



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Professional Resuscitation Services  
Ltd

Date of report: 20 December 2023

# About Professional Resuscitation Services Ltd

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*Professional Resuscitation Services Ltd delivers Advanced and Immediate Responder CPR<sup>1</sup> training to health professionals. Some first aid courses are delivered to non-clinical staff and private organisations in Auckland.*

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Type of organisation:	Private training establishment (PTE)
Location:	12 Weldene Avenue, Glenfield, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic: as at 12 October 2023, 2417 learners across all courses (10.64 equivalent full-time learners)  Māori 57, Pasifika 62, disabled three  International: nil
Number of staff:	Three full-time equivalents; 11 contracting instructors
TEO profile:	<a href="#">Professional Resuscitation Services</a> (link to provider page on NZQA website)  In 2020, Professional Resuscitation Services (PRS) experienced significant challenges with the death of the business owner, Noel Easton. The PTE is now managed by the late owner's family.
Last EER outcome:	At the last EER on 24 October 2019, NZQA was Highly Confident in both the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>Workplace First Aid (Basic First Aid) Training Scheme (ID: 116947) and First Aid Unit Standards 6400, 6401, 6402</li></ul>

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<sup>1</sup> Cardiopulmonary resuscitation

- Non-NZQA approved programme – CPR (cardiopulmonary resuscitation) Skills All levels

MoE number:

7153

NZQA reference:

C54948

Dates of EER visit:

18 and 19 October 2023

# Summary of results

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*PRS is providing high-quality CPR and first aid training. Valued outcomes and strong achievement are supported by training that meets health professionals' registration body requirements and is tailored to learner workplace contexts. Self-assessment provides insights into most areas but could be formalised to build a more comprehensive understanding of performance.*

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## **Highly Confident in educational performance**

- Achievement is high for CPR and first aid courses. Learners gain important skills and knowledge to meet their professional registration requirements and contribute to their continuing professional development.
- PRS uses its long-standing professional and community connections and relationships effectively to deliver highly contextualised training for different medical professions and industry employees. The diverse industry stakeholders hold the valued outcomes in high esteem.

## **Confident in capability in self-assessment**

- Well qualified instructors, who are medical professionals in the field, use their industry knowledge and emergency experience to ensure the learning experience is relevant and engaging. Learning environments are structured, planned and well resourced. Learners are very well supported and receive ongoing feedback throughout the training.
- The PTE's purpose and direction is clear. Governance and management are effective and the academic leadership is fit for purpose. The PTE continues to develop its processes to inform educational performance and formalise self-assessment. The impacts of newly implemented systems are still to be seen.
- The PTE has good management of key compliance accountabilities, including during a time of significant change.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>PRS training assesses the competency of mostly health professionals as CORE<sup>3</sup> Advanced, and Advanced and Immediate Responders. These courses reflect the required clinical or occupation standard to be demonstrated and assessed.<sup>4</sup></p> <p>Other CPR and first aid courses for non-clinical learners and various businesses and occupations<sup>5</sup> are assessed to New Zealand Resuscitation Council (NZRC) or NZQA unit standards.</p> <p>Overall achievement is high, and learners who attend the full course are successful.<sup>6</sup> The few learners (less than 5 per cent) who do not complete can attend and complete at another time.</p> <p>PRS's data collection and analysis is effective, and the implementation of a new booking system has enabled PRS to see achievement in real time. There are opportunities for improvement. An example is the less than 5 per cent of learners who do not attend or do not complete. Identifying these learners and analysing the contributing factors for each course – including the identification of any priority learners – would strengthen self-assessment.</p>
Conclusion:	Learners are gaining useful skills and knowledge to meet compliance requirements. These are valued outcomes.

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>3</sup> Certificate of Resuscitation and Emergency Care.

<sup>4</sup> For example, as determined by the Royal New Zealand College of General Practitioners (RCNZGP) and New Zealand Resuscitation Council (NZRC).

<sup>5</sup> For example, electricity regulations.

<sup>6</sup> Refer to Appendix for completion data.

	Self-assessment is generally fit for purpose. However, further data analysis and formal reporting would be beneficial as the organisation grows.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>PRS courses provide experienced medical professionals with required training as part of their continuing professional development, to gain/retain professional membership, and to meet requirements for professional registration with the NZRC.</p> <p>PRS courses provide learners with important advanced life-saving CPR skills, knowledge and confidence to respond to medical events in the hospital, health clinic or practice. This is a vital skill for the medical profession.</p> <p>PRS provides a high level of quality training and updates on new research and medical techniques to meet the medical profession's and first aid needs. Learners gain critical thinking skills to identify appropriate actions to take in various life-threatening scenarios and emergency drills.</p> <p>Learners who complete the workplace first aid courses are gaining the necessary skills and knowledge to support staff and clients in the workplace. It also enables employers to meet their workplace health and safety requirements. Workplace training provides motivation and camaraderie among learners.</p> <p>Learner evaluations show that learners become more confident in using their first aid skills. Some stakeholder email feedback provides stories/insights into how the training has supported the learners' application of skills across the spectrum – from advanced responder through to first aid skills. The learners attest to feeling empowered; the training validates and enhances their existing knowledge. PRS could improve its collection of employer feedback.</p> <p>PRS continues to build and maintain strong relationships first established by its founder. These stakeholder</p>

	<p>relationships enable PRS to gain ongoing insights about the industry and health profession needs and informs further course development. Returning clients are an indication of value to stakeholders.</p> <p>PRS is also engaged in a number of community projects and training to develop and enhance community knowledge and capability.</p>
Conclusion:	The value of training to stakeholders is high. A strong industry network ensures stakeholder needs are well met. Although collection of stakeholder feedback is ad hoc, the information gained is used to understand outcomes and inform decision-making.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>PRS continues to build and maintain strong relationships first established by its founder. These stakeholder relationships enable PRS to gain insights into the needs of industry and the health profession, and informs further course development.</p> <p>PRS effectively tailors courses to health professions and business groups, with relevant scenarios to match stakeholder needs.</p> <p>Programme review is fit for purpose and based primarily on changes from NZRC. PRS also uses stakeholder feedback for programme change. Programme content and material are moderated and endorsed by RCNZGP and meet the NZRC guidelines.</p> <p>The impact of Covid necessitated the development of online resources and subsequent review to include videos and graphic materials. PRS continues to offer face-to-face training. However, the blended delivery (with pre-reading provided online followed by practical face-to-face training) reduces time away from the workplace and is a more flexible solution.</p>

	<p>Learning environments are structured, planned and well resourced, with adequate resources available for practice. Workplace training enhances staff confidence in the workplace tools. Workbooks ensure that consistency of delivery is maintained.</p> <p>Learning activities and assessment are purposeful and well aligned to the learning outcomes. Focused practical demonstrations and highly relevant scenario training promote increased confidence and accurate use of skills as well as supporting knowledge retention. Useful feedback is provided during the practice sessions. Practical assessments are conducted with a qualified assessor.</p> <p>Instructors are highly skilled and knowledgeable professionals in the field who provide relevant and high-calibre training.<sup>7</sup> New instructors work alongside experienced instructors to ensure they are well versed with the training requirements.</p> <p>Peer assessments/observations occur to support instructors in continued good educational practice. The moderation process validates assessment practice. A small number of theory assessments are internally moderated. External moderation is completed with another first aid provider<sup>8</sup>, although this has not been a regular practice. There are plans to strengthen external moderation to include observations. Formalising the internal and external moderation plan will ensure moderation of assessment is more regular and informs self-assessment.</p>
<p>Conclusion:</p>	<p>Training is well aligned to NZRC and industry needs. Course delivery and assessment are relevant and engaging for mostly professional learners. Formalising moderation processes would strengthen self-assessment.</p>

<sup>7</sup> All CPR instructors are certified NZRC CORE instructors.

<sup>8</sup> PRS has a long-standing relationship with another PTE to support each organisation in their review processes and share expertise and support in compliance responsiveness.



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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>PRS responds well to clients' needs, and the responses are appropriate for short courses. Client engagement prior to the training ensures training is planned and relatable to clients' contexts. Learning goals are well understood.</p> <p>Pre-reading and online material provide opportunities for learners to be well prepared for the practical training. A variety of practical activities, question and answer discussions, group work, scenario discussions and demonstrations keep learners engaged and informed.</p> <p>Learners are well supported and prepared for assessment, receiving ongoing feedback and direction to improve their techniques and skills. Instructors are experienced in recognising learners' emotional responses and provide the appropriate care and support. Instructors provide an inclusive and respectful learning environment and offer individual support to learners with identified learning difficulties or a physical disability.</p> <p>PRS is reviewing its evaluation forms to gather more relevant data about learner confidence and use of skills post-training.</p> <p>Approaches to understanding Māori and Pasifika learner needs could be improved. It would be beneficial to develop strategies to manage support for Māori and Pasifika learners given the intended future growth of the first aid training. Analysis of learner feedback data to identify trends would benefit self-assessment.</p>
Conclusion:	Learner support is generally effective, and learners are engaging well in their learning. Analysis of learner feedback data could be used to understand Māori and Pasifika learner needs and overall trends in barriers to learning. This will inform programme improvement and learner support.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>PRS has a clear purpose and vision for its future direction. PRS has undergone significant change since the last EER. Despite the challenges of Covid lockdowns and personal tragedy, the two new directors have focused on the strategic direction of the business. A small advisory group of industry and education specialists provides valuable expertise about developments and industry needs, which have guided the changes.</p> <p>PRS has digitised its systems and repositioned itself with a clear strategic plan to respond appropriately to clients' changing needs.</p> <p>Academic leadership is fit for purpose. Quality and consistency are assured by strong regulatory and compliance processes, monitoring and review. PRS is currently focussed on building adult teaching capability and strengthening moderation processes. Instructors are well supported in their professional development and are encouraged to complete unit standards training in adult education. All instructors undertake annual recertification to meet NZRC requirements.</p> <p>Some self-review processes are still developing and being formalised. Review and analysis of instructor observations, moderation and stakeholder feedback would provide meaningful insights about performance. This would strengthen self-assessment and inform the organisation's decision-making.</p>
Conclusion:	A strategic and innovative governance and management team supports the knowledgeable and experienced instructors to ensure organisational goals are being met. Effective self-assessment would be enhanced by further analytical rigour.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>PRS uses email reminders from compliance agencies to keep updated and immediately responds to these compliance requirements with relevant submissions.</p> <p>PRS works with its quality review group to ensure the timely management of compliance accountabilities. The compliance requirements to external bodies are met and updates occur promptly so that training stays current and legal.</p> <p>Information arising from annual external moderation informs reviews. Reporting of credits is timely and NZQA annual regulatory submissions are current.</p> <p>PRS has recently reviewed its quality management system and updated processes in line with recent developments.</p> <p>Self-review against the Code of Practice is comprehensive and ongoing. Staff are well informed about the Code, and student support and wellbeing are managed effectively.</p> <p>PRS checks the training locations using a health and safety checklist to confirm that the sites are meeting compliance requirements. PRS should inform NZQA annually of any regularly used sites.</p> <p>Learner complaints, although minor, are well managed and management provides feedback to learners on how complaints have been resolved.</p>
Conclusion:	PRS is effectively meeting all of its key compliances in a timely manner.

# Focus areas

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

## 2.1 Workplace First Aid (Basic First Aid) Training Scheme and First Aid Unit Standards 6400, 6401, 6402

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Overall, 20 per cent of PRS learners enrol and are completing courses to gain unit standard credits in first aid. However, it was not clear how many learners were enrolled under the NZQA-approved training scheme and how many were completing the refresher course. This information could be separated to understand learner performance for each component.</p> <p>Learners attest to gaining important life-skills and confidence to attend to emergencies or first aid needs in the workplace and in their homes for their families.</p> <p>Resources are interactive, innovative and engaging for the learners. Workbook contents are reviewed and updated in line with current developments and NZRC guidelines.</p> <p>Internal moderation is occurring, and external moderation provides further validation of assessment. It would be beneficial if these activities were scheduled to ensure regular oversight and assurance that quality standards in assessment are being maintained.</p> <p>Overall summary of learner feedback is a work in progress. It is not clear whether PRS has received specific feedback for the first aid courses. Disaggregating this data into individual courses would strengthen understanding of these learners' needs and inform programme review.</p> <p>Currently one instructor with the necessary credentials for assessing unit standards is allocated to delivering these courses. Other instructors are being supported to gain the necessary credits and capability in unit standard assessment. Building further capability in moderation of these assessments would be beneficial.</p>
Conclusion:	PRS is delivering high quality first aid courses using qualified and experienced instructors and up-to-date

*This report is draft only and is subject to checking by Professional Resuscitation Services Ltd for factual accuracy.*

	resources and equipment. Some self-assessment processes need strengthening to fully understand educational performance.
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## 2.2 Non-NZQA approved programmes – CPR (cardiopulmonary resuscitation) Skills All levels

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	PRS meets the important needs of clients and learners exceptionally well. Instructors have extensive experience, the professional knowledge, people skills and professional values to deliver high standards of training. Robust systems and processes are informed by the stringent compliance requirements to gain endorsement from the RNZCGP and to meet NZRC guidelines.
Conclusion:	PRS is delivering high quality training to meet its clients' and learners' professional needs. Self-assessment processes are effective.

## 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.*

NZQA recommends that Professional Resuscitation Services Ltd:

- Strengthen systems to disaggregate, analyse and use data to focus on priority learner needs and support continuous improvement.
- Strengthen the collation of all feedback and review information to identify trends over time to understand value and effectiveness and support ongoing improvements.
- Strengthen internal and external moderation systems to provide ongoing validity of assessment practice and decisions.
- Familiarise quality assurance and programme management staff with NZQA rules and regulations to ensure compliance.

## 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 1

**Table 1. 2023 data by course and ethnicity – supplied by PRS**

	Māori	Pasifika	Disabled	Did not attend <sup>9</sup>	Fellowship assessment <sup>10</sup>	Overall achieved
CPR Skills learner numbers	13	18	No data available	35	-	525
Immediate Responder	23	33	No data available	29	-	1047
Advanced Responder	3	4	1	17	3	476
CORE Advanced	No data available	No data available	No data available	4	-	48
Scenarios and Emergency Drills	No data available	No data available	No data available	0	-	74
Workplace First Aid + 6401 & 6402	9	No data available	No data available	6	-	67
Workplace First Aid Refresher/ Workplace First Aid Basic 6 hr	9	7	2	7	-	89
Electrical Workers First Aid	No data available	No data available	No data available	1	-	91

<sup>9</sup> Registered but did not attend.

<sup>10</sup> Doctors who are following the pathway to Fellowship are required by The Royal New Zealand College of General Practitioners to attend an Advanced Responder course with individually assessed skill stations.

# Appendix 2

## 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 fraud<sup>11</sup>*
- *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.*

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<sup>11</sup> 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](http://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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