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External Evaluation and Review Report

PRO+MED (NZ) Limited trading as
ProMed

Date of report: 6 December 2019

About PRO+MED (NZ) Limited trading as ProMed

ProMed provides short programmes in first aid and health and safety through a regional delivery network to client organisations, including secondary schools.

Type of organisation:	Private training establishment (PTE)
Location:	22 Sheffield Street, Timaru
Code of Practice signatory:	No
Number of students:	Domestic: In 2018, 10,695 students (116 equivalent full-time students); 1,560 (15 per cent) Māori, 445 (4 per cent) Pasifika
Number of staff:	21 full-time and three part-time staff, plus 21 casual instructors
TEO profile:	See: PRO+MED NZ Ltd In addition to training services, ProMed provides medic services for events and drug and alcohol screening services and is a supplier of emergency medical and safety equipment.
Last EER outcome:	In 2015, NZQA was Confident in ProMed's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• First Aid• Drug and Alcohol Screening In addition to these focus areas, discussions were held on the NZQA-approved programme, New Zealand Certificate in Emergency Care (Level 3).
MoE number:	8209
NZQA reference:	C36065
Dates of EER visit:	26 and 27 September 2019

Final Report

Summary of Results

ProMed delivers customised training which enables clients to meet compliance requirements. Most students are successfully completing short programmes and gaining relevant knowledge and practical skills.

Confident in educational performance

- Client organisations report satisfaction with the value of ProMed’s training and their confidence in its quality and relevance for upskilling staff.
- Most students complete programmes and achieve unit standards to meet employment-related requirements for first aid and health and safety.
- Instructors effectively engage students in the learning to build their confidence and competence in applying practical skills.

Confident in capability in self-assessment

- ProMed is strengthening its processes, such as the analysis and use of learner feedback and internal moderation, to better support teaching and assessment practice.
- ProMed has experienced steady growth arising from repeat business and an extension of training and other services across New Zealand and into new areas of delivery. New appointments are building academic and management capability and operational oversight.
- Records of achievement data and stakeholder feedback are incomplete, reflecting current issues with accessing electronic records. However, adequate evidence was available during the evaluation to satisfy evidential requirements and to confirm that access issues are being addressed.
- Greater oversight by management of compliance accountabilities is required, in particular the evidence of instructor currency with requirements for delivering first aid training.¹

¹ The Skills Organisation (industry training organisation) – First Aid as a Life Skill: Training Requirements for Quality Provision of Unit Standard-based First Aid Training

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ProMed monitors successful programme completion on a day-to-day basis. Non-completions are followed up and students are offered additional support to complete.</p> <p>ProMed management regularly reviews achievement data for all educational provision. Data for 2019 (to end August) confirms nearly all students successfully complete the short programmes (approximately 99 per cent).</p> <p>Summary data for the first aid programmes specifically is not currently available due to data entry and access issues with the database. However, a review of the evidence (including class lists and trainee and client feedback) confirms the successful outcomes for most students in achieving unit standards and gaining practical skills and knowledge. In 2018, issues with first aid assessments were identified in external moderation by The Skills Organisation. These have been satisfactorily addressed and ProMed successfully met the requirements in 2019.</p> <p>In 2018, all students successfully completed the drug and alcohol screening programme. Approximately 20 per cent of students resubmitted part of the assessment to achieve the 100 per cent required to pass. Training is scheduled for key staff to improve the reliability and accessibility of achievement data. While ProMed has a good understanding of achievement overall, there is limited evidence of analysis at programme level (for example across instructors or clients) for improvement purposes.</p>
Conclusion:	ProMed has high rates of successful programme completion. Reasonable plans are in place to address current weaknesses in accessing and analysing achievement data.

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

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ProMed programmes contribute to ensuring the availability of trained first aiders and individuals with medical and emergency response skills to the community, as well as safer workplaces.</p> <p>ProMed training is very effective in supporting client organisations to meet their compliance obligations and legislative requirements, such as the Health and Safety at Work Act. Gateway students are achieving a basic understanding of health and safety as preparation for employment.</p> <p>EER interviews confirmed the usefulness of the training. Clients noted the added value of having customised training at their site, using their own equipment and processes. This, together with targeted scenarios, improves the relevance of the programme content and outcomes for staff. Examples were provided of staff using the skills and knowledge acquired through the training.</p> <p>There is some evidence of anecdotal feedback – including emails and meeting notes – that ProMed is meeting the needs of clients. However, electronic records of stakeholder surveys conducted prior to 2018 are no longer available.³ In 2019 ProMed revised its surveys to align with the tertiary evaluation indicators, but the response rate has been very low. ProMed is embarking on a project to review processes and strengthen evidence of stakeholder feedback.</p> <p>Trainee feedback is gathered at programme completion. This shows that the trainees have increased their knowledge and are more confident about completing practical tasks and responding to emergency situations.</p>
Conclusion:	Anecdotal evidence of valued outcomes for ProMed training is available, including high rates of repeat business. Systems for systematically capturing and analysing this information for specific programmes could be strengthened.

³ This was due to an administrative error by a departing staff member.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ProMed is effectively delivering customised programmes which meet the identified needs of clients. Clients appreciate ProMed’s flexibility in the timing and location of programmes, and the way teaching materials and activities are tailored to reflect the risks and challenges of students’ work environments.</p> <p>Teaching and learning resources are available to the instructors, which provides assurance of consistency in programme outcomes. Instructors reflect on delivery which is leading to improvements in assessments and resources.</p> <p>Instructors are qualified and have relevant employment experience. Instructors collaborate and share information through instructor forums and social media, and co-teach larger groups. However, the frequency of formal peer and management observations of teaching has reduced over the past year.</p> <p>Self-assessment activities include close monitoring of all feedback and assessments by key staff at head office, and strengthening of academic policies and processes, including internal moderation. ProMed has satisfactorily addressed issues identified during external moderation by The Skills Organisation, including providing additional training for first aid instructors. These activities reflect a focus on maintaining academic standards and integrity.</p> <p>No significant concerns have been noted for the New Zealand Certificate in Emergency Care (First Responder) Level 3.⁴ A formal review is scheduled.</p>
Conclusion:	ProMed is flexible in responding to client and student needs. Instructors are experts in their fields and either have or are working towards adult education qualifications. Self-assessment

⁴ This qualification is being delivered by ProMed under a memorandum of understanding with Whitireia Polytechnic.

	activities are resulting in improvements to teaching materials, delivery and assessment practice.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Excellent support is provided to students in the context of short-programme delivery. Instructors are responsive to students with different learning needs and backgrounds. Students appreciate instructors' real-world experience and familiarity with the workplace, and the applied nature of the learning.</p> <p>In some cases, pre-programme reading materials are available. These introduce students to relevant legislation and standards, and prepare them for learning practical skills in the face-to-face sessions.</p> <p>Small class sizes ensure students are able to apply their knowledge and practise their skills prior to assessment.</p> <p>ProMed endeavours to gather information on learning needs (such as low literacy levels) in advance. Strategies to support students include the use of oral assessment and providing additional opportunities to practise skills and build competence.</p> <p>More recently, ProMed has focussed instructor sessions and information-sharing on how to identify and support the cultural needs of students. It is not clear that there is any monitoring of the impact on programme delivery.</p> <p>Since the previous EER, ProMed has enhanced its processes for gathering and using student feedback. Student satisfaction ratings are analysed against targets and systematically reported. Tutors report that they find the process useful, in particular for professional development and identifying improvements.</p>
Conclusion:	Overall, student satisfaction is very high. Students are well supported in an inclusive learning environment. Student feedback is valued and acted on.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ProMed is growing steadily as it responds to client demand and new opportunities for training and other services. ProMed has recently restructured to strengthen management and academic capability to maintain organisational and educational performance and as part of succession planning.</p> <p>ProMed recruits experienced and credible instructors (including a pool of casual instructors) and invests in their professional development. Effective communication practices involving management and staff provide good opportunities for collaboration and information-sharing, including regular minuted meetings, staff conferences and newsletters. These processes ensure staff and contractors receive industry updates and understand organisational priorities.</p> <p>ProMed has strengthened self-assessment since the previous EER. Examples include the introduction of the 'spontaneous review' process and improved processes for analysing and using student feedback. Such activities are leading to useful improvements.</p> <p>Improvement is required in accessing and using other key information for improvement, in particular achievement data and client feedback (refer 1.1 and 1.2). Plans are in place to address these weaknesses. ProMed has also identified the need to revise peer review and performance appraisal processes.</p>
Conclusion:	ProMed is an effective organisation with a clear commitment to meeting client needs and supporting students to acquire knowledge and build practical skills. Recent weaknesses in self-assessment data are not having a significant impact on outcomes and are being addressed.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>A review of a sample of instructor files showed that ProMed is not effectively managing full compliance with the requirements of First Aid as a Life Skill. While ProMed systematically checks qualifications on employment, there is a reliance on individual instructors to provide documentary evidence of ongoing currency with requirements to deliver training. Evidential gaps were identified in five of seven cases.</p> <p>ProMed is effectively managing other ongoing compliance responsibilities. Evidence includes:</p> <ul style="list-style-type: none"> • Monitoring and reviewing all updates and regulatory changes from key agencies, including WorkSafe and NZQA; key information is reported in monthly newsletters to staff • Ongoing review of the quality management system • A comprehensive and effective internal moderation system, including an annual plan, templates and staff training • Timetables for the delivery of programmes which are aligned with the requirements of the relevant standard-setting body • Policies and processes for meeting the requirements of the Health and Safety at Work Act in all training and service delivery activities and at all sites.
Conclusion:	ProMed needs to implement effective systems and checks to ensure staff maintain required certification to deliver first aid training to comply with the requirements of The Skills Organisation. No concerns with the management of other compliance accountabilities emerged during this evaluation.

Focus Areas

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

2.1 Focus area: First aid programmes

Performance:	Good
Self-assessment:	Good
	Poor external moderation outcomes during 2018 have been satisfactorily addressed. Improvements are required to ensure ProMed fully complies with The Skills Organisation requirements for first aid training.
Conclusion:	Client organisations and students are very satisfied with the quality of the first aid training and the ways in which ProMed tailors delivery to meet their needs.

2.2 Focus area: Drug and Alcohol Screening programme

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Pre-programme reading is provided to introduce students to the legislative context of the programme, although it is understood that sometimes the time available for this preparation is very short.</p> <p>Overall, stakeholder feedback on the programme was positive, although not all students interviewed during the evaluation were confident in applying their knowledge post-programme.</p>
Conclusion:	The programme is meeting the need of employers to upskill staff to undertake screening for employment and contribute to safer workplaces.

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 PRO+MED (NZ) Limited trading as ProMed:

- As a high priority, implement plans to improve the quality of and access to self-assessment information, in particular achievement data and records of stakeholder feedback. Also, consider alternative methods for gathering and capturing meaningful feedback from client organisations.
- Re-establish formal performance management processes to provide assurance of quality and consistency of programme delivery across the distributed network of instructors.

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.

NZQA requires PRO+MED (NZ) Limited trading as ProMed to:

- Ensure full compliance with the training requirements for first aid training, as set out in [First Aid as a Life Skill](#).

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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