

# Report of External Evaluation and Review

PRO+MED (NZ) Limited  
trading as ProMed

Confident in educational performance

Confident in capability in self-assessment

Date of report: 17 December 2015

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# 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:	PRO+MED (NZ) Limited trading as ProMed
Type:	Private training establishment (PTE)
First registered:	1 December 1998
Location:	23 Sheffield Street, Washdyke, Timaru
Delivery sites:	As above and at a small number of NZQA-approved sites regularly used. Most training occurs on client premises around New Zealand.
Courses currently delivered:	<p>A diverse schedule of predominantly short courses relating to the areas of First Aid and Health and Safety.</p> <p>ProMed has approval for a Training Scheme - <i>H&amp;S requirements and hearing conservation</i> (level 3).</p> <p>Most courses are formally assessed against NZQA unit standards and sit within the following domains for which ProMed has approval.</p> <p><a href="#">Ambulance</a> (to level 6)</p> <p><a href="#">Core Health</a> (to level 6)</p> <p><a href="#">Core Health</a> (to level 4)</p> <p><a href="#">First Aid</a> (to level 6)</p> <p><a href="#">Occupational Health and Safety Practice</a> (to level 6)</p> <p><a href="#">Pre-Hospital Emergency Care</a> (to level 4)</p>

[Workplace Health and Safety Management](#) (to level 6)

Code of Practice signatory:	Not a signatory.
Number of students:	Domestic: 8,583 learners enrolled in ProMed courses in 2014; 14.5 per cent identify as Māori and 6 per cent identify as Pasifika.
Number of staff:	Ten full-time equivalents and five part-time staff. Full-time staff are located in New Plymouth, Christchurch, Dunedin and Timaru.
Recent significant changes:	<p>There has been significant growth of ProMed since the previous external evaluation and review (EER). As trainee and staff numbers have increased, the organisational structure has undergone review to support these changes. Growth has substantially occurred in the variety and number of health and safety courses the PTE now delivers, which ProMed identifies as its area of future growth.</p> <p>Delivery of courses to schools that offer Gateway programmes is an important function for ProMed.</p>
Previous quality assurance history:	<p>NZQA 2013 and 2014 National External Moderation Results indicate NZQA approved all the assessment materials and verified most of the assessed work. This is an improvement on the previous two years external moderation results.</p> <p>ProMed underwent a First Aid Focused Review by NZQA in April 2013, and the report was published in August 2013. All requirements were met. A practice of short delivery time for refreshers for one company, and three new instructors who did not fully meet all instructor requirements were the exceptions and were resolved prior to the publishing of the report.</p> <p>An NZQA Validation visit occurred in February 2012. Three requirements not met related to the organisation not having documented evidence relating to governance behaviour, financial reporting and improving external moderation. All have been resolved.</p> <p>The previous EER report for ProMed was published in September 2011. NZQA was</p>

Confident in ProMed's educational performance and Confident in ProMed's capability in self-assessment.

Other:

ProMed consists of three divisions providing the following services: delivery of training, provision of medic services at events around the country, and the sale and supply of emergency medical and safety equipment.

ProMed is approved by the Plumbers and Gas Fitters, the Royal New Zealand College of General Practitioners, the New Zealand Dental Association, and the New Zealand Resuscitation Council to provide training in resuscitation.

## 2. Scope of external evaluation and review

Following a scoping meeting between the lead evaluator and ProMed's management team, the following focus areas were selected for inclusion in the EER:

Mandatory focus area:

- Governance, management and strategy

Other focus areas selected were:

- First Aid courses

First Aid courses represent most of the training ProMed delivers.

- Health and Safety courses

Health and Safety courses are an area of substantial growth, including in the variety and number of health and safety courses. These courses differ from First Aid in that they include but are not limited to theory and practical components including workplace practical components.

Selection encompasses all training delivered by the PTE. Both selected focus areas require skilled trainers who are knowledgeable in their field.

### 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 of ProMed was undertaken by a team of two evaluators over two days at the Washdyke site. The EER included interviews with the managing director, director/quality manager, operations manager medical, human resources manager, and the training coordinator/health and safety advisor. All bar one are also instructors. Documentation available for review included trainee and credit reporting data, the business plan, updated self-assessment document, company profile, newsletters to instructors, trainee evaluations, management meeting minutes, and external moderation letters from relevant industry training organisations.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **PRO+MED (NZ) Limited trading as ProMed.**

Key reasons for this are:

- The training needs of clients are met through their employees achieving the industry-required unit standards, ensuring both employee and the business comply with relevant legislative regulations and compliance requirements. Gateway students gain unit standards which contribute toward qualifications in health and safety and provide work-ready skills.
- There is a high unit standard achievement rate of approximately 99 per cent for trainees in all courses. External scrutiny from relevant industry training organisations and NZQA in the form of external moderation validates the assessments affirming these achievement rates.
- Courses are relevant and contextualised to meet clients' needs, and courses and materials are regularly reviewed. High satisfaction with the courses is indicated formally and informally.
- Appropriately trained and qualified staff deliver and assess courses. Annual professional development enhances instructor skills and further supports first aid instructors to meet their ongoing required validation of currency to practise.

The growth of ProMed has been significant in terms of the courses offered and the increase in the numbers of trainees, the client base and staff. ProMed is building resources, and planning has mostly been effective in accommodating this growth.

Overall, the most important needs of stakeholders – clients, their employees, Gateway students and schools – are gaining valued and required skills and knowledge through the delivery of relevant courses.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **PRO+MED (NZ) Limited trading as ProMed.**

ProMed has a number of processes and practices which sufficiently support the review of priority areas within the PTE, such as the quality of the teaching and assessment of learning. These processes are systematically undertaken.

With the growth in the business, some new and improved processes have recently become more systematic, for example peer review and client surveys, which have been enhanced, will, once embedded, provide information that ProMed can review and provide stronger evidence of the effectiveness of the PTE's performance.

Robust analysis of information that is gathered is not sufficiently occurring. Monitoring and informal analysis of information, which has been effective for ProMed in the past, needs to be strengthened. ProMed has employed a new staff member with appropriate knowledge to focus on this area, which has increased the organisation's capability to undertake and effectively develop strategies going forward. This is a positive step, which is necessary to support ongoing and meaningful self-assessment and ensure that the quality and worth of the courses and the teaching are maintained with the growth of the PTE.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

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

ProMed monitors and reports 99 per cent successful completion of unit standards across all courses. External moderation validates the assessments and affirms that assessor judgements are to the national standard. All non-completions are followed up on an individual basis with the trainee and employer to ensure appropriate reassessment opportunities are provided and used. Māori and Pasifika trainees' achievement is comparable and consistent with the achievement of other learners.

Achievement of relevant unit standards indicates the acquisition of skills and knowledge that meet the needs of trainees to gain and maintain employment, and for Gateway students, who participate in one-quarter of all courses, to be work-ready. Employers recognise that employees gaining skills, knowledge and unit standards supports the ongoing upskilling and competence of the workforce.

ProMed academic processes monitor trainee achievement, and in the rare cases of non-achievement are providing an opportunity to inform course review. Recently enhanced processes are becoming more systematic. For example, ProMed is gathering client feedback about the application of skills and knowledge from health and safety-related courses and increases in confidence from first aid-related courses. When this information becomes available and is analysed, it may provide further evidence to improve the rating for this key evaluation question.

## 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 **Good**.

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

Through the provision of relevant training, ProMed is meeting key stakeholder expectations and needs. The participation and successful completion of courses provides trainees with the certification required to maintain or gain employment in an industry with first aid or health and safety requirements. Courses also provide

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

the opportunity for those trainees already holding certification and unit standards to refresh their skills and update their knowledge. Employers are able to ensure their business remains compliant with the various regulations in the sector and legislative requirements through the training and certification of their staff. Gateway courses, which are unit standards-based, contribute to secondary students working towards achieving NCEA level 3 and provide courses useful to prepare students for employment.

ProMed's relationships with clients are genuine and longstanding. The directors and coordinators are in contact with key clients on a regular basis and gain unsolicited feedback through these engagements, which are discussed and recorded. The quality of solicited feedback is variable between the Gateway, first aid and health and safety courses delivered. ProMed further satisfies itself of the value of the outcomes of training courses through the return business of key clients and the significant increase in new client numbers. Although course evaluations are gathered, they are not analysed, and the annual client surveys recently commenced have a low rate of return.

ProMed needs to strengthen existing activities to gather useful and specific information from key stakeholders to more clearly demonstrate to what extent ProMed is continuing to meet the outcomes and most important needs of trainees and other stakeholders for all courses as the organisation grows.

### 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 **Good**.

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

Matching the specific needs of stakeholders is a high priority for ProMed which recognises this as key to continuing to grow the business and maintain the reputation of the PTE.

Flexibility in ProMed's course delivery, where training is scheduled around the needs of clients and availability of their employees, is highly valued. Providing training at short notice, with no minimum number of participants required, ensures client needs for training are met immediately.

Delivery on site at clients' premises, during weekends and evenings is standard across all courses. Incorporating the use of clients' own equipment and processes in health and safety-related training increases the relevance and supports the actual application of skills and knowledge gained. Capped class numbers support the reduction of any barriers to learning and encourage the engagement of trainees. Where trainee numbers exceed the cap, ProMed guarantees the presence of two instructors.

ProMed ensures courses are relevant to industry and Gateway participants through the systematic review of courses and course materials. ProMed supports and resources the development of identified staff to ensure current knowledge of industry and that changing legislative requirements are well understood.

ProMed is able to strongly demonstrate how the PTE identifies and meets client needs. Providing evidence of the extent to which ProMed is meeting the outcomes of stakeholders, as discussed in Findings 1.2, would more clearly show the impact and effectiveness of the training, which cannot be demonstrated through an increase in the already high levels of achievement.

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

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

ProMed carefully selects and orients instructors who have the required qualifications and experience to competently deliver courses. Professional development in the form of an annual two-day conference provides an opportunity to address and discuss areas of interest, communicate initiatives and keep up to date with changes in industry. Importantly, the conference, which is compulsory, provides the avenue for all first aid instructors to meet the NZQA 'first aid as a life skills' requirements and revalidate their competency to continue to deliver first aid courses.

Qualified staff with dedicated roles facilitate ProMed's internal and external moderation processes effectively. Instructors are given feedback on their assessment practice and, where required, ProMed's internal moderator increases monitoring and provides professional development. Almost all of ProMed's external moderation results have met the national standard for 2013 and 2014.

ProMed provides ongoing training for tutors in their specialist areas. Through self-assessment, ProMed has identified areas to further develop the teaching which includes a plan, yet to be implemented, to more fully mentor all staff sharing areas of expertise with each other. A peer assessment process has been enhanced and instructors are in the process of being formally reviewed with this improved process. These initiatives are important because, although instructors based at Washdyke are able to share information and resources readily, this level of support and observation/mentoring is not clearly demonstrated for all instructors.

Feedback from Gateway schools and students is reliably reviewed and indicates that instructors are effectively engaging students in courses and learning. Course evaluations for other courses are not as robustly reviewed or analysed and could benefit from a similar review practice. The opportunity for instructors to provide feedback, and the informal feedback received alongside the growth in clients, are

sufficient to provide a level of confidence in the effectiveness of the teaching delivered by ProMed.

### 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

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

Trainees are well supported and appropriately guided. ProMed is a growing PTE and the support and guidance of trainees needs to be considered within the context and frequency of delivery of short courses which are mostly one or two days duration.

Pre-course information and advice is provided and administration staff make specific attempts to discover any learning difficulties that trainees may have prior to their attending courses. Where a need is identified, ProMed – through its relationship with clients – organises for additional support which may include supplying a reader/writer or another instructor to support the primary instructor and trainees.

Small class sizes enable instructors to provide one-to-one instructor and trainee guidance, and there are opportunities for reassessment as required. Instructors are well matched to trainee groups, and the training expectations of trainees are considered. Issues that may arise on site are addressed by the instructors with the individual as they are identified. Instructors use their own strategies and personal experience of the industry to overcome any challenges. The high achievement rate, growth in the number of clients and courses delivered, along with positive formal and informal feedback, indicate effectiveness. ProMed responds promptly to any negative feedback, including support of a client or trainee or the development of instructors.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

The purpose and direction of ProMed is clear. The directors have led and guided the organisation through the growth of the past three years, which has seen an increase in the number of instructors, trainees and clients. Applications to NZQA have been approved for consent to assess health and safety-related courses, and ProMed's delivery of Gateway courses now extends to 200 secondary schools.

An internal review has prompted planning and a restructure of ProMed with the purpose of accommodating the future requirements of the PTE to effectively meet the needs of the growing client base. Previously, client contact was maintained personally by the directors. Two key roles have been added to the management team to support initiatives and ensure the effective implementation of processes. This is important as instructors are located around the country and the directors require authentic processes that are systematically and reliably implemented in order to assure themselves that the quality of all training delivered is being maintained as the PTE grows. Areas identified through a recently initiated staff survey, and following the review of academic processes, have been prioritised for further development and are addressed at the annual conference and staff meetings.

ProMed is sufficiently resourced to support the learning and teaching of the training currently offered. A new data management and IT system was introduced in 2012, and ProMed expects that it will better support the organisation to retrieve and use both educational performance and stakeholder feedback data. The embedding of these initiatives along with the strengthening of stakeholder feedback and analysis, as noted in Findings 1.2, will assist ProMed's self-assessment practices to manage the impact of its growth.

## 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 **Good**.

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

### 2.2 Focus area: Comprehensive First Aid

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

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

### 2.3 Focus area: Health and Safety courses

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

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

# Recommendations

NZQA recommends that ProMed ensures robust analysis of all gathered information to support ProMed in its own review and provide stronger evidence of the effectiveness of the PTE's performance.

# 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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Final Report