

Report of External Evaluation and Review

PRO + MED (NZ) Limited
trading as ProMed

Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 September 2011

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Location:	90 Richard Pearse Drive, Temuka
Type:	Private training establishment
First registered:	1998
Number of students:	Domestic: 40 International: nil
Number of staff:	Two full-timers, who own and run the business, four part-timers and 15 to 20 instructors
Scope of active accreditation:	<ul style="list-style-type: none">• Emergency medical training• Health and safety training• On-site medic services for public, private, and industrial events• Distributors of emergency medical and safety equipment• Quality management system development
Sites:	Programmes are delivered at trainee workplaces across the country.
Distinctive characteristics:	ProMed NZ is an owner-operated business providing corporate training services to clients at their workplaces. The owners administer the business from their home in Temuka. ProMed (NZ) Ltd consists of three divisions: training, medic services, and emergency medical and safety equipment. The company was formed in 1995 as a medical supply company for Emergency Care Consultants (NZ) Ltd.

Previous quality assurance history:	At the previous quality assurance visit in 2008 ProMed NZ substantially met all requirements.
Other:	ProMed NZ is approved by the Royal New Zealand College of General Practitioners, the New Zealand Dental Association, and the New Zealand Resuscitation Council to provide training in resuscitation. Emergency medical training covers first aid, first responder, advanced cardiac life support and ambulance officer to diploma level. ProMed is affiliated with the Professional Emergency Care Association of New Zealand (PECANZ).

2. Scope of external evaluation and review

The scope of the external evaluation and review included the mandatory focus area of governance, management, and strategy. The second focus area selected was first aid because this is where most trainees are concentrated. The third focus area selected was health and safety courses. These are delivered to a broad range of industry stakeholders and allowed the provider to show the breadth of its delivery.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

The EER team included a lead and external evaluator and was held over one day. The team interviewed the two directors, trainers from around the country, and external stakeholders who had received training from the organisation. A review of the provider's documentation was also undertaken.

PRO + MED (NZ) Limited trading as ProMed has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **PRO + MED (NZ) Limited trading as ProMed.**

- Pass rates for first aid and health and safety courses are 100 per cent.
- Effective customised training is provided by highly experienced tutors.
- Repetition of skills, combined with practical, hands-on, scenario-based training enables ProMed to contextualise training across a wide range of clients.
- ProMed goes beyond the minimum unit standard competencies required for first aid or health and safety training.
- Feedback from trainees and external stakeholders about the quality of the training experience was consistently positive.
- In a highly competitive industry, repeat business indicates the organisation is meeting client needs well.
- The organisation has broad nationwide coverage and is the preferred provider by some companies.
- ProMed maintained quality training goals, even though they lost business, when other providers shortened the hours for first aid training.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **PRO + MED (NZ) Limited trading as ProMed.**

- Business as usual for the organisation means collecting data regularly. The organisation is beginning to use this data more systematically to review the effects of support and guidance on learner achievement.
- ProMed's strength is in customising training to specific client groups. The organisation was able to provide the evaluation team with sufficient evidence of improvements gained and changes made as a result of this targeted focus.
- ProMed has invested in a database to collate information (both qualitative and quantitative) in order to access data more easily than the current manual spreadsheet system. This will assist ProMed as it moves to a more evaluative approach.

TEO response

ProMed has confirmed the factual accuracy of this report.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Trainees achieve well against their goal of meeting the requirements for the first aid unit standards and the awarding of their certificate in first aid. Revalidation of first aid certificates is an ongoing part of the business. The pass rates are 100 per cent. ProMed instructors require all trainees to repeat any skills developed in the training three times before being judged competent. This embeds the skills more deeply and helps to develop consistency across instructors.

The repetition of skills, combined with practical, hands-on, scenario-based training enables the organisation to contextualise the training across a wide range of clients. This approach is appreciated by trainees and ProMed benefits from recommendations and repeat business. The same approach is applied to health and safety courses in the workplace. Stakeholders spoken to by the evaluation team consistently mentioned the tailoring of the courses as a key to keeping trainees engaged and making the learning relevant to them.

Evidence sighted on spreadsheets showed that there were few non-completions for first aid and health and safety courses. This success rate was confirmed by positive feedback from students and employers about the high quality of the instructors and the programmes. The director is very people oriented, is on the road continuously, and drops in on clients regularly. He keeps diary notes about these interactions and this qualitative data is systematically analysed and used to inform future training. There is some benchmarking with similar providers but it was not sufficient for the evaluation team to be confident that the high achievement rates could be regarded as excellent.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Trainees gain the certification required to maintain or gain employment in an industry with first aid or health and safety requirements. ProMed trains 4,000-plus people each year. Trainees are given a manual that they can write in during the course. They can take this away with them at the end of the course and use it as a reference tool.

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

Training is contextualised to the training environment and client base, and ProMed goes beyond the minimum unit standard competencies required for first aid or health and safety. The organisation does not compromise quality and contributes to overall community well-being by increasing the number of trained first aiders in the community, who may be called on in a medical emergency. ProMed has broad nationwide coverage and is the preferred provider by some companies. For example, it is an approved provider of first aid to the New Zealand Defence Force. ProMed's instructors are highly trained and can provide additional medical information to deepen the trainees' learning experience. ProMed adds value by referring clients to other providers if it cannot meet the particular training needs of an organisation.

Informal feedback occurs naturally. The organisation has decided to develop client forms to gather this feedback in a way that can be more easily collated and analysed to show trends or possible areas for improvement.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

First aid and health and safety courses are well matched to the needs of individuals and groups. Small groups of eight to 12 trainees ensure individual trainees can be given extra help if needed. For example, reader/writers are available to trainees. The organisation keeps up with resourcing. For example, there is one manikin between two trainees which ensures that trainees can experience the hands-on component of the training. The customised approach includes providing extra support post-class if required.

Word-of-mouth and repeat business indicate that ProMed is meeting the needs of its clients well. The depth and breadth of experience among the instructors means the organisation can select instructors for particular target groups, maximising the relevance of the training provided. For example, choosing an instructor who is Māori or Muslim ensures the training offered is culturally appropriate.

Matching needs is high on ProMed's agenda as this is seen as a significant point of difference between ProMed and other providers of first aid and health and safety courses. This advantage was affirmed by external stakeholders and instructors interviewed by the evaluation team. The organisation was able to show the evaluation team evidence of this matching leading to further contracts and new programmes.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

ProMed managers are passionate about the learning they offer. Staff spoken to by the evaluation team were experienced practitioners, enthusiastic about learning, and confident that they were doing a good job. The evaluation team noted that the close matching and choice of instructors was carefully monitored. This impression was confirmed by external stakeholders contacted by the evaluation team. Most ProMed tutors are trained in adult education and many have a military background, either as a paramedic or military medic or nurse.

All instructors begin their training by finding out about the trainees' experiences of first aid or health and safety. The introductory part of the course also involves getting trainees to state their goals and expectations for the course. These are discussed at the end of the course to see if they have been met. Theory is covered early in the day and trainee learning styles are accommodated by the instructors. Instructors use a combination of whiteboard, practical demonstrations, quizzes, and formative assessment tasks. External stakeholders spoken to by the evaluation team confirmed that the trainees are engaged and enthusiastic about the learning environment created by the ProMed instructors.

Feedback from trainees is collated by management and sent to tutors so they can review the effectiveness of their instruction. Peer reviews for four staff were sighted by the evaluation team for the 2010-2011 period. The director follows up, informally, on instructors' progress and ensures that the equipment is up to date and any guidelines from the New Zealand Resuscitation Council are included in the course materials. Each year there is a conference for all staff where upskilling occurs. Feedback from the conference is fed into the next conference agenda. ProMed has actively employed instructors to complement the needs of its stakeholders and to maximise the relevance of the training it offers. While the organisation has high achievement rates, it would benefit from more systematic collation of evidence of improvement in teaching effectiveness and changes to teaching techniques as a result of self-assessment.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Trainees are well supported and appropriately guided. The organisation strives to get all trainees to a competent level. Additional support is offered if a trainee is struggling. Instructors are well matched to trainee groups, and the training expectations of trainees are considered. Instructors draw on trainees' life experiences and hobbies to help connect their current knowledge with the training offered. They also provide their email address for follow-up contact if required by trainees. Instructors interviewed by the evaluation team noted that the training time is usually very short, requiring them to gain rapport quickly and react to trainees in real time.

Business as usual for the organisation means collecting data regularly. The organisation is beginning to use this data more systematically to review the effects of support and guidance on learner achievement.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

ProMed is a family business jointly owned and operated by a couple, with a daughter doing the data entry. They have a business plan, a quality management system, moderation plan, and risk plan, and all these documents are fit for purpose. There is a formal directors' meeting held every year after the annual conference.

Instructors interviewed by the evaluation team noted that the management team was always available and responsive to their needs, which was particularly important when they were geographically spread around the country. Staff can access one free course with ProMed each year and the organisation will pay for 70 per cent of an approved external course.

The organisation provides training to educational organisations at a reduced fee, for example girl guides and surf life saving, which is an indication of their commitment to and passion for supporting community organisations. Competition in the first aid sector is very strong and some providers have reduced the hours of delivery for the first aid certificate. ProMed made a conscious decision to maintain the current course length and price. It lost some clients initially but has maintained its reputation as a quality provider.

ProMed has invested in a database to collate information (both qualitative and quantitative) so that it can access data more easily than with the current manual spreadsheet system.

ProMed has moved from a compliance to a reflective model and was able to show the evaluation team some improvements as a result of this self-reflection. For example, a request from stakeholders for an online form on which to give feedback has been initiated.

ProMed's strength is in customising training to specific client groups. The organisation was able to provide the evaluation team with sufficient evidence of improvements gained and changes made to be confident in the organisation's self-assessment.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Refer section 1.6 above

2.2 Focus area: First Aid

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Refer sections 1.1-1.6 above.

2.3 Focus area: Health and Safety courses

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Refer sections 1.1-1.6 above.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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