

# Report of External Evaluation and Review

ProAction Medical Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 26 November 2014

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*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:	ProAction Medical Limited
Type:	Private training establishment (PTE)
Location:	Unit 20, Orams Marine Village, 150-160 Beaumont Street, WestHaven, Auckland
Delivery sites:	Training is delivered at local coastguard boating association offices and on board sailing vessels.
First registered:	28 July 2004
Courses currently delivered:	<ul style="list-style-type: none"><li>• Coast Guard NZ SAR Workplace First Aid</li><li>• Coast Guard Boating Education</li></ul> <p>MedAire<sup>1</sup> courses in:</p> <ul style="list-style-type: none"><li>• STCW2010<sup>2</sup> Competency in Elementary First Aid</li><li>• STCW2010 Proficiency in Medical First Aid</li><li>• STCW2010 Proficiency in Medical Care On Board Ship</li></ul>
Code of Practice signatory:	No

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<sup>1</sup> MedAire is a globally recognised medical care provider.

<sup>2</sup> Standards of Training, Certification, and Watchkeeping (STCW) is the international convention for seafarers and comprises the qualifications that are the standard for sea masters or people wishing to work in sea-based occupations.

Number of students:	Domestic: approx. 200 annually attend courses, including workplace first aid courses.
Number of staff:	One full-time; two part-time
Scope of active accreditation:	<p>ProAction has NZQA approvals for the following:</p> <ul style="list-style-type: none"> <li>• Work Place First Aid (Level 3)</li> </ul> <p>Domains:</p> <ul style="list-style-type: none"> <li>• First Aid (to Level 2)</li> <li>• Pre-Hospital Emergency Care (Level 4)</li> </ul> <p>Unit standards (not included in above domains):</p> <ul style="list-style-type: none"> <li>• 4134 Apply first aid at sea (Level 2)</li> </ul>
Distinctive characteristics:	<p>Training is delivered for a variety of stakeholders. These include the Manukau Institute of Technology's Maritime School, Coastguard New Zealand operational volunteers (as a prerequisite to be an operational volunteer), and for the Coastguard Boating Education Service for recreational maritime individuals. ProAction also provides MedAire training courses internationally to meet international maritime sailing standards.</p>
Recent significant changes:	None
Previous quality assurance history:	<p>The previous external evaluation and review (EER) of ProAction Medical was conducted in 2010. NZQA was Highly Confident in the organisation's educational performance and Confident in its capability in self-assessment.</p> <p>ProAction has met the 2014 NZQA national external moderation requirements.</p> <p>ProAction has also met NZQA Risk requirements that the delivery hours and trainer qualifications and experience are compliant with minimum first aid requirements.</p>
Other	The organisation also provides maritime rescue equipment solutions for private vessels.

## 2. Scope of external evaluation and review

The scope of this EER included the mandatory focus area of governance, management and strategy. It also focused on the MedAire Coastal Medic and SAR Medic courses as these are the main courses delivered. The courses include basic first aid unit standards for coastguards. ProAction's courses are aligned to STCW requirements. Training is also delivered to Manukau Institute of Technology's Maritime School international students on sea captain courses, as well as individuals wanting to gain relevant training in standards for international sailing.

The scope was agreed to by the organisation and was based on a review of self-assessment information.

## 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 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 EER was carried out by a lead and a team evaluator over two days at the organisation's head office. The team spoke with the head training instructor (Pacific/Asia), a trainer, general manager, Coastguard Northern Region education manager, Manukau Institute of Technology's Maritime School assistant coordinator, and a previous course participant. The evaluation team reviewed a range of documents, including the previous five years' course results, quality management systems and course feedback.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **ProAction Medical Limited**.

ProAction courses are highly relevant to the learners and meet the local registration requirements for coastguards, as well as the required international standards for individual sailors to enable them to work at sea, and people who require registration to sail in international waters. The course results show a near 100 per cent completion rate (see Findings 1.1).

The courses for Coastguard Northern Region's volunteer coastguards are highly valued as they are tailored specifically to registration requirements. The trainers are highly experienced, with specialised skills and knowledge of the subject matter, which helps towards the achievement of the high course outcomes and the increase in skills and knowledge for providing first aid care in remote marine environments.

The organisation has excellent support systems to cater for the different groups and is effectively managed with a clear purpose to help it to achieve its goal of providing quality, valued training.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **ProAction Medical Limited**.

ProAction has clear lines of reporting and communication that enable management and governance to monitor achievement of goals. Achievement measures include positive course outcomes and stakeholder feedback, which is consistently high.

The organisation demonstrates an innovative approach to training by assessing needs and developing training packages that meet the needs of all stakeholders. Responsiveness to client needs is demonstrated in the effective feedback systems for gathering information from stakeholders, which is used to tailor courses and identify whether any improvements could be made to the content or delivery.

The organisation's evaluation could be enhanced by documenting the overall organisation's goals and processes in relation to all the course activities to help further strengthen the organisation's understanding of its overall performance.

# Findings<sup>3</sup>

## 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 **Excellent**.

ProAction is helping trainees to achieve excellent learning outcomes, with high completion and pass rates across its different training groups. For example, the results from the current year for the coastguard medic courses, which are the main focus of training with defined outcomes, only four people needed to re-sit and two did not complete from a total of around 190 coastguard trainees. Similar results were obtained for the individual sailors who attend courses through the Coastguard Boating Education Service. A key reason for this level of achievement is that the learners are personally motivated to achieve in order to take part in the activities they are passionate about, whether as a volunteer coastguard or sailing in international waters. Feedback from trainees and other stakeholders is that the skills and knowledge are highly relevant to compliance requirements and ensure they are able to provide a first aid response in a remote care environment.

These outcomes and feedback from clients and trainees are used to monitor achievement. The results are then analysed in an open, meaningful way, and the resulting information is used to make any improvements to enhance learners' understanding of first aid regulations and how to apply these in the field.

## 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**.

The key value of the courses is that they are meeting the needs of the Coastguard Northern Region for training volunteer coastguards to gain registration. The other valuable aspect of the training is that it teaches the skills to provide first aid care in a marine environment to the general sailing community through the Coastguard Boating Education Service.

The Maritime School, which is part of the Manukau Institute of Technology, has also contracted ProAction to provide its marine first aid training and assessment

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

towards the international standard (STCW) as part of international students' requirements to gain their sea masters qualification.

Feedback about the training from the Coastguard Northern Region education manager and the Maritime School is highly positive and this supports the value of the training, which is to ensure that all learners are able to provide a first aid response in a remote care environment. There is also overwhelmingly positive feedback from trainees about the quality and value of the courses.

The high number of ongoing enrolments in the courses from word-of-mouth recommendations confirms the value of the training for the sailing community.

### 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 training materials and activities are relevant and match the requirements of maritime first aid-specific training in remote environments. The course was originally developed by one of the directors and bought out by MedAire, an internationally recognised travel first aid organisation. ProAction retains control of the course content and resources. The course is audited annually by MedAire, and ProAction has consistently met the standards.

Key clients are Coastguard New Zealand operational volunteers and Boating Education New Zealand, consisting of predominantly recreational sailors. A quarter of the courses are delivered on sailing vessels at sea ports around the world for luxury yacht owners and their crews who have annual refresher training. The training for coastguards, the general public and the Maritime School include the international maritime standards (Standards of Training, Certification, and Watchkeeping (STCW)) that are recognised by international authorities, such as the US Coast Guard and Maritime UK, for working or sailing in international waters. The coastguard training also includes New Zealand Qualifications Framework (NZQF) first aid unit standards 26551 *Provide first aid for life threatening conditions* (Level 2) and 26552 *Demonstrate knowledge of common first aid conditions and how to respond to them* (Level 2) to meet Coastguard New Zealand registration requirements.

Coastguard volunteers attend weekend courses, with a one-day refresher being introduced for ongoing registration as a result of feedback from trainees. The volunteer coastguards are assessed against the NZQF unit standards, which are not yet aligned to international standards. However, ProAction includes many of the skills and much of the knowledge contained in the international standards.



ProAction also provides first aid courses that meet the needs of International SOS (part of MedAire), which has around 7,500 medics that require training and refresher courses internationally, such as in Papua New Guinea and other island nations.

ProAction uses feedback from trainees and clients to check that the training content is relevant and to ensure it continues to meet stakeholders' needs. A recent example was a query about the version of resuscitation techniques used on a coastguard course. The trainer followed this up and ProAction was using the current resuscitation guidelines. All training venues are checked for suitability and that the training materials are relevant to the situation, using detailed checklists, particularly when asked to deliver training on sailing vessels.

ProAction maintains ongoing relationships with coastguards, meeting informally at least twice a year to review the course content and trainee feedback. The overall course feedback shows that the courses contain quality training materials packaged to meet the specific needs of the stakeholders with knowledgeable trainers to teach the content.

#### 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**.

ProAction is careful in its selection of trainers, employing only those who have qualified maritime-specific backgrounds and can relate to a range of trainees. Trainers ensure that the trainees fully understand and can demonstrate their knowledge and skills before they are assessed as competent, using a teaching model of demonstrate, explain, practise and teach to ensure the training message gets across to the trainees. Trainees need to demonstrate that they have the knowledge and skills to respond in a first aid situation before they can be deemed competent. This includes gaining a 100 per cent pass in a number of practical assessments over the duration of the course as well as achieving over 75 per cent in the theory test. Where someone requires further assistance, the trainers spend time ensuring that the individual has understood and can demonstrate the requirements. The trainers are satisfied that only those that are fully competent pass the test. This provides assurance of the validity of pass rates.

Ongoing performance review of trainers is carried out using peer observations, trainee feedback and key performance indicators for completion of individual professional development plans annually. The organisation is supportive of professional development and monitors the progress of this, including field-based experience to maintain currency with industry requirements.

There is a robust induction process for new trainers which the EER team was able to hear about first-hand from a newly appointed trainer. The process is designed to

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build confidence gradually while learning about the teaching materials and related resources in order to deliver the programme to the required standard. Training in adult teaching is offered internally, if required. Feedback from more experienced trainers is used constructively throughout the process.

Excellent feedback from trainees and key stakeholders indicates effective teaching is occurring. The feedback is strong on the well-managed learning environment, particularly on the trainers' ability to engage the trainees using their own relevant experiences in remote environments, as well as input from the class to encourage interactions and group learning.

Clear lines of reporting, where issues are resolved in a timely manner, enable the trainers to respond to trainees' needs well. This also helps the management team to monitor the ongoing quality of the teaching carried out internationally to ensure it is to the organisation's standard.

### 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**.

A well-organised course management system ensures that trainees' needs are assessed prior to attending a course. All training requests are followed up by the account manager to check that trainees enrol in the appropriate courses and that they meet the prerequisites. Once enrolled, trainees receive a handbook clearly outlining the course guidelines and assessment, and the trainer checks that the venue is suitable and that there are sufficient resources available.

The trainer makes sure that trainees are comfortable with the practical sessions and interactions while on the course and uses de-briefing sessions at the end of longer courses to check whether anyone requires further support. Trainers emphasise the importance of the topic throughout the course and check whether the trainees are engaging with the training due to the seriousness of the course content.

Feedback from stakeholders and trainees was that the ongoing communication and reciprocal feedback with the trainer and course administrators were highly supportive and responsive. The absence of negative comments and highly positive feedback from trainees also confirmed the clear guidance and support provided.

## 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**.

Staff are impassioned and have a clear understanding of the organisation's purpose: to provide maritime-related first aid training so that people working and sailing in international waters are able to respond appropriately. This is clearly communicated by the governance and management team. Open lines of communication are also shown in the relationship the management and staff have maintained with key stakeholders and training partners over a number of years.

ProAction is an international organisation, managing a variety of training needs, ranging from MedAire to super yacht owners and workers, as well as trainees at Maritime School, domestic coastguards and private sailors. There is a sound understanding of the industry and training environment to provide relevant courses and materials. ProAction also provides first aid medical kits and associated training for a range of international and domestic stakeholders. The training is seen as a value to the sailing community, and is often offered in conjunction with sales of medical kits to clients.

ProAction's contacts within the aviation sector and other related industries provides access to the latest technologies for recording and reporting information to enable it to respond and find new ways of adding value for its clients. For example, a new website is under development to add value through information for private vessels on ports, weather, and training available at various locations internationally. The organisation also offers ongoing checks of client equipment to ensure they have appropriate, up-to-date resources.

The organisation provides strong support structures for staff, particularly around induction, professional development, and the availability of up-to-date resources and teaching materials.

A clear management structure with strong lines of reporting enables the governance and management team to have a full understanding of outcomes at the course level using a range of sources. However, a formalised, systematic documentation of the already good practices that are occurring, linking activities across the various courses, could help to ensure future sustainability.

# 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 **Good**.

## 2.2 Focus area: MedAire Coastal Medic/SAR Medic courses

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 ProAction Medical Limited:

- Document its practices for reviewing outcomes in a systematic, formalised way, linking self-assessment activities and goals across all courses, to consolidate overall self-assessment.

# 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](http://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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