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External Evaluation and Review Report

Professional Resuscitation Services
Ltd

Date of report: 11 February 2020

About Professional Resuscitation Services Ltd

Professional Resuscitation Services (PRS) was registered in 2013 as a private training establishment. It is a small training provider with two full-time trainers – one of whom is the business owner – a part-time trainer and part-time support staff. Its core business is emergency care training for health professionals including doctors, dentists and pharmacists, and workplace first aid.

Type of organisation:	Private training establishment (PTE)
Location:	12 Weldene Avenue, Glenfield, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 3052 students in 2018 International: nil
Number of staff:	Two full-time equivalent trainers
TEO profile:	See: Professional Resuscitation Services
Last EER outcome:	Highly confident in educational performance Highly confident in capability in self-assessment
Scope of evaluation:	Non-approved NZQA programmes – CPR (cardiopulmonary resuscitation) Skills (levels 1-3); Intermediate responder (level 4); Advanced responder (levels 5-7) PRS has one NZQA-approved training scheme: Workplace First Aid (Basic First Aid). This was not a focus of this evaluation but was included as part of the governance, management and compliance discussions.
MoE number:	7153
NZQA reference:	C34433
Dates of EER visit:	24 October 2019

Final report

Summary of Results

Professional Resuscitation Services (PRS) provides niche, quality CPR training that meets the needs of its key stakeholders. PRS is an established provider with effective governance, management and compliance systems commensurate with a small niche provider. Training is high quality, provided by expert trainers and supported by a range of quality assurance systems to validate educational performance.

Highly Confident in educational performance

- PRS's educational performance is characterised by consistently high (and credible) completion rates. The outcomes of the training are highly valued by the medical profession. This is supported by robust quality assurance and self-assessment systems.
- Management (and governance) support educational performance through investment in sufficient and up-to-date resources, professional learning and development for trainers, and the appointment of quality staff to oversee operational functions.

Highly Confident in capability in self-assessment

- Management has a long-term view of the sustainability of the business; clients are booked a year in advance; succession plans are in place to ensure minimum disruption to key clients due to unforeseen events.
- Stakeholders are highly satisfied with the quality of the training provided by PRS. Feedback is systematically gathered, reviewed and used to make improvements.
- Compliance management is effective. No gaps or concerns were identified.
- Self-assessment is comprehensive and appropriate for the size and context of the provider. Data analysis has improved since the last EER.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PRS has a high course completion rate (averaging 98 per cent since the last EER) which reflects the short (1.5-8 hours), structured and intensive nature of CPR and first aid training. Further, the calibre of the participants PRS caters to are mostly trained medical doctors, nurses, dental practitioners or pharmacists. The small number of non-completions is due to non-attendance rather than lack of competence. Workplace first aid accounts for around a third of PRS's participants each year and is focused on a few major clients. A small percentage of those clients require the workplace first aid training scheme that leads to NZQA unit standards.</p> <p>Evidence that achievement results represent quality include client and participant feedback which is gathered regularly throughout the year, repeat business from key clients, and workplace first aid moderation results (externally moderated by Skills Org). PRS is also a registered and approved trainer for the Royal New Zealand College of General Practitioners and the New Zealand Resuscitation Council, who monitor quality requirements and standards.²</p> <p>PRS has improved its data collation and analysis systems since the last EER. Completion data (including ethnicity data) and participant feedback is gathered, collated and reported to the director for analysis of trends to support self-assessment and business decisions.</p>

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

² Approval requirements are different for each body but generally involve attestation and approval of trainer competence; demonstration of quality assurance processes; review of programme content to ensure it meets relevant regulations/standards; and regular professional development (usually demonstrated through attendance at national and international conferences).

Conclusion:	Achievement results are consistently strong and reflect the performance of PRS as a quality training provider of high value to key stakeholders, and robust self-assessment.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PRS provides specialist CPR training to a niche group of clients. The outcomes of the training include up-to-date skills and knowledge that support the ability of medical practitioners to perform CPR in high-stress situations.</p> <p>Staff training, professional development and compliance requirements for organisational clients – including district health boards – are being met to a high standard. Participants have the opportunity to keep their skills and knowledge relating to CPR up to date, which is also valued by their professional associations.</p> <p>PRS also adds value for each client by checking their equipment and providing information on any changes to first aid or CPR standards/regulations and/or equipment. PRS also develops and shares resources with clients to help solidify participant learning in the workplace.</p> <p>PRS gathers feedback regularly from business and community organisations on the quality of their training as well as testimonials from participants who have applied their first aid skills in the workplace, home or community.</p> <p>Stakeholders contacted by the evaluators were aware of competitors and price points. However, they valued the ability of PRS to relate well to them and their staff; their flexibility to meet their training needs; and the quality of the trainers and training programme. Some of these clients have already advance-booked training for 2020 and 2021.</p>
Conclusion:	PRS provides significant value to its stakeholders including its organisational clients, participants and communities. Evidence of the value of these outcomes and the extent to which they are being met is gathered and analysed regularly with clients.

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 CPR programmes offered by PRS are fully informed by the needs of stakeholders and participants. The CPR programmes targeting medical professionals are reviewed and endorsed by professional associations. This includes the pharmaceutical, general practitioner, dental and midwifery councils. PRS is contracted by public health organisations, district health boards and health service providers to deliver training to their staff. For some professions, the training meets their professional development requirements which allows them to continue to practise. PRS also keeps up to date with any changes and developments in emergency care through regular attendance at national and international conferences.</p> <p>PRS is an approved trainer to deliver the NZRC Core training³ and also to train other NZRC trainers. The quality of PRS training is gathered directly from participants by NZRC, and a summary of the feedback is provided to PRS at regular intervals. To date, participants have been highly satisfied with the training provided.</p> <p>PRS produces its own standard training materials and assessments (other than NZRC Core) which are tailored to meet the needs of the client. All training is delivered in the workplace. PRS is proactive in planning and structuring the training to ensure it includes making reasonable use of workplace equipment and spaces that are familiar to the participants, and creating practical scenarios that are relevant to the work context. PRS has adequate resources and tutor-participant ratios to ensure participants have ample opportunity to practise and demonstrate their knowledge.</p> <p>Participant feedback is generally gathered by the client and discussed with PRS as part of regular review and improvement</p>

³ The New Zealand Resuscitation Council (NZRC) has its own standardised curriculum for health professionals called the Certificate of Resuscitation and Emergency Care (CORE) which can only be delivered by an accredited trainer.

	discussions after every CPR training session. All the participant evaluation data is held by PRS, including emails from client review meetings and any improvements made to inform its own self-assessment.
Conclusion:	The design and delivery of PRS programmes are meeting the needs of clients and participants. Trainers are highly qualified in their field and actively participate in their own professional learning and development.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PRS participants are generally highly trained medical professionals who must participate in regular training for either development or compliance-based reasons. Therefore, PRS is conscious of ensuring the training is practical, scenario-based, engaging and challenging, but not patronising.</p> <p>Participants are encouraged to share their knowledge and experiences as part of the collaborative, collegial learning experience. Teaching is supported by PowerPoint presentations and video content. Practical demonstrations aid the learning for participants for whom English is a second language.</p> <p>Participants are expected to attend the full duration of the training or they are required to rebook. Training is booked weeks in advance so participants have adequate time to review pre-training materials and make arrangements to attend.</p> <p>Student-to-trainer ratios vary depending on the level of the training.</p>
Conclusion:	PRS provides a range of supports to engage and involve participants in their learning. This is reflected in levels of achievement and student feedback.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The owner of the PTE is the sole director, manager and one of two full-time trainers for the organisation. Since the last EER, PRS has contracted more administrative staff and back-up trainer support to assist the director with operational management functions and minimise disruption to training. The director is also supported by a distributed network of external advisors to assist with strategic business planning, financial management, staff, educational quality, and health and safety.</p> <p>PRS has a collaborative arrangement with two other PTEs, known as the quality review group. The PTEs share quality management systems, resources, practices and trainers as required. They have also moderated each other's assessment (first aid). This arrangement allows effective collaboration in a highly competitive emergency care and first aid training market.</p> <p>Trainers are suitably experienced and qualified. They are also contracted and therefore expected, with some support, to maintain their own professional learning and training. Both full-time trainers co-deliver CPR training once a month, which is their primary opportunity to observe and provide feedback on each other's practice. Training quality is also monitored through feedback from participants and clients.</p> <p>Client relationships are key to the success of a small business, and PRS consistently provides quality training that is relevant to client needs.</p>
Conclusion:	<p>PRS is an established, quality provider of emergency care training. It is well governed and managed by the director who is supported by a small team of contracted trainers and support staff. Educational performance (achievement and outcomes) has been consistently high since the last EER; and self-assessment is appropriate for the size and context of the PTE.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The training of medical professionals to deliver emergency care is a high-stakes activity. Therefore, compliance with training standards is monitored by key stakeholders through approval, accreditation, monitoring and review processes.</p> <p>PRS is supported by the quality review group to ensure it is up to date with NZQA compliance requirements. This includes moderation and delivery of its training scheme in accordance with NZQA rules, but also in accordance with the requirements of First Aid as a Life Skill.⁴</p> <p>PRS adheres to the health and safety policies and requirements of its clients when delivering training at worksites, and also has substantial public liability insurance.</p> <p>PRS has developed constructive working relationships with clients which includes identifying and resolving complaints to the satisfaction of the client.</p> <p>PRS engages in external moderation with The Skills Organisation for its first aid unit standards, and engages constructively with other quality assurance activities required by clients, professional associations and organisations.</p>
Conclusion:	PRS effectively manages its important compliance requirements.

⁴ [First Aid as a Life Skill](#) details requirements for first aid training based on The Skills Organisation unit standards.

Focus Areas

2.1 Focus area: Emergency care levels 4-7

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 fraud⁵*
- *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.*

⁵ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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