



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

PRO+MED (NZ) Limited

Date of report: 8 May 2024

About PRO+MED (NZ) Limited

Pro+Med provides short programmes in first aid and health and safety training through a regional delivery network to client organisations, including the secondary schools Gateway programme.

Type of organisation:	Private training establishment (PTE)
Location:	59 Church Street, Timaru
Eligible to enrol intl students:	No
Number of students:	Domestic: in 2022, 5081 learners, 6 per cent Māori, 4 per cent Pasifika; data for disabled learners was not provided International: nil
Number of staff:	20 full-time and part-time staff; 12 casual instructors
TEO profile:	Pro+Med NZ Ltd In addition to training services, Pro+Med provides medic services for events, and drug and alcohol screening services. The PTE also supplies emergency medical and safety equipment.
Last EER outcome:	In 2019, NZQA was Confident in Pro+Med's educational performance and capability in self-assessment.
Scope of evaluation:	First Aid and Gateway programmes
MoE number:	8209
NZQA reference:	C54543
Dates of EER visit:	6 and 7 November 2023

Summary of results

Pro+Med students successfully complete short programmes and gain relevant knowledge and practical skills relating to first aid and health and safety.

Pro+Med uses moderation outcomes to improve and guide future programme delivery.

Confident in educational performance

- Training is relevant and adds value to clients who need to upskill in first aid and health and safety. Moderation supports the validity of learner outcomes.
- Instructors effectively engage students to build their confidence and competence in applying practical skills.

Confident in capability in self-assessment

- Consistency of training delivery across the distributed instructor workforce varies but is effectively contextualised to each region's needs.
- Student support is appropriate for the short courses offered.
- Pro+Med would benefit from reviewing staff roles to provide more effective governance and management oversight.
- Pro+Med generally manages its compliance accountabilities well. The ability to keep current with training has been impacted by external providers cancelling required retraining.
- Succession planning is underway for the transition from the current long-term owners.
- While Pro+Med undertakes self-assessment, the process is not yet fully embedded throughout the organisation. Further opportunities for staff to contribute to self-assessment processes are planned.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Most students successfully achieve competency-based unit standards as part of the Gateway programme. Pro+Med contracts with over 100 secondary schools nationwide to deliver Gateway. Schools select students to enrol. Pro+Med liaises with Gateway coordinators at schools who report that Pro+Med is timely and responsive to student needs. Delivery includes the standard, <i>Demonstrate knowledge of hearing conservation in the workplace (Level 3)</i>. Schools see value in the credits this standard attracts. It is useful as preparation for students' work experience placements.</p> <p>Pro+Med provides first aid refresher courses that require successful completion of unit standards 6401 <i>Provide first aid (level 2) 1 credit</i>, and 6402 <i>Provide basic life support (level 2) 2 credits</i>. Most students achieve the first aid unit standards.</p> <p>The prerequisite for the refresher programme is 6400 <i>Manage first aid in an emergency situation, level 3, 2 credits</i>. Some accredited first aid providers do not report 6400 credit completions to NZQA as required. This means some students have no record of this prerequisite, an understandable concern for Pro+Med. As a consequence, the industry is considering developing a stand-alone qualification for the refresher programme.</p> <p>Moderation with Workforce Development Councils has been variable. Unit standards have required modification before further delivery or have not met requirements and have needed an action plan. Pro+Med's quality assurance manager works closely with the respective Workforce Development Councils to understand and address the issues identified.</p>

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

Conclusion:	Rates of student achievement are high. Pro+Med responds to moderation outcomes by modifying materials to better meet requirements.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Pro+Med programmes provide value for schools, individuals, employers and learners. The Gateway programme improves students' knowledge, confidence and work-readiness. In 2022, Pro+Med delivered to 4857 learners across the academic year (including 1141 Māori and 735 Pasifika learners). A minority of learners (1.87 per cent) did not achieve because they had to take up paid work to support their families. Other reasons for student non-completion included behavioural issues and truancy, factors outside Pro+Med's control.</p> <p>In 2022, Pro+Med surveyed Māori and Pasifika Gateway students, with a 75 per cent response rate. The survey asked how well instructors' teaching and learning approaches respected and catered for Māori and Pasifika learners. Seventy-six per cent of student responses indicated that the teaching and learning was highly or very responsive to learner needs. Pro+Med continues to explore ways to strengthen best practice to enrich the learning opportunities for Māori and Pasifika.</p> <p>Pro+Med has developed a good reputation for programme delivery and responsiveness to stakeholder needs over time. Repeat business is high. They have appropriate feedback mechanisms for the short-duration programmes offered. In some instances, it was identified that instructors need more support and Pro+Med are proactively prioritising and developing systems to address this issue. It is acknowledged that the availability of experienced, well-qualified instructors, an industry-wide issue, has impacted the frequency of training delivery.</p>
Conclusion:	Stakeholders are consistently positive about the knowledge, skills and confidence developed from the training. The lack in availability of experienced well-

	qualified instructors for employment impacts the time that the training manager has available to manage staff.
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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>Pro+Med’s Gateway programme design, delivery and learning and assessment activities closely match student and secondary school needs for face-to-face training. Students gain credits that are useful for personal development, contribute to the New Zealand Certificate in Educational Achievement (NCEA), and provide health and safety awareness for their work experience.</p> <p>Programme demand is supported by a system of regional instructors who are contracted to provide the teaching and learning. Though Pro+Med relies on instructors being self-directed and self-managing, training and practical resources are provided to the instructors to support their delivery.</p> <p>First aid refresher courses meet client needs in a highly competitive market. Stakeholders have many options for first aid training and continue to contract with Pro+Med. Instructors use their experience to engage effectively with the learners. Instructor performance is monitored and followed up if feedback indicates any problems.</p> <p>Pro+Med has been involved in several successful partnerships working with priority learners, including Māori and Pasifika. An example includes training to upskill students to progress to ambulance training, with 14 of 20 students becoming employed in an ambulance service.</p> <p>Pro+Med’s statistical analysis of 2022 data demonstrated the need to review training provision to respond to:</p> <ul style="list-style-type: none"> • a steady decline in demand for health and safety training, partially due to the low availability of experienced health and safety instructors.

	<ul style="list-style-type: none"> low uptake of health and safety training by Māori and Pasifika. This is seen as concerning as statistics indicate that many are employed in high-risk industries and are exposed to high levels of potential harm. <p>Pro+Med sees an opportunity to work with regional skills leadership groups to improve Māori and Pasifika wellbeing in the workplace.</p>
Conclusion:	Pro+Med programmes maintain relevance to stakeholders and communities. The quality of training provided, while of a good standard overall, should benefit from the more proactive approach to monitoring and supporting training being adopted.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students of both the Gateway and refresher programmes are well supported. Contributing factors include low instructor-to-student ratios of 1:12, individual attention, personalised feedback, and providing additional resources (literacy, reader/writer support, group work, oral assessment). These strategies can help learners stay engaged, motivated and successful. Instructors encourage learners to ask questions and actively participate in class discussions, providing opportunities for shared experiences and fostering an inclusive learning environment.</p> <p>Learners are provided with accessible learning resources, such as study guides and props to support scenarios. This enables them to explore topics at their own pace and reinforces the lesson context. Collaboration is promoted by group projects, study groups and peer tutoring. These methods help learners to feel connected and engaged in the learning process.</p> <p>Prompt and constructive feedback on assignments and assessments helps learners understand their strengths and areas for improvement. Learners' interests and instructors' real-world examples inform the training. This keeps the learning relevant and topical.</p>

	The student support Pro+Med provides is appropriate for the short courses offered. Pro+Med effectively targets courses to employer needs. This includes on-site training at employer workplaces which ensures that training occurs in real-world environments.
Conclusion:	Students are well supported and appropriately involved in their training experience.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Pro+Med is in transition from long-term stable ownership to a new ownership model that might include a new owner/s, current staff, family members and/or a combination.</p> <p>In 2020, Pro+Med employed a marketing coordinator, quality advisor and training manager to support the growth in training. These appointments have had a positive impact on the company as they have built industry knowledge and client relationships and enabled Pro+Med to maintain currency with tertiary education sector reforms.</p> <p>The directors, training manager, office manager and training coordinator maintain day-to-day management of the business, which works well. The administration staff were not interviewed as part of the EER. It became apparent during the EER that these roles were central to Pro+Med's operations and management oversight. (?).</p> <p>Pro+Med was an active participant in the Toitū Te Waiora WDC review process of the first aid training and welcomed the changes made to the unit standards, as well as the revision of the document <i>First Aid as a Life Skill</i>. They are well connected in the first aid industry.</p> <p>Pro+Med's reliance on instructors being self-directed, while not a problem currently, is ad hoc. The planned increase of focus on actively monitoring and supporting instructor performance and professional development by the training manager should benefit general oversight of the instructors by the organisation.</p>

Conclusion:	Pro+Med is an established business. Training provision has developed and grown over time, indicating that the training is effective and in demand. The planned increased focus giving greater oversight of instructor support and development should be useful.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Pro+Med policies and practices are legal and ethical. Management of compliance is generally effective. Pro+Med has an excellent record of timely credit reporting to NZQA.</p> <p>There have been improvements to the oversight of instructor qualifications since the last NZQA external evaluation and review. However, some external factors have impacted on this. These include the required instructor revalidation training (first aid related) being deferred by the external provider; and the annual Pro+Med hui not happening during Covid, where training regularly occurred previously.</p> <p>Meeting moderation requirements is ongoing. The Pro+Med quality assurance manager has a good relationship with the WDC, Toitū te Waiora. Moderation outcomes, where Pro+Med is not meeting requirements, are discussed with staff to develop greater understanding and inform targeted professional development.</p> <p>The Code self-review is on the Pro+Med website. The Code attestation for 2023 rated Pro+Med as 'implemented'. This rating was well supported by stakeholder feedback.</p>
Conclusion:	There have been improvements to the management of compliance. Moderation outcomes are used to make improvements. Continued oversight of instructor qualification requirements is ongoing.

Focus areas

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

2.1 First Aid Refresher course: 6401 Provide first aid (level 2) 1 credit; 6402 Provide basic life support (level 2) 2 credits.

Performance:	Good
Self-assessment:	Good

2.2 Gateway programmes

Performance:	Good
Self-assessment:	Good

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 consider:

- Reviewing the training manager role to ensure sufficient time is available for management and training responsibilities.
- Reviewing consistency of programme delivery across the distributed network of instructors.
- Continue to develop current self-assessment processes to ensure staff have improved involvement.

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 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 fraud²*
- *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.*

² 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 2022, 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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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