development, staff can enrol in the equivalent NZQA qualification in order to obtain the appropriate NZQA qualifications. These tutors are then assessed for prior learning when enrolled in the NZQA qualifications. Tutors involved in teaching First Aid qualifications must hold an appropriate First Aid Instructor qualification and also be current with an Emergency Care Instructor Level 2 (ECI Level 2) as well as revalidating their first aid certificate every two years as a refresher.

108 We list below the tutors or facility managers we have been in contact with during our review and who we have identified were included in SDR returns:

Tutors or facility managers who enrolled in a course

Name	EFTS claimed
Section 9(2)(a)	2.206
Section 9(2)(a)	0.500
Section 9(2)(a)	0.400
Section 9(2)(a)	1.995
Section 9(2)(a)	0.171
Section 9(2)(a)	0.333
Section 9(2)(a)	1.400
Section 9(2)(a)	1.500
Section 9(2)(a)	0.144
Section 9(2)(a)	0.128
Section 9(2)(a)	0.806
Section 9(2)	1.127
Section 9(2)(a)	0.128
Section 9(2)(a)	0.500
Section 9(2)(a)	2.395
Section 9(2)(a)	1.437
Section 9(2)(a)	1.400
	16.571

Appendix 1 – Concurrent PC1668 and PC1775 - delivery per site

Learning hours delivery - Scuba

	STEO - Scuba	STEO - Medic	STEO - total	AKA	WN	WHT	WEL	KC	AWT	TG	DN	CHCH	Delivery percentage
Time period	36 weeks	13 weeks											
Teaching hours*	30.0	24.0		33.2	31.4	32.1	31.4	32.7	36.2	35.3	35.7	34.5	
Self-directed hours*	10.0	12.0		17.1	18.0	17.1	17.0	18.0	17.2	17.6	18.6	18.0	
Learning hours (total)	1,440	468	1,908	1,910	1,778	1,869	1,839	1,830	2,028	1,955	1,899	1,890	
Delivery percentage				100.1%	93.2%	98.0%	96.4%	95.9%	106.3%	102.4%	99.5%	99.1%	**99.0%**
Included within total learning hours that reflect the following levels of catch up days and recreational learning:													
Teaching hours - catch up days				1.97	1.94	1.97	1.84	2.08	2.11	2.03	2.14	2.08	
Self-directed hours - recreational learning				0.99	0.97	0.99	0.92	1.04	1.05	1.01	1.07	1.04	

** Average per week based on information received and the assumptions as detailed within the report.*

Appendix 2 – NC1321 - delivery per site

Learning hours delivery - Diving

	STEO	AKA	WN	WHT	BOI	AWT	TG	CHCH	WEL	DN	Delivery percentage
Time period	12 weeks										
Teaching hours*	24.0	22.3	28.3	24.7	30.9	24.4	28.1	20.8	27.4	25.0	
Self-directed hours*	6.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	
Learning hours (total)	360	327	400	357	431	353	398	309	389	360	
Delivery percentage		90.8%	111.1%	99.1%	119.6%	98.1%	110.4%	85.9%	108.1%	100.0%	**102.6%**

** Average per week based on a 12 week period as programme can be done on a part time or full time basis*

Appendix 3 – 2015 Qualification and course cost

ADT - Qualification and course cost - Diving

		Level	Credit	EFTS	Overlap with Scuba	Overlap with Medic
Compulsory - Diving						
4384	Scuba dive and perform rescues in open water to maximum depth of 18M	3	7		✓	
4385	Navigate prescribed routes underwater	3	4		✓	
4388	Complete a night dive	3	4		✓	
4393	Complete underwater search and recovery dives	3	4		✓	
23349	Administer supplemental oxygen*	3	1			✓
4387	Perform diver rescues	4	7		✓	
4398	Complete deep dives to between 18 and 40 metres, and perform tasks	4	5		✓	
			32	0.2605		
Compulsory - Core Health						
6400	Manage first aid in emergency situations	3	2		✓	✓
6401	Provide first aid	2	1		✓	✓
6402	Provide resuscitation level 2	1	1		✓	✓
			4	0.0326		
Elective - Risk Management						
4402	Complete a dive off a boat	3	3			
4403	Complete a shore dive	3	4			
			7	0.0570		
		Total	43			
		N/Cert	42	0.3500	35	6

** In the Medic programme, this unit standard has a credit value of 2*

ADT - Qualification and course costs - Scuba

ACCREDITATION HELD (UNIT STANDARDS)		LEVEL	Credit	EFTS	Overlap with Diving	Overlap with Medic
Core Health & First Aid - Career Scuba (HEALTHCS)						
6400	Manage first aid in emergency situations	3	2		✓	✓
6401	Provide first aid	2	1		✓	✓
6402	Provide resuscitation level 2	1	1		✓	✓
			4	0.0120		
Work & Study Skills - Career Scuba (WORKCS)						
504	Produce a cv	1	2			
4252	Produce a targeted resume	2	2			
			4	0.0241		
Outdoor Recreation - Career Scuba (OUTDOORCS)						
20159	Access and compare weather information for outdoor recreation	2	1			✓
20160	Demonstrate knowledge of weather processes and their effects on outdoor recreation in nz	3	2			✓
			3	0.0181		
Outdoor Recreation Occupational - Career Scuba (OCCUPCS)						
468	Assist in facilition of adventure based activities	3	6			
451	Manage risk for an outdoor activity	5	4			✓
20146	Demonstrate basic risk management for outdoor recreation	3	3			✓
24665	Facilitate adventure programmes for the personal and social development of the participants	5	15			
Quality assured non-unit standard modules with estimated unit and credit levels						
	Lead tourist group to known destination & report..	6	8			
			36	0.2049		
Diving Recreational - Career Scuba (DIVECS)						
4384	Open water dive to 18m	3	7		✓	
4385	Navigate prescribed routes underwater	3	4		✓	
4387	Perform diver rescues	4	7		✓	
4388	Complete night dives	3	4		✓	
4393	Complete underwater search & recovery dives	3	4		✓	
4398	Complete deep dives to between 18 & 40 metres	4	5		✓	
			31	0.1867		
Diving Instruction & Occupational - Career Scuba (INSTRUCTCS)						
8270	Instruct specialist dive courses	6	5			
8273	Supervise & control dive operations	5	15			
8274	Instruct recreational divers in open water	6	15			
8275	Instruct rescue diving courses	6	5			
8276	Instruct trainee supervisors to supervise and control dive operations	6	5			
8277	Instruct underwater navigation for rec..	6	2			
8278	Instruct computer aided diving	6	3			
8279	Instruct night dives	6	3			
8283	Instruct search & recovery..	6	3			
8285	Instruct altitude diving courses	6	4			
8286	Instruct wreck diving courses	6	4			
8288	Instruct deep diving courses	6	4			
8290	Instruct marine species identification courses	6	3			
8291	Instruct hunting & collecting..	6	3			
8292	Instruct diving off boats	6	3			
8293	Instruct diving off the shore	6	3			
8294	Instruct oxygen administration courses..	6	2			✓
8296	Instruct snorkel diving	5	5			
4405	Fill dive cylinders	4	1			
Quality assured non-unit standard modules with estimated unit and credit levels						
	Plan, coordinate & lead dive based adv.. Trip local	6	4			
	Select, use, repair & maintain equipment	5	3			
			95	0.5542		
		TOTAL	**173**	**1.0000**	35	16

ADT - Qualification and course cost 2015 - Medic

		Level	Credit	EFTS
MEDIC FIRST AID - Workplace (MFAW)				
424	Administer first aid in the outdoors	3	5	
451	Manage risk in the outdoors	5	4	
20146	Demonstrate basic risk management for outdoor recreation	3	3	
6400	Manage first aid in emergency situations	3	2	
6401	Provide first aid	2	1	
6402	Provide resuscitation level 2	1	1	
			15	0.1083
MEDIC FIRST AID - Outdoor Rescue Skills (MFAOR)				
4415	Recognise diving related ill health..	4	2	
23349	Administer supplemental oxygen	3	2	
20159	Access and compare weather information for outdoor recreation	2	1	
20160	Demonstrate knowledge of weather processes and their effects on outdoor recreation in nz	3	2	
			7	0.0417
MEDIC FIRST AID - Prehospital Emergency Care (MFAPH)				
25411	Demonstrate knowledge of and use an automated external defibrillator (AED)	2	1	
25412	Provide basic pre-hospital emergency care	3	6	
14473	Move a patient in preparation for transportation	3	1	
			8	0.0917
MEDIC FIRST AID - Instructor (MFAI)				
8294	Instruct oxygen administration courses..	6	2	
4098	Use standards to assess candidates performance	4	6	
	Instruct medic first aid workplace courses	6	3	
	Instruct medic first aid advanced courses	6	3	
	Instruct medic first aid outdoor and wilderness courses	6	4	
			18	0.1583
		TOTAL	**48**	**0.4000**

Appendix 4 – 2014 Qualification and course cost

ADT - Qualification and course cost 2014 - Diving

		Level	Credit	EFTS	Overlap with Medic	Overlap with Scuba
Compulsory - Diving						
4384	Scuba dive and perform rescues in open water to maximum depth of 18M	3	7			✓
4385	Navigate prescribed routes underwater	3	4			✓
4388	Complete a night dive	3	4			✓
4393	Complete underwater search and recovery dives	3	4			✓
23349	Administer supplemental oxygen*	3	1		✓	
4387	Perform diver rescues	4	7			✓
4398	Complete deep dives to between 18 and 40 metres, and perform tasks	4	5			✓
			32	0.2605		
Compulsory - Core Health						
26551	Provide first aid for life threatening conditions	2	1		✓	✓
26552	Demonstrate knowledge of common first aid conditions and how to respond to them	2	1		✓	✓
			2	0.0326		
Elective - Risk Management						
4402	Complete a dive off a boat	3	3			
4403	Complete a shore dive	3	4			
			7	0.0570		
		Total	**41**			
* This unit standard has a credit value of 2 in the Medic programme		**N/Cert**	**42**	**0.3500**	4	33

ADT - Qualification and course cost 2014 - Scuba

		LEVEL	Credit	EFTS	Overlap with Diving	Overlap with Medic
Core Health & First Aid - Career Scuba (HEALTHCS)						
26551	PROVIDE FIRST AID FOR LIFE THREATENING CONDITIONS	2	1		✓	✓
26552	DEMONSTRATE KNOWLEDGE OF COMMON FIRST AID CONDITIONS AND HOW TO RESPOND TO THEM	2	1		✓	✓
			2	0.0120		
Work & Study Skills - Career Scuba (WORKCS)						
504	PRODUCE A CV	1	2			
4252	PRODUCE A TARGETED RESUME	2	2			
			4	0.0241		
Outdoor Recreation - Career Scuba (OUTDOORCS)						
20159	ACCESS AND COMPARE WEATHER INFORMATION FOR OUTDOOR RECREATION	2	1			✓
20160	DEMONSTRATE KNOWLEDGE OF WEATHER PROCESSES AND THEIR EFFECTS ON OUTDOOR RECREATION IN NZ	3	2			✓
			3	0.0181		
Outdoor Recreation Occupational - Career Scuba (OCCUPCS)						
468	ASSIST IN FACILITION OF ADVENTURE BASED ACTIVITIES	3	6			
451	MANAGE RISK FOR AN OUTDOOR ACTIVITY	5	4			✓
20146	DEMONSTRATE BASIC RISK MANAGEMENT FOR OUTDOOR RECREATION	3	3			✓
24665	FACILITATE ADVENTURE PROGRAMMES FOR THE PERSONAL AND SOCIAL DEVELOPMENT OF THE PARTICIPANTS	5	15			
QUALITY ASSURED NON-UNIT STANDARD MODULES WITH ESTIMATED UNIT AND CREDIT LEVELS						
	LEAD TOURIST GROUP TO KNOWN DESTINATION & REPORT..	6	8			
			36	0.2049		
Diving Recreational - Career Scuba (DIVECS)						
4384	OPEN WATER DIVE TO 18M	3	7		✓	
4385	NAVIGATE PRESCRIBED ROUTES UNDERWATER	3	4		✓	
4387	PERFORM DIVER RESCUES	4	7		✓	
4388	COMPLETE NIGHT DIVES	3	4		✓	
4393	COMPLETE UNDERWATER SEARCH & RECOVERY DIVES	3	4		✓	
4398	COMPLETE DEEP DIVES TO BETWEEN 18 & 40 METRES	4	5		✓	
			31	0.1867		
Diving Instruction & Occupational - Career Scuba (INSTRUCTCS)						
8270	INSTRUCT SPECIALIST DIVE COURSES	6	5			
8273	SUPERVISE & CONTROL DIVE OPERATIONS	5	15			
8274	INSTRUCT RECREATIONAL DIVERS IN OPEN WATER	6	15			
8275	INSTRUCT RESCUE DIVING COURSES	6	5			
8276	INSTRUCT TRAINEE SUPERVISORS TO SUPERVISE AND CONTROL DIVE OPERATIONS	6	5			
8277	INSTRUCT UNDERWATER NAVIGATION FOR REC..	6	2			
8278	INSTRUCT COMPUTER AIDED DIVING	6	3			
8279	INSTRUCT NIGHT DIVES	6	3			
8283	INSTRUCT SEARCH & RECOVERY..	6	3			
8285	INSTRUCT ALTITUDE DIVING COURSES	6	4			
8286	INSTRUCT WRECK DIVING COURSES	6	4			
8288	INSTRUCT DEEP DIVING COURSES	6	4			
8290	INSTRUCT MARINE SPECIES IDENTIFICATION COURSES	6	3			
8291	INSTRUCT HUNTING & COLLECTING..	6	3			
8292	INSTRUCT DIVING OFF BOATS	6	3			
8293	INSTRUCT DIVING OFF THE SHORE	6	3			
8294	INSTRUCT OXYGEN ADMINISTRATION COURSES..	6	2			✓
8296	INSTRUCT SNORKEL DIVING	5	5			
4405	FILL DIVE CYLINDERS	4	1			
QUALITY ASSURED NON-UNIT STANDARD MODULES WITH ESTIMATED UNIT AND CREDIT LEVELS						
	PLAN, COORDINATE & LEAD DIVE BASED ADV.. TRIP LOCAL	6	4			
	SELECT, USE, REPAIR & MAINTAIN EQUIPMENT	5	3			
			95	0.5542		
		Total	**171**	**1.0000**	33	14

ADT - Qualification and course cost 2014 - Medic

		Level	Credit	EFTS
MEDIC FIRST AID - Workplace (MFAW)				
424	ADMINSTER FIRST AID IN THE OUTDOORS	3	5	
451	MANAGE RISK IN THE OUTDOORS	5	4	
20146	DEMONSTRATE BASIC RISK MANAGEMENT FOR OUTDOOR RECREATION	3	3	
26551	PROVIDE FIRST AID FOR LIFE THREATENING CONDITIONS	2	1	
26552	DEMONSTRATE KNOWLEDGE OF COMMON FIRST AID CONDITIONS AND HOW TO RESPOND TO THEM	2	1	
			14	0.1083
MEDIC FIRST AID - Outdoor Rescue Skills (MFAOR)				
4415	RECOGNISE DIVING RELATED ILL HEALTH..	4	2	
23349	ADMINISTER SUPPLEMENTAL OXYGEN	3	2	
20159	ACCESS AND COMPARE WEATHER INFORMATION FOR OUTDOOR RECREATION	2	1	
20160	DEMONSTRATE KNOWLEDGE OF WEATHER PROCESSES AND THEIR EFFECTS ON OUTDOOR RECREATION IN NZ	3	2	
			7	0.0417
MEDIC FIRST AID - Prehospital Emergency Care (MFAPH) (to replace MEDIC FIRST AID - Adventure Recreation MFAA to be deleted)				
25411	DEMONSTRATE KNOWLEDGE OF AND USE AN AUTOMATED EXTERNAL DEFIBRILLATOR (AED)	2	1	
25412	PROVIDE BASIC PRE-HOSPITAL EMERGENCY CARE	3	6	
14473	MOVE A PATIENT IN PREPARATION FOR TRANSPORTATION	3	1	
			8	0.0917
MEDIC FIRST AID - Instructor (MFAI)				
8294	INSTRUCT OXYGEN ADMINISTRATION COURSES..	6	2	
4098	USE STANDARDS TO ASSESS CANDIDATES PERFORMANCE	4	6	
	INSTRUCT MEDIC FIRST AID WORKPLACE COURSES	6	3	
	INSTRUCT MEDIC FIRST AID ADVANCED COURSES	6	3	
	INSTRUCT MEDIC FIRST AID OUTDOOR AND WILDERNESS COURSES	6	4	
			18	0.1583
		Total	**47**	**0.4000**

www.grantthornton.co.nz