

Report of External Evaluation and Review

Professional Resuscitation Services
Ltd

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 1 September 2015

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MoE Number: 7153
NZQA Reference: C18597
Dates of EER visit: 26 and 27 May 2015

Final Report

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

Name of TEO:	Professional Resuscitation Services Ltd (PRS)
Type:	Private training establishment (PTE)
First registered:	3 September 2013
Location:	12 Weldene Ave, Glenfield, Auckland
Delivery sites:	Clients' premises, nationwide
Courses currently delivered:	Level 1 – Telephone CPR (Cardiopulmonary resuscitation) Level 2 – Bystander CPR Level 3 – Bystander Plus CPR for Health Professionals and Service Groups Level 4 – Advanced Training for Health Professionals, Dentists and Service Groups Level 5 – Advanced Cardiac Life Support for General Practitioners and Health Professionals Level 6 – Advanced Cardiac Life Support for General Practitioners, Dentists and Health Professionals Level 7 – Medical Practitioners Working in Hospital First Aid and Certificate in Resuscitation and Emergency Care (CORE) for the workplace. New Zealand Resuscitation Council Certificate in Resuscitation and Emergency Care (CORE) levels 3-7
Code of Practice signatory:	No

Number of students:	Domestic: approx. 4,000 annually
Number of staff:	Two full-time equivalents; one part time tutor and administrator
Scope of active accreditation:	Training scheme approval for Workplace First Aid (Basic First Aid) (Level 2), as well as consent to assess core health and first aid unit standards listed at : http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=715334001
Distinctive characteristics:	In addition to the above courses, PRS offers certification courses approved by the following health professional groups: <ul style="list-style-type: none"> • Royal New Zealand College of General Practitioners • New Zealand Dental Association – PRS level 4 and 6 courses • Midwifery Council of New Zealand resuscitation education • CORE 3 Pre-Hospital Emergency Care
Recent significant changes:	Not applicable
Previous quality assurance history:	This is the organisation’s first external evaluation and review since it was registered in 2013. The organisation met national external moderation requirements for 2014, the first round participated in since registration.
Other:	The organisation does not offer courses to the general public

2. Scope of external evaluation and review (EER)

The EER focused on the organisation’s governance, management and strategy, a mandatory requirement.

The EER team also reviewed a cluster of level 3 and 4 courses, which included the level 3 CPR courses; Advanced Training for Health Professionals, Dentists and Service Groups; and Advanced Cardiac Life Support for General Practitioners, Dentists and Other Health Care Professionals (levels 4-7). These courses comprise the majority of the organisation’s training.

These courses were reviewed together under the focus area of Emergency Care Training for Health Professionals. The remaining courses were not selected for

review because they are at a lower level, although they may encompass material from the other courses offered but not reviewed as they are also tailored to suit specific workplaces.

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-eeer/introduction>. 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.

The PTE does not have a formal head office, therefore the EER team, consisting of two evaluators, visited the director at Southern Cross Hospital in Glenfield, Auckland, where the PTE carries out training. The team interviewed the director, as well as two nurses, trainees and the hospital's education coordinator. The team reviewed evidence on site relating to the emergency care courses, including completion results, meeting minutes, internal moderation and programme review documents. A sufficient range of documents was also sighted from various stakeholders. A phone interview was held with the two trainers following the visit to gather further information.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Professional Resuscitation Services Ltd.**

Learners have an excellent pass rate, with over 99 per cent completions. The learners' motivation to succeed to meet their regulatory requirements, as well as the professionalism of tutors, has contributed to the successful pass rates.

Clients such as district health boards, many Southern Cross Hospitals, the Electrical Workers Registration Board, and the Royal New Zealand College of General Practitioners regularly use PRS to train their staff to meet regulatory requirements. This indicates that PRS is providing a high standard of delivery for health professional needs.

The organisation's emergency care courses are targeted to meet the high-level training requirements of health care professionals as well as lower-level first aid courses. This is achieved with ongoing professional development and review of materials to ensure the latest evidence-based practices are taught using up-to-date resources.

The tutors are all highly experienced emergency care practitioners with the relevant qualifications who maintain their currency by attending conferences, as well as by performing volunteer work within the industry.

The organisation is part of a group of providers in the first aid sector that provide a good range of expertise and support to ensure the training is of a high standard and is current. The director is an experienced educator who is capable in planning for the future needs of the organisation and stakeholders.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Professional Resuscitation Services Ltd.**

PRS has excellent systems for monitoring course requirements and developing courses to match the needs of the range of stakeholders. This includes systems for moderation of assessments, through both internal peer observations and compliance with external requirements, which is well supported by the Quality Review Group, made up of representatives from three first aid providers who have joined together to share systems and provide advice to each other.

The robust system for review encompasses course outcomes, which are analysed and any improvements identified and followed up.

The organisation has been registered with NZQA for a year and is still consolidating systems for internal review of teaching effectiveness, documenting course reviews,
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and recording and analysing results, but this does not affect the way the organisation uses the information to make improvements and maintain high completion rates.

Findings¹

1.1 How well do learners achieve?

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**.

The organisation reports very good outcomes, with over 99 per cent of learners successfully completing the course they are enrolled in. The high level of completions is attributed to the high motivation of the learners, who are trained health professionals with high levels of experience and qualifications. They are also highly motivated to complete the mandatory requirements for maintaining registration or for upskilling in order to carry out their roles.

Very few learners have not passed the assessments in the time required, but these learners have completed successfully at a further opportunity to sit within three months. The organisation identified where a number of re-sits have been required relating to the electrocardiography assessment task, set by the New Zealand Resuscitation Council (NZRC), which is being addressed by the organisation and NZRC.

The organisation's database provides the means to record results for each course. However, additional work on how many re-sits are required could be better captured to identify any future issues regarding re-sits as they arise. Data is collected on learners' ethnicity, but the PTE has yet to conduct an analysis of this data. In addition, there is no analysis of how well learners achieve over the minimum pass rate of 80 per cent or a comparison of outcomes by ethnicity, or across cohorts or years (although this analysis may not be required because of the already consistently high overall outcomes).

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 **Excellent**.

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

Learner evaluations and client testimonials show the training is of value not only to health care workers who need the certificates to meet regulatory standards, but also to the community. The director of PRS contributes his time to help out local rugby clubs and parenting groups with free training and resources. The knowledge

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

gained is valuable to these communities because it provides them with the means to respond in an emergency when needed, for example involving family and friends.

The number of district health boards enrolling their staff in courses shows the outcomes are valued because of the need for professional, high-level emergency care training for health professionals ranging from general practitioners, nurses, midwives to pharmacists, anaesthetist technicians and dentists. These professionals are required to sit the exams regularly to comply with Ministry of Health requirements, specifically for those administering vaccinations.

The Electrical Workers Registration Board also requires workers to be competent in emergency care responses, and about 20 per cent of PRS's courses are for these workers.

The number of organisations using PRS training for their staff on a regular basis is the main indicator of value, but the highly positive feedback from clients on why they choose PRS is also evidence of support that the training is achieving the desired outcomes. PRS records when larger clients are due for refreshers and is expanding its database to incorporate this service for all clients.

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 **Excellent**.

The courses are developed to meet NZRC assessments and are set at the level required for a range of health professional needs. These are mainly non-unit standard courses for health professionals. NZRC audits the courses every three years and PRS continues to receive high rates from the satisfaction surveys conducted by NZRC, with 100 per cent rating PRS courses over 4.7 out of a scale of 5 within the last year.

The NZRC courses for doctors, nurses and anaesthetist technicians range from the basic level 3 CPR to advanced cardiac life support training up to level 7. Professional associations and organisations endorse the courses for their members. For example, the level 5 course enables members of the Royal New Zealand College of General Practitioners to meet the maintenance of professional standards required to practise. The New Zealand Dental Association accredits the level 4 and 6 courses, which also enables its members to meet professional development requirements. The Midwifery Council of New Zealand has accredited PRS as an approved provider of resuscitation education courses.

PRS has ongoing reviews of its course materials and uses client feedback to ensure courses meet the various requirements of its stakeholders. The materials are aligned to the latest evidence-based research obtained from professional

affiliations and attendance at international conferences, including the International Liaison Committee on Resuscitation. The latest techniques and up-to-date information and resources are incorporated into programme activities. PRS also provides input to NZRC on its courses.

Clients said the courses encompassed a range of staff training needs not available from other providers within the Auckland area, and were happy with PRS because the tutors listened to their needs and were professional to deal with. Evidence of changes made to courses as a result of feedback and analysis of outcomes was seen in the change in the duration of the level 4 CPR course to ensure sufficient time is provided for teaching as well as assessment.

Overall, the testimonials from district health board managers, learners and medical practitioners provide clear evidence that courses are meeting the need for emergency care training for staff in a range of professional health care provider settings.

1.4 How effective is the teaching?

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 **Excellent**.

Tutors are well qualified and skilled in emergency care as well as having a strong background in adult education. The director is a recognised professional trainer with an excellent knowledge and understanding of the sector and the training needs of high-level health care professionals. This is drawn from his long-standing career providing emergency care to the New Zealand Defence Force, prison services and in district health boards. He is also currently the NZRC CORE instructor who examines NZRC Emergency Care Instructor levels 1 and 2 in the Northland and Auckland regions. He also examines instructors in the Waikato and Wellington regions as required by NZRC. All tutors were able to draw on their experiences to make the courses more interesting and related to the learners' work contexts. The feedback from learners and clients confirms that the teaching is professional and tutors are highly capable in providing a friendly learning environment in which to learn.

All trainers are CORE instructors and required to attend CORE instructor annual meetings, which are now moving to once every two years. This enables tutors to keep up to date with the latest methods and resources and discuss improvements in the sector. Tutors all have diploma or national certificate qualifications in adult education. Peer observation helps to keep the training fresh, and feedback is discussed to ensure consistency in the training. The director was awarded the NZRC instructor of the year in 2009 – an award conferred by a panel of leaders in the emergency care sector.

Learners receive course reading material prior to the higher-level courses to help them prepare for the end-of-course assessments. Learners said the assessments were challenging but at the right level for their jobs. The self-assessment of learning showed that learners' knowledge is increasing as a result of participating in the courses. Learners are assessed practically and sit closed-book theory assessments set by NZRC that include short answers and drug calculations. Most achieve the minimum 80 per cent pass rate on their second attempt, for which they are provided a different test. Issues with how NZRC has designed the electrocardiography tests is the main reason for re-sits, and PRS has advised NZRC of the issue, which is now being reviewed.

Consistency in assessment is maintained by tutors using checklists, post-course discussions and peer observations. A sample of assessments is moderated by NZRC each year, and PRS is meeting the standards. In addition, PRS is compliant with national external moderation requirements for the range of first aid and core health unit standards it has accreditation for. This validates the results showing learners' improved knowledge and understanding.

NZRC also conduct evaluations for learners completing CORE certificates, and the latest results show 100 per cent satisfaction across all areas measured. Many learners commented on the ability of the tutors to teach the skills in a way they understood, which is supported by the informal feedback the director received on how the learners were able to use the knowledge gained following the courses.

1.5 How well are learners guided and supported?

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 **Excellent**.

Learners are enrolled in courses by their employers depending on the level of training required. Key reading is sent to learners prior to the course. This prepares them for the course activities and assessment. PRS reports all results monthly and certificates are issued in a timely manner.

Tutors are experienced at recognising where learners may have emotional responses from previous traumatic experiences, and work to ensure they feel safe. The venues are checked to ensure they are suitable, and a high level of learning support is provided, with a ratio of one tutor to six learners, which means all NZRC CORE courses and selected higher-level courses have two tutors on hand. Learner end-of-course evaluations and informal feedback to tutors confirms that the level of support is highly satisfactory.

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

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**.

The director is also a director of a formal Quality Review Group consisting of PRS and two other first aid providers. These are Pacific Medicare in Tauranga and New Zealand First Aid based in Auckland. Each Quality Review Group member provides training for different stakeholders. The purpose of establishing a formal group of providers is to share quality systems and policies, and to review training resources and provide professional input into how training is conducted. The tutors meet at least monthly to review programmes and provide feedback and support. Currently, the group is reviewing how it conducts formal performance appraisals and has recently updated student course evaluations to improve learner information to better identify where it can improve.

PRS has a business plan which sets out growth targets and resources required. An external consultant is used to help with the business growth and planning for eventual succession.

Ongoing reflection on the direction and quality of the training is evident in the Quality Review Group meeting minutes as well as staff meeting minutes. The organisation is well set up to continue to provide quality training in this sector for the specific stakeholders it caters to.

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 **Excellent**.

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

2.2 Focus area: Emergency Care Training to Health Professionals (Levels 3-7)

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

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

Recommendations

NZQA recommends that PRS establish formal systems for internal review of teaching effectiveness, documenting course reviews and recording and analysing results.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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