



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

PracMed NZ Training Solutions
Limited

Date of report: 27 June 2023

About PracMed NZ Training Solutions Limited

PracMed NZ Training Solutions is a newly established private training establishment which provides first aid and work safety training at clients' premises and from temporary delivery sites in the main centres around New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	76 Fergusson Street, Fielding
Eligible to enrol intl students:	No
Number of students:	Domestic: 21 equivalent full-time students (EFTS) in 2022, relating to 401 students in NZQA-approved training schemes and unit standards, and 316 in other courses Māori and Pasifika, 25 per cent in 2021 and 26 per cent in 2022. No data on learners with disabilities was available. International: nil
Number of staff:	Two full-time equivalents, and five contracted trainers
TEO profile:	PracMed NZ Training Solutions
Last EER outcome:	This is PracMed's first EER.
Scope of evaluation:	Level 1 First Aid (Training Scheme) (126614-1)
MoE number:	6687
NZQA reference:	C52472
Dates of EER virtual enquiry:	30 and 31 March 2023

Summary of results

PracMed NZ Training Solutions is providing highly valued first aid training which is supported by effective contributing processes. Self-assessment is well developed and comprehensive and is leading to useful improvements.

Highly Confident in educational performance

- Learner achievement of the first aid course is strong and aligned with sector achievement levels.
- Learners gain useful skills and knowledge and are well-prepared for applying these at work and in their personal lives.
- PracMed offers high value to learners, employers and those with shared interests through the provision of quality training, resources and sharing of evidence-based practice.

Highly Confident in capability in self-assessment

- Learners are effectively supported and engaged in their learning.
- PracMed's clear purpose and vision, focus on quality staff, and robust management processes are supporting consistently high educational performance.
- PracMed has a good understanding of its important compliance accountabilities and has managed these effectively in the first two years of operation.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners complete courses and gain useful skills and knowledge that are applicable to their work and personal lives. PracMed's benchmark for achievement, set at 97 per cent, has been met across all courses and delivery sites in the first two years of operation. The reasons for the small numbers of non-completions are understood. These students are followed up and offered another opportunity to repeat the course. This is strong achievement and aligns with other first aid providers' success rates.</p> <p>Learners rate their confidence with first aid skills before and after the course. Results for 2021-22 showed learners increased their confidence on average by 29 percentage points. The learners find this a useful reflective exercise, and it provides PracMed with a valid indicator of achievement and positive change as a result of the training.</p> <p>Assessments have been moderated and approved by Toitū te Wairoa Workforce Development Council. Internal moderation processes are thorough and confirm the validity of assessments.</p> <p>Enrolment data is collected electronically and is available live in the course attendance and performance dashboard. The analysis of the data provides PracMed with a comprehensive understanding of achievement.</p>
Conclusion:	Learner achievement of the first aid course is strong and aligned with sector achievement levels. Learners gain useful skills and knowledge, increase their confidence, and are well-prepared to be able to apply these skills at work and in their personal lives.

¹ 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 learners' reviews and success stories, published on PracMed's website, provide positive feedback on the retention of skills and the knowledge acquired and shared in the workplace to enhance health and safety procedures. Families and the community also benefit from having more trained first-aiders. Examples of first aid skills being applied at critical incidents and accidents and the added value to businesses, particularly in high-risk environments and public spaces such as shopping malls, were shared with the evaluators in interviews.</p> <p>Learners are highly satisfied with the courses, the trainers' knowledge and presentation styles. Ratings from the end-of-course survey, completed online, show an average satisfaction rating of 96.5 per cent for 2021-22. The qualitative comments confirm the value gained from the courses.</p> <p>PracMed has introduced a survey of the client's point-of-contact person, who organises the learners and venue. PracMed is using this feedback to provide assurance that it is delivering on its promise and to provide evidence of the value of the employer's investment in staff training.</p> <p>PracMed is taking a systematic approach to gathering evidence on the value of the training, and using this information insightfully to inform delivery and future plans. For example, learner data and feedback from the basic life support course is informing the development and launch of advanced courses this year. PracMed is also introducing a survey that will be carried out a year after the course to seek feedback from learners on their retention and application of skills and knowledge, and the value of the training.</p> <p>PracMed provides a range of first aid practical guides, articles and videos, available free of charge on the website. PracMed uses social media channels² to disseminate evidence-based practice and engage those with shared interests. These resources are highly valued by the users, as indicated by the</p>

² At the time of the EER, PracMed had 3,950 Instagram followers and 3,300 Facebook followers.

	large number of followers on social media.
Conclusion:	PracMed offers high value to learners, employers and those with shared interests through the provision of quality training, resources and sharing of evidenced-based practice.

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>The practical, skills-based training draws on up-to-date emergency medicine information, resources and the director's and trainers' experiences in military and high-risk environments. The trainers use scenarios to bring the learning to life and support the understanding of the 'why' behind the training. Stakeholders and learners say this approach is meaningful and develops their confidence to use these skills when required at work and in everyday life situations.</p> <p>Assessments are conducted in the classroom with the tutor present, which ensures authenticity of evidence. Learners are provided with immediate feedback and opportunities for to re-sit assessments, if required. Learners receive their certificates within two to three days of the course completion, and unit standards are registered with NZQA for those opting for this.</p> <p>The trainers are experienced instructors of adult learners. They meet the qualification and/or experience requirements for the unit standards, and are working towards or already have training and qualifications in adult tertiary teaching, assessment and moderation. The consistency of quality across the trainers is maintained through a structured lesson plan, standardised content, resources and assessment, without stifling the trainers' personal approach and innovation. Trainer observations are conducted regularly, with detailed feedback provided to the individual, and are used in the ongoing review and improvement of delivery.</p> <p>PracMed has contributed to Toitū te Wairoa's review of the first aid unit standards. The proposed changes, with the incorporation of skills to treat life-threatening bleeds, already aligns well with PracMed's training, and in their view reflects</p>

	good practice. The planned two-yearly review of the training scheme will be conducted when the new units are listed, with some minor adjustments needed.
Conclusion:	The relevant, practical and evidence-based training is meeting the needs of learners and employers. The training enhances the learners' understanding of and preparedness to practise first aid at work and in their personal lives. Feedback is used effectively to assure the quality of the course and that it is meeting learners' and stakeholders' needs.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners are well prepared for commencing the course. They complete an online enrolment form, provide information on health conditions that may impede their practice on human manikins, and indicate their current knowledge of first aid and what they want to achieve from the course. The trainers understand the learners' experience and employment contexts and use these as 'hooks' to engage and motivate the learners during the training.</p> <p>The venues are set up to a standard specified by PracMed and reflect the rules and regulations set out in the PTE's registration. Small classes of no more than 15 learners ensures good engagement, and allows the trainer to provide one-to-one support as required, including reader-writer assistance for assessment.</p> <p>The PracMed approach to teaching and learning – explain, demonstrate, practise and evaluate, based on principles used in military training and familiar to the trainers – provides good structure and an ample opportunity for learners to practise and demonstrate their practical skills. Learners interviewed during this evaluation said the training was relevant and practical, and the active approach makes it engaging and interesting. They spoke positively about the real-time feedback when practising skills. An example given was bleeding and the use of tourniquet exercises, where the simulated blood flow does not stop until the technique has been mastered.</p>

	The trainers are aware of the impacts first aid situations can have on individuals' well-being. Discussion on the topic, an opportunity for follow-up after the classes, and referral information for supporting agencies and services have been incorporated into the courses. PracMed's relationships with learners continue beyond the training course through social media channels and ongoing contact with workplaces.
Conclusion:	Learners are effectively supported and engaged in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PracMed has a clear purpose and vision for its future direction. The business is driven by the passion, dedication and experience of the owners and the high standards they set for themselves, their trainers and the course delivery. Business risks are well understood and mitigation strategies are in place.</p> <p>The need for quality staff is considered the key risk and is being managed through:</p> <ul style="list-style-type: none"> • careful recruitment processes • ensuring trainer alignment with business values and standards • review of trainers' facilitation skills and learner feedback on the trainers' performance • supporting trainers' professional memberships and updating of skills and knowledge. <p>PracMed is only prepared to engage the best trainers who meet high standards and expectations. This is evidenced through the recent investment in recruiting an international trainer who is to be employed full-time.</p> <p>The due diligence conducted during the set-up phase, clarity of governance and management functions, and the implementation of effective administrative and quality assurance systems have positioned the training business well for future expansion. Technology solutions are being employed to support administration functions, including online enrolments and the use</p>

	<p>of QR codes for matching attendance to individual profiles. The training is well resourced with high-fidelity manikins, automated external defibrillators (AEDs) and trainer kits which are kept refreshed with good stock control processes.</p> <p>The general manager is undertaking a management training programme to support future planning, growth and performance over the next five years. Performance score cards were being developed at the time of the evaluation and will provide PracMed with another useful tool for monitoring performance.</p> <p>PracMed has used NZQA self-assessment resources well to structure, develop and guide its processes. For example, the Tertiary Education Indicators are being used to design feedback mechanisms. In preparation for this EER, PracMed undertook a review of its own performance and self-assessment against the six key evaluation questions, rating their ability to answer and provide evidence for each question using a self-developed rubric.</p>
Conclusion:	PracMed's clear purpose and vision, focus on quality staff and robust management processes are supporting the strong educational achievement. Self-assessment practices are well-developed and are leading to improved outcomes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>PracMed has a good understanding of NZQA rules, regulations and expectations. The preparation for PTE registration, including developing a comprehensive range of policies and processes and self-assessment practices, provided a sound foundation for the first two years of operation and managing important compliance accountabilities. PracMed has taken a proactive approach to compliance, seeking out explanations and assistance as required.</p> <p>PracMed has undertaken a review of their learner support practices against the Education (Pastoral Care of Tertiary and International Students) Code of Practice outcomes.</p> <p>PracMed self-identified two minor lapses in the timeliness of</p>

	<p>reporting to NZQA: late submission of the attestation for the Education (Pastoral Care of Tertiary and International Students) Code of Practice; and some late reporting of credits. The omissions were rectified immediately and the learnings used to enhance compliance scheduling.</p> <p>PracMed has recently invested in and is using a software application effectively to manage compliance requirements in a timely manner. Online enrolments ensure data integrity, reduce potential errors in transcription, and allow for fast and accurate reporting and issuing learners with their certificates.</p>
<p>Conclusion:</p>	<p>PracMed has a good understanding of its important compliance accountabilities and has managed these effectively in the first two years of operation.</p>

Focus areas

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

2.1 Level 1 First Aid (Training Scheme) (126614-1)

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 (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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