



Te Pūkenga

Level 2, Wintec House
Cnr Anglesea and Nisbet St.
Hamilton 3204

0800 86 22 84
info@tepūkenga.ac.nz
tepūkenga.ac.nz

22 January 2025

Rodney Parsons

By email: fyi-request-28831-7f09ea45@requests.fyi.org.nz

Tēnā koe Rodney

Request under the Official Information Act 1982 – TP240140 and TP240156

Reference TP240140

We refer to your email of 12 November 2024, requesting information from Whitireia and WelTec | Te Pūkenga – New Zealand Institute of Skills and Technology (Whitireia and WelTec).

In reply to our letter dated 12 November, in response to your previous OIA request reference TP240125, you provided a copy of an “*excerpt from the introduction of the executive summary*” from a very specific document and named two individuals. You requested the following:

Please provide both the executive summary and full report...

On 5 December 2024 we wrote to you advising of an extension to the timeframe for making a decision on this request to 22 January 2025.

Reference TP240156

We also refer to your email dated 10 December 2024, sent in reply to our letter of the same date responding to your previous OIA request reference TP240145. You requested the following:

Noting that The Pukenga [sic] was informed that no reviews existed, when indeed they did, please provide information on what caused this disparity and repeat the original request and parameters

We have interpreted this additional query, and request for a repeat, to be referring to the same two reports you request above.

This letter provides a formal decision addressing both requests copied above, under the Official Information Act 1982 (OIA).

The decision

Attached is a copy of the following two documents, titled:

- *Whitireia WelTec Te Pūkenga Paramedic Suite Alignment Project Report* - dated 18 July 2024.
- *Whitireia WelTec Te Pūkenga Paramedic Suite Alignment Project Report - Executive Summary* - dated 23 July 2024

Please note this Report was prepared as a management tool as part of Whitireia and WelTec internal continuous improvement. Furthermore, the purpose of the Report was to ensure the current Paramedic programme suite provision:

- aligns effectively with suitable pathways into the programmes and appropriate employment pathways
- meets the needs of ākongā (learners) and the industry sector the programmes serve
- provides the necessary learning environment
- is operationally viable and sustainable.

Providing the exact count of ākongā or kaimahi (staff) in some instances within the Report yields results of less than four. Where this occurs, we have withheld the exact numbers with reliance on section 9(2)(a) of the OIA, to protect the privacy of natural persons, and marked it accordingly.

Certain information has been withheld from the Report and its Executive Summary under the following sections of the OIA:

- 9(2)(a) to protect the privacy of natural persons
- 9(2)(b)(ii) to protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information
- 9(2)(ba)(i) to protect information which is subject to an obligation of confidence or which any person has been or could be compelled to provide under the authority of any enactment, where the making available of the information would be likely to prejudice the supply of similar information, or information from the same source, and it is in the public interest that such information should continue to be supplied
- 9(2)(g)(i) to maintain the effective conduct of public affairs through the free and frank expression of opinions by or between or to Ministers of the Crown or members of an organisation or officers and employees of any public service agency or organisation in the course of their duty.
- 9(2)(j) to enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).

We do not believe the need to withhold information under section 9 of the OIA is outweighed by the public interest in its release at this time.

There was no “*disparity*” in the advice and information provided between kaimahi of Whitireia and WelTec and Te Pūkenga. Our OIA team engages with our business divisions, who are the subject matter experts in cases such as your request, to collate and provide information within scope, which informs our final decision and response.

You have the right to make a complaint to the Ombudsman under section 28(3) of the OIA if you are not happy with this response. Information about how to do this is available at www.ombudsman.parliament.nz or by calling 0800 802 602.

We may publish our OIA responses and the information contained in our reply to you on our website. Before publishing we will remove any personal or identifiable information.

Ngā mihi

A handwritten signature in black ink, appearing to read 'Gus Gilmore', with a large circular flourish above the name.

Gus Gilmore
Tumuaki | Chief Executive

Whitireia WelTec

Te Pūkenga

Paramedic Suite Alignment Project Report

(SUBJECT TO CORRECTION OF ANY ERRORS OF FACT)

Project Managers: s 9(2)(a)

18 July 2024

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Introduction and process

This project was initiated by the Whitireia WelTec (WW) Director Teaching and Learning and the Head of School Health and Wellbeing (Terms of Reference: Appendix 1) with the aim to examine the current Paramedic programme suite to ensure that the provision aligns effectively both with suitable pathways into the programmes and with appropriate employment pathways, meets the needs of ākonga who enrol and the industry sector the programmes serve, provides the necessary learning environment, and is operationally viable and sustainable. Two Teaching and Learning project managers were appointed to assist with the work and to make recommendations for the future.

The work began with a number of key questions that were explored during the project:

- What specific programmes are involved, how do they fit together, general entry requirements, any progression arrangements ie pathways available for those coming into the current WW Paramedicine programme suite through flexible learning and recognition of prior learning?
- What is the value proposition these programmes provide for Whitireia WelTec, for the ākonga who enrol in them, and for the industry sector employers?
- What contractual/other relationships with external stakeholders are involved and how are these managed?
- How are these programmes delivered and managed? What challenges and issues do they face?
- What is known about the possible future Health landscape that would be useful for WW future planning?

Our starting point was to get an understanding around Paramedicine and the role of Paramedics. Appendix 2 is a summary of background information that has given context to the approach we have taken in this report.

During the project a range of relevant data and information was identified and analysed. This work was completed with support from the Senior Analyst, WW Information Reporting & Planning (IRP). The Senior Advisor, IRP checked current surveys of ākonga (First Impressions, Student Satisfaction and Graduates) for any relevant input. The WW Timetabling Coordinator provided information on space utilisation.

We completed analysis of relevant key documents including:

- Bachelor of Health Science (Paramedic) Programme Document 2004
- Memorandum of Agreement to Collaborate – Whitireia and Wellington Free Ambulance 2016-2025
- Financial Arrangements for Bachelor of Health Science (Paramedic) 2024
- Contract for Services with Hato Hone St John for clinical learning experiences for students 2024
- PWC Paramedic qualification review 2020
- Degree Monitor Report 2022 (from visit in August 2022)
- School of Health & Wellbeing Bachelor of Health Science (Paramedic) Programme Review Report 2023

We spoke to the following at WW to get their views:

- Head of School, Health & Wellbeing
- Programme Manager, Paramedicine
- Kaiwhakahaere Simulation
- Paramedicine programmes kaimahi
- Paramedicine programmes ākonga
- Health & Wellbeing Administrator for Paramedicine programmes
- Programme Manager, Postgraduate Studies
- Te Kaiwhakahaere Māori WelTec
- Dean Te Wānanga Māori
- Chief Advisor Pacific Centre for Health and Social Services
- Programme Manager, BN Pacific
- Teaching Innovation and Research (TIR) Principal Lead
- Chief Financial Officer

We also spoke to people in various roles with external stakeholders to get their views:

- Wellington Free Ambulance (s 9(2)(a))
- Hato Hone St John (s 9(2)(a))
- Te Kaunihera NZ Paramedic Council (s 9(2)(a))
- Te Aka Whai Maori Health Authority (s 9(2)(a))
- Te Whatu Ora (s 9(2)(a))

This report contains key points and conclusions from analysis of the information and feedback gathered, and some recommendations drawn from these to serve as inputs to future planning.

History to now – the Paramedicine story at WW

The **Bachelor of Health Science (Paramedic)** (BHSc (Paramedic)) programme was established at Whitireia in 2004 with 19 students through an education/industry partnership agreement with Wellington Free Ambulance (WFA). There has been steady growth in the programme since then (see Whitireia statistics below). The partnership contract with Wellington Free ambulance has been renewed several times, reflecting the strong relationship the School of Health has developed with this industry partner, and is expected to be renewed in 2025 to ensure the continued provision at Whitireia of a degree programme for aspiring paramedics.

The BHSc (Paramedic) is a 360-credit programme, targeted at people who are interested in a career as contemporary paramedics, and designed to prepare students for practice. Current information on the Whitireia WelTec website states: 'Gain skills to provide emergency and non-urgent medical care in a range of situations. Develop skills to assess, stabilise, treat and refer patients. Learn through clinical placements in ambulance services, hospitals and other situations.'

Whitireia is one of only two tertiary education providers in New Zealand who offer a Bachelor of Health Science (BHSc) degree in paramedicine (the other being Auckland University of Technology – AUT). An overview of AUT provided paramedic qualifications is included in Appendix 3. A range of paramedic qualifications are also provided in Australia. These are summarised in Appendix 4. It was noted a combined Bachelor of Nursing and Bachelor of Paramedicine was provided in Australia, but after discussing the potential merits and issues of this with staff and industry, we came to the conclusion that this possible opportunity to explore was a rabbit hole we would not investigate further in this report.

The programme is supported by an active industry advisory committee and was previously accredited through the Council of Ambulance Authorities and Paramedics Australasia for entry to paramedic practice in New Zealand and Australia. Accreditation is now managed through Te Kaunihera Manapou Paramedic Council of New Zealand (established in 2020). From 2021 a paramedicine degree became the requirement for paramedic registration in New Zealand or Australia. This programme currently meets the needs of the primary paramedic organisations in New Zealand – Wellington Free Ambulance and Hato Hone St John Ambulance Services – and is supported by them.

The programme is offered in two ways – on-campus and distance - through a combination of theory classes, self-directed learning, simulation on campus, clinical placements, and block courses in various areas for distance students.

- A three-year full-time degree programme, run in conjunction with Wellington Free Ambulance (WFA), who currently provide some staff to teach on the programme, and the bulk of the clinical placements. The on-campus strand is offered for students that have no industry experience or qualification. Entry requirements are as standard for degree programmes with the addition of health and police checks.
- A distance version (the Flexible Learning Stream (FLS)) of this programme is offered to students who are currently engaged (working or volunteering) with a recognised ambulance service provider and who hold an industry qualification (an existing National Certificate or National Diploma in Ambulance Practice (Level 5) or with a practising level of Emergency Medical Technician (EMT) or paramedic. Whitireia has a contract for services with Hato Hone St John for them to provide specified clinical experiences for these students.

The Programme Document was first approved in 2004 by ITP Quality (which predates NZQA). Some changes have occurred in the programme over time in response to industry need. This is expected to continue and be directed in part by the NZ Paramedic Council as extended roles and new service delivery models emerge which require skills and knowledge beyond the traditional professional paradigms. As part of preparation for reaccreditation the School needs to check that approvals for changes are recorded in the WW system and in the Programme Document change list in the first pages, and that appropriate MoUs or other formal agreements are in place for any additional sites used for block course delivery, including whether students will need to travel to Whitireia in Porirua at any stage.

The School offers other programmes that either feed into the degree or lead on to post graduate study:

- **New Zealand Diploma in Ambulance Practice (Level 5) - 2021 – current**

The purpose of this programme is to provide the health sector with graduates who have the knowledge, skills and behaviours required to practise as an emergency medical technician, providing support to paramedics working in acute health care, emergency and routine medical services to the community. Graduates will be able to undertake initial patient assessments and approved interventions at an Emergency Medical Technician (EMT)

level that respects the rights and individuality of the patient, is based on best evidence and meets legislative requirements in New Zealand. There is an industry-recognised pathway from the Diploma that provides recognition of prior learning (RPL) entry to the degree.

- **Postgraduate Certificate in Speciality Care**

The 60 credit Postgraduate Certificate in Speciality Care has endorsements including Advanced Paramedic Practice and Paramedic Community Care. These qualifications are for registered paramedics who are currently employed. The Post Graduate paramedic qualifications are delivered in conjunction with Wellington Free Ambulance.

Graduates of the Postgraduate Certificate in Speciality Care in:

- Advanced Paramedic Practice will have the skills and knowledge at Advanced Life Support or intensive care paramedic level. The courses completed to gain this are
 - o HSC8709 Advanced Paramedic Practice 1
 - o HSC8710 Advanced Paramedic Practice 2
- Paramedic Community Care will have gained additional skills and knowledge to provide advanced paramedic care within a community context. The courses completed to gain this are
 - o HSC8713 Urgent Community Care Practice 1
 - o HSC8714 Urgent Community Care Practice 2

The Paramedic options are available to onshore ākongā only.

The School is currently working on developing Diploma level post grad provision in this area – we were told that Wellington Free Ambulance would like the Diploma to be available in 2025. The Type 2 change has been approved by Academic Committee and is currently with NZQA. Based on the T2 application this will be 120 credits comprised of the 2 x compulsory courses that currently sit in the PG Certificate qualification (ie: 60 credits in either the 'Advanced Paramedic Practice' OR 'Paramedic Community Care' strand), plus 'Paramedic Specialty Practice' (30 credits) and one other from the suite of Whitireia Post Graduate Speciality Care courses available.

Paramedic practitioners employed to deliver Extended Community Care OR Critical Care require a PG Diploma. These roles will be regulated in future by Paramedic Council NZ. The education to support these roles is still being determined by Paramedic Council and the sector.

The Postgraduate Programme Manager noted: 'Paramedicine in Aotearoa New Zealand is developing rapidly both professionally and in terms of service delivery. We continue to work closely with the paramedic sector (Wellington Free Ambulance, Paramedic Council, Hato Hone St John) to keep up with the changes!'

The School also previously offered some other related programmes:

- **Certificate in Paramedic Practice (PR4957) – 2011 and 2012**

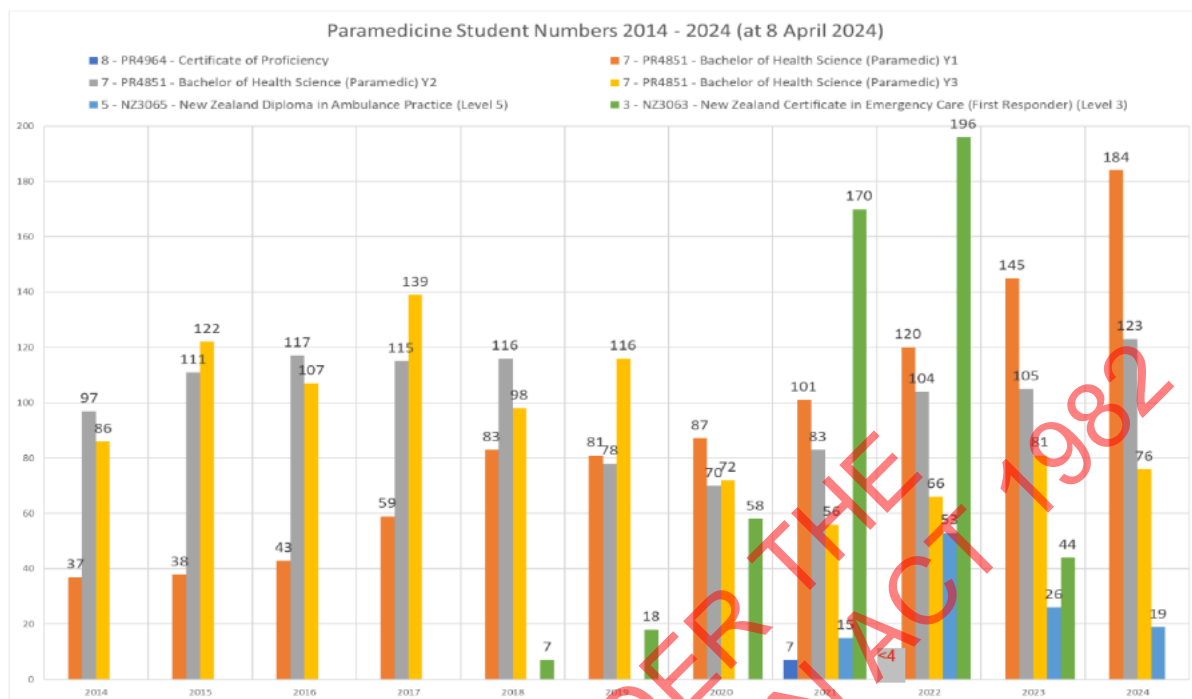
A Level 7 80-credit Certificate in Paramedic Practice (PR4957) was developed in 2010 and had enrolled students in 2011 and 2012 as a pathway for experienced paramedics to upgrade their academic qualifications and then staircase into the Postgraduate Certificate in Speciality Care. This was a blended delivery programme allowing students from anywhere in the region (and New Zealand) to enrol. It was embedded in the Bachelor of Health Science (Paramedic).

It was designed to meet a need in the ambulance industry (Hato Hone St John, District Health Boards and Wellington Free Ambulance). The students who enrolled in this programme were already employed and this offering allowed them to continue with their employment and train while still in employment.

- **New Zealand Certificate in Emergency Care (First Responder) (Level 3) - 2018 – 2023**

A 120 credit programme that enables students to gain the entry requirements to work within an emergency care setting across a variety of organisations in New Zealand. This programme provides the first step in an established pathway to work within the ambulance (and other) sectors in New Zealand. The purpose of this programme is to provide the New Zealand public with individuals who are confident and competent to intervene as an emergency care first responder and sustain life until handover to advanced medical care can occur. Whitireia was involved from 2018 in a sub-contracting agreement with ProMed New Zealand Limited for the delivery of this programme, under Whitireia accreditation. There is no offering for 2024. ProMed are currently delivering the programme with another partner, utilising its own accreditation approval.

The numbers of students enrolled in Paramedic programmes at Whitireia between 2014 and now are shown in the graph below. This illustrates the growth there have been in numbers in recent years. Appendix 5 provides more detail about the makeup of the student body over these years.



Qualifications awarded

The Paramedic programmes have good course completion rates (See Appendix 6). The Table below indicates the numbers of students who achieve the qualification, based on the initial year they enrolled.

| Year First in Prog | B Health Science (Paramedic) | | | Diploma in Ambulance Practice (Level 5) | | |
|--------------------|------------------------------|-------------------------------|-----------------------------------|---|-------------------------------|-----------------------------------|
| | Initial Student Count | No Successful Qual Completion | % of cohort gaining qualification | Initial Student Count | No Successful Qual Completion | % of cohort gaining qualification |
| 2004 | 19 | 14 | 74% | | | |
| 2005 | 12 | 7 | 58% | | | |
| 2006 | 23 | 19 | 83% | | | |
| 2007 | 21 | 16 | 76% | | | |
| 2008 | 24 | 4 | 17% | | | |
| 2009 | 41 | 4 | 10% | | | |
| 2010 | 50 | 36 | 72% | | | |
| 2011 | 51 | 34 | 67% | | | |
| 2012 | 88 | 62 | 70% | | | |
| 2013 | 77 | 62 | 81% | | | |
| 2014 | 77 | 66 | 86% | | | |
| 2015 | 80 | 62 | 78% | | | |
| 2016 | 80 | 63 | 79% | | | |
| 2017 | 106 | 83 | 78% | | | |
| 2018 | 85 | 53 | 62% | | | |
| 2019 | 68 | 42 | 62% | | | |
| 2020 | 79 | 41 | 52% | | | |
| 2021 | 87 | 30 | 34% | 15 | 13 | 87% |
| 2022 | 91 | <4 | | 40 | 16 | 40% |
| 2023 | 125 | | | <4 | <4 | 33% |
| 2024 | 139 | | | 19 | | |

There are some obvious outliers however the reasons for the low qualification completion in the 2008 and 2009 degree intakes, and the 2022 intake of the Level 5 NZ Diploma in Ambulance Practice, are unclear.

2024 Delivery: EFTS by Programme and Mode

As at 1 July 2024

| Programme | Student Count | | Consumption EFTS | |
|---|---------------|------------|------------------|-----------------|
| | Distance | Porirua | Distance | Porirua |
| New Zealand Diploma in Ambulance Practice (Level 5) | 17 | | 11.5000 | |
| Bachelor of Health Science (Paramedic) Y1 | 109 | 63 | 32.3750 | 55.6250 |
| Bachelor of Health Science (Paramedic) Y2 | 73 | 50 | 48.0000 | 43.0000 |
| Bachelor of Health Science (Paramedic) Y3 | 43 | 35 | 27.2500 | 32.5000 |
| Grand Total | 209 | 146 | 119.1250 | 131.1250 |

Recognition of Prior Learning (RPL)

We looked at how Recognition of Prior Learning (RPL) processes are applied in Paramedicine. We were advised there is a pathway available for those who have completed ambulance service experience and have a relevant qualification to be awarded parts of the BHSc (Paramedic).

Those who enquire to Enrolments or the School are directed to complete the RPL application form. The Programme Manager checks this first, with relevant staff then asked to moderate the recommended outcome.

Current numbers reported: 79 RPL requests in 2023. 10 applications so far for RPL in 2024 (as of Feb/March 2024).

Feedback received from staff included:

- The RPL process can require a lot of time. The instructions provided may need revision as there is no clear RPL documentation explaining the process for paramedics, and applicants may complete the form incorrectly.
- Only the standard EMT/Paramedic pathways are fast to complete. It would be useful to have agreed recognition of the AUT papers to the Whitireia degree to streamline other common RPL requests. Other health related degrees including nursing could also have pre-recognised approvals or challenge assessments to streamline the process.
- The 'Give yourself credit' initiative was time consuming to follow up and did not result in increased numbers for Paramedicine.

We would question whether some applications for RPL are more like straightforward credit recognition and whether the RPL process and fee is justified in these cases.

OFFICIAL INFORMATION ACT 1982

Distance provision and block courses

The Programme Document notes that “The programme is based from Wellington regional sites with blended delivery methods to ensure equitable access. For off-campus students, teaching venues are chosen for their suitability as a learning environment as previously approved by NZQA.”

The Bachelor of Health Science (Paramedic) and the Level 5 Diploma in Ambulance Practice are delivered flexibly in distance provision versions including block courses at Porirua Campus or at other locations including Christchurch, Rotorua and Taupo (at Hato Hone St John sites). The table map below shows the home location of recently enrolled students in distance provided streams. This illustrates that students are based throughout New Zealand, but there are clear concentrations where block courses are available (Christchurch and Rotorua). We understand the School uses Hato Hone St John sites as St John are very supportive, and it is more cost effective than using other sites eg Ara.

In the discussions with s 9(2)(ba)(i) as part of gathering industry stakeholder feedback, s 9(2)(ba)(i) there is significant potential for further growth.

In discussions with staff there was some feedback that s 9(2)(ba)(i)

Feedback from students was mixed. Some on-campus students were s 9(2)(ba)(i)

Some distance students said s 9(2)(ba)(i)

In our view, the distance provision component is a real opportunity for further expansion however the School needs to do some solid thinking about how delivery is managed effectively, including making expectations for staff and students very clear, including to what extent this cohort of students can be supported, before any further growth in student numbers or block course locations is planned.

| Home_Region | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| UNKNOWN | <4 | <4 | <4 | 4 | 5 | 5 | 4 | 4 | <4 | <4 | 5 |
| Northland | <4 | 5 | 5 | 5 | 4 | 5 | <4 | <4 | <4 | 5 | 7 |
| Auckland | 8 | 11 | 10 | 11 | 15 | 10 | 9 | 6 | <4 | 11 | 7 |
| Waikato | 8 | 12 | 12 | 14 | 19 | 13 | 15 | 16 | 20 | 35 | 33 |
| Bay of Plenty | <4 | 10 | 10 | 13 | 16 | 14 | 8 | 9 | 15 | 14 | 18 |
| Manawatu-Wanganui | 9 | 20 | 23 | 30 | 29 | 21 | 13 | 12 | 10 | 11 | 14 |
| Taranaki | 5 | 8 | 8 | 8 | 5 | 5 | 5 | <4 | <4 | 5 | 9 |
| Hawke's Bay | 10 | 13 | 11 | 16 | 12 | 13 | 7 | 5 | 8 | 4 | 8 |
| Gisborne | <4 | <4 | <4 | 4 | 5 | 5 | <4 | <4 | <4 | <4 | 5 |
| Wellington | 36 | 40 | 39 | 31 | 33 | 11 | 7 | 5 | 10 | 15 | 19 |
| Marlborough | <4 | <4 | 5 | <4 | <4 | <4 | <4 | <4 | <4 | <4 | <4 |
| Tasman | <4 | | | | | | | | | | <4 |
| Nelson | | | <4 | <4 | <4 | <4 | 5 | 7 | 6 | 6 | 8 |
| Canterbury | 33 | 30 | 31 | 25 | 20 | 26 | 25 | 31 | 32 | 30 | 45 |
| West Coast | 7 | 6 | <4 | <4 | <4 | <4 | <4 | <4 | <4 | <4 | <4 |
| Otago | 11 | 11 | 10 | 11 | 8 | 7 | 9 | 7 | 10 | 14 | 17 |
| Southland | 4 | 5 | 4 | <4 | <4 | <4 | <4 | <4 | <4 | <4 | 5 |
| Overseas | | | | <4 | | | | | | | |
| Grand Total | 144 | 177 | 174 | 183 | 180 | 144 | 118 | 110 | 129 | 165 | 206 |



Relationships, Partnerships and Agreements

Advisory Committee

We noted the existence of a formal industry advisory group for the Paramedicine area. In 2023 this met twice.

The 2024 membership by organisation is listed in the table below.

| 2024 Bachelor of Health Science (Paramedic) Programme Advisory Committee List | |
|--|-----------|
| Role/Organisation | No. |
| WHITIREIA STAFF | 7 |
| Head of School | 1 |
| Programme Manager Paramedicine | 1 |
| Dean TWM | 1 |
| Clinical Manager, HSS | 1 |
| Workplace Coordinator | 1 |
| Clinical Education Lead | 1 |
| Engagement Advisor Māori, TWM | 1 |
| STUDENT REPRESENTATIVES | 7 |
| Student representative (Y3) | 1 |
| Student representative (Y3) | 1 |
| Student representative (Y2) | 1 |
| Student representative (Y2) | 1 |
| Student representative (Y1) | 1 |
| Student representative (FLS) | 1 |
| Student representative (FLS) | 1 |
| INDUSTRY REPRESENTATIVES | 14 |
| Te Whatu Ora | 2 |
| 3DHB's ACPS Manager & Facilitator, Te Whatu Ora (Health NZ) | |
| Ambulance team, Te Whatu Ora | |
| CAA | 1 |
| Chief Executive Officer, CAA | 1 |
| Australasian College Paramedicine | 1 |
| Member Engagement Manager, Australasian College Paramedicine | |
| Wellington Free Ambulance | 4 |
| Head of Emergency Ambulance Operations, WFA | |
| Head of Clinical Education (Acting), WFA | |
| Medical Director, WFA | |
| Programme Lead – Māori and Equity | |
| Hato Hone St John | 2 |
| Project work, (Previous Tertiary Relationship Manager), Hato Hone | |
| Acting Tertiary Relationship Manager, Hato Hone | |
| Pro+Med | 1 |
| Head Medic, Pro+Med EMS Manager | |
| AUT | 2 |
| Head of Department / Senior Lecturer, Paramedicine, AUT | |
| Programme Leader / Senior Lecturer, Paramedicine, AUT | |
| Te Kaunihera Manapou - Paramedic Council | 2 |
| Kaiwhakahaere Matua/Kairēhita, Te Kaunihera Manapou | |
| Kairēhita Tuarua, Te Kaunihera Manapou | |
| <i>Whitireia Teaching staff (on list but don't attend actual meetings)</i> | 16 |

The Terms of Reference for this Committee are the Whitireia Programme Advisory Committee Terms of Reference – see Appendix 7. We note that that this committee is a forum for discussion on **programme related** matters such as curriculum, staffing and resourcing issues and is a tool that “makes recommendations to the Faculty to ensure that teaching programmes and delivery methods are kept up to date and relevant for students, employers and other stakeholders”.

We have noted this is a very large committee and we have noted from the 2023 minutes how it works to keep participants abreast of developments within the paramedic scene.

It is unclear to us how the Committee, particularly the Industry Representatives, contributes to programme development on an ongoing basis.

We would suggest that the members be asked as part of the annual self-review of the committee if they feel by being on this group they are able to effectively contribute to the ongoing development of the Whitireia paramedicine related offerings.

Organisational Relationships

The School of Health & Wellbeing has longstanding relationships with various organisations, employers and regulatory bodies relevant to the Paramedicine programmes.

The Head of School and the School Operations Officer provided information on the formal agreements Whitireia currently has with Wellington Free Ambulance and Hato Hone St John in relation to Paramedic programmes.

Wellington Free Ambulance

s 9(2)(b)(ii), s 9(2)(j)



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Hato Hone St John

s 9(2)(b)(ii), s 9(2)(j)



s 9(2)(ba)(i)



Other relevant relationships:

University of Tasmania / La Trobe University

The degree monitor is an academic (s 9(2)(a)) from the School of Paramedicine at the University of Tasmania.

External moderation of WW Paramedicine assessments is completed on an agreed schedule with the University of Tasmania and La Trobe University Melbourne.

Auckland University of Technology (AUT)

AUT is the other provider of a Bachelor of Health Science (Paramedic) programme in New Zealand. We understand there are some differences between how the Whitireia and AUT programmes are put together and delivered, however the graduate outcomes are expected to be the same ie graduates meet the requirements set by NZ Paramedic Council to become registered paramedics. One industry sector opinion we were given was that any difference perceived between new graduates of the two different institutions was not noticeable after two years working on the job.

The School advised that they have a good working relationship with AUT. This includes AUT being represented on the School's Paramedicine Advisory Group, and some moderation arrangements for specified courses. The School is also currently involved in discussions with AUT around new proposed post graduate programmes.

There was some mention by staff of AUT students transferring to WW or vice versa for various reasons.

Regulator / Other Employers

Strong relationships were also evidenced with the following relevant bodies:

- Te Kaunihera Manapou – NZ Paramedic Council
- Te Whatu Ora and Te Aka Whai Ora
- Capital Coast Health

Pro Med

The School has had contracts/agreements with ProMed in the past. There is no current working contract for 2024 related delivery with Pro Med.

s 9(2)(b)(ii), s 9(2)(j)

[Redacted text block]

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Clinical Placements

Paramedic students (Degree and Diploma) are required to complete a set number of placements of various types, to reach a required number of clinical placements total hours. General information about what is required and how this is managed is included in student handbooks. More detailed information including hours required and type of placement is included in the course descriptors of relevant clinical papers which are available on Moodle.

All students are required to upload details of placements completed as part of clinical courses, by a specific due date, using a template available on Moodle. They can also record details in a logbook they carry.

On-campus students

The placements for on-campus degree students with WFA and others are organised by WW Placements Coordinator, who provided details of these and the following processes around organising placements:

| | Year 1 | Year 2 | Year 3 |
|------------|---|---|--|
| Semester 1 | PTS (<i>Patient Transfer Service</i>) x 6 COMMS (<i>WFA Communications Centre</i>) x 1 Aged Care x 2 Early Childhood x 1 | EAS x 2 shift rounds = 8 days COMMS x 1 Delivery Suite x 2 Mental Health x 2 | EAS x 4 shift rounds = 16 days UCC x 1 |
| Semester 2 | EAS (<i>Frontline</i>) x1 shift round =4 days PTS x 4 UCC (<i>Urgent Community Care</i>) x 1 Schools x 2 | EAS x 2 shift rounds = 8 days ED x 2 Theatre x 2 | EAS x 4 shift rounds = 16 days UCC x 2 Cardiology x 2 Hospice x 1 |

- Currently most placements are completed through Wellington Free Ambulance (WFA). s 9(2)(b)(ii)

[REDACTED]

- A roster is prepared and sent to WFA and if approved goes up on Moodle for students to see.
- There are other placements available through Te Whatu Ora (DHB) in ED / Theatre / Mental Health / Delivery Suite. However: Competing with placements needed for Nursing. DHB rule: placements are to be fitted around the nursing placements - no overlaps.
- The Placement Coordinator deals with students directly. Liaison with nominated tutor(s) and/or Programme Manager if any issues.
- If Placement Coordinator is away, one tutor is nominated to cover.
- Weeks where placements are available may clash with Paramedic programme planned in-class week. Placements may have to place students during holiday breaks.

s 9(2)(b)(ii), s 9(2)(g)(i)

Our view: The School needs to consider how they can broaden what is acceptable as a placement.

Distance students

The distance version (Flexible Learning Stream (FLS)) of this programme is offered to students who are currently engaged (working or volunteering) with a recognised ambulance service provider. These students can use regular shifts as placements. The majority of students are with Hato Hone St John which has a Tertiary Liaison Officer who works with Whitireia to ensure placements are appropriate. The Contract for Services with Hato Hone St John for clinical learning experiences for students in 2024 has an attachment that spells out what is provided and who is responsible for what ie Hato Hone St John or Whitireia.

It was not completely clear to us how the arranging and monitoring of placements works in practice.

Industry expectations

Placements are a critical part of student learning in paramedicine however the nature of the work provides some unpredictability. Both s 9(2)(ba)(i) commented that overall they expect students coming to placements to be prepared for reality ie the type of placement they will be in, with enough knowledge and practice to be useful, to know the boundaries of their current competence and to bring 'a good attitude'.

Issues identified

s 9(2)(ba)(i)

s 9(2)(ba)(i)

The School has a system set up where students can flag experiences they have concerns about.

The Programme Manager advised that the clinical logbook is for ākonga to keep track of their experiences on placement and get feedback from preceptors. s 9(2)(g)(i)

The Placements Coordinator advised that students don't get much choice in when their placements are as they are required to be available during clinical weeks. However, students are usually emailed at the start of each semester before the roster is completed and asked to advise any dates they cannot attend due to work or other prior commitments, and where possible these are blocked out to be worked around.

Feedback from Year 1 students s 9(2)(ba)(i)
s 9(2)(b)(ii)

Recommendation:

- s 9(2)(b)(ii)
-
-
-
-
-
-
-

Resources to support programme delivery

Staffing

As at 2 July 2024 the Paramedicine programmes have 13.3 FTE staff. See Appendix 8. This appears, along with the additional contract markers being employed, to be about right for the 250 EFTS in the programme, at their current allocated FTE:EFTS ratio of 1:18.

We were impressed with the kaimahi we met and commend their strong dedication to their profession and to their teaching roles. However we think some factors at the present time make the area challenging to staff and manage:

- This year the number of students has increased considerably.

| | 2021 | 2022 | 2023 | 2024 |
|--|------------|------------|------------|------------|
| L5 Ambulance and L7 Degree Provision | | | | |
| No of students enrolled | 239 | 304 | 322 | 347 |
| % increase each year | 13% | 27% | 6% | 8% |
| % increase on 2020 numbers (212) | 13% | 43% | 52% | 64% |
| | | | | |
| Bachelor of Health Science (Paramedic) Y1 | | | | |
| No of students enrolled | 101 | 120 | 145 | 183 |
| % increase each year | 16% | 19% | 21% | 26% |
| % increase on 2020 numbers (87) | 16% | 38% | 67% | 110% |

- There have been some recent difficulties in filling teaching roles, putting additional pressure on existing staff to provide cover.
- A significant number of staff are new.
- s 9(2)(b)(ii) [REDACTED]
- s 9(2)(g)(i) [REDACTED]
- Currently there are a number of casual tutors employed to assist with marking and other specified tasks. This we feel is a sensible way to support the tenured teaching staff, many who are new, to help ensure students' queries are responded to and marked work is returned in a timely manner.
- We were told that the Paramedic programmes had embedded Tūāpapa tutors but it was not clear to what extent, or if this would be continuing as standard BAU provision. If continuing, the allocation of cost needs to be clarified.

Facilities and equipment

Growth in the programmes over 20 years has been met by some necessary expansion in facilities and equipment. A dedicated laboratory and learning space was developed in 2009 through refitting existing prefabricated buildings. In 2013 a new building (Wikitoria Katene) replaced several prefabricated buildings to provide Health administration and learning facilities for nursing and paramedic students including new simulation suites and laboratories.

Current rooms/facilities and equipment used by Paramedicine

Paramedicine use staff spaces in the Wikitoria Katene building and can also request timetabled access to teaching rooms and specialised simulation spaces in that building. However they are expected to use the remodelled A Block

area¹ for the bulk of their simulation teaching provision. This is a large space that can be quickly adapted to enable flexible delivery. Photos of the A block space are included in Appendix 9.

We looked at the A Block space with the Kaiwhakaraere Simulation exploring the question “Does this space provide the needed simulation areas/equipment/functionality?” s 9(2)(g)(i)

Paramedic students also extensively use the Simulation Lab WK140 for simulation based delivery. This year (2024) a repurposed wet lab in WK101 is now available as an additional simulation space.

Another room (WK107/WK108) opposite the Technician space has been repurposed to be a practice space available for students to book. Students use a booking system to book the room and request the equipment they need. s 9(2)(ba)(i)

Equipment

While there is a wide range of equipment provided by the School for Paramedic related delivery, we need to acknowledge that the general feedback received during this project from s 9(2)(ba)(i) on the availability and condition of equipment was not positive (terms such as insufficient, old, broken, unavailable were bought up in equipment-related discussions). As a result of this, we suggest the School as part of its course provision planning for 2025 s 9(2)(b)(ii)

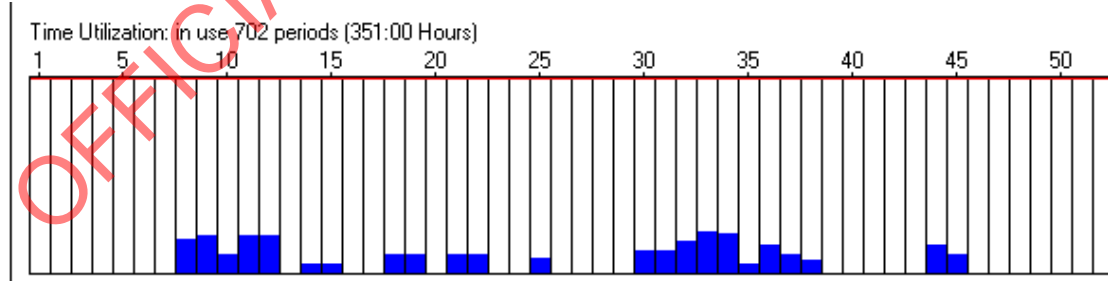
Usage of Facilities

With the growing numbers of students, the School’s planning needs to ensure that they make optimal use of available facilities. This is another layer of complexity for the School to consider when developing delivery plans for the upcoming years. We would encourage the School to work directly with the Timetabling Unit to make best use of the available facilities throughout the year. Information from Timetabling Coordinator suggests that there are a lot of unused teaching hours available in the current Paramedic Lab (A300-A312) as explained in the section below.

The Paramedic Lab (A Block space) has a total of 351 hours of teaching scheduled into it for the 2024 teaching year - this includes 17 hours of Self Directed Learning (SDL). In comparison with our other rooms and their usages, this is characterised as low usage.

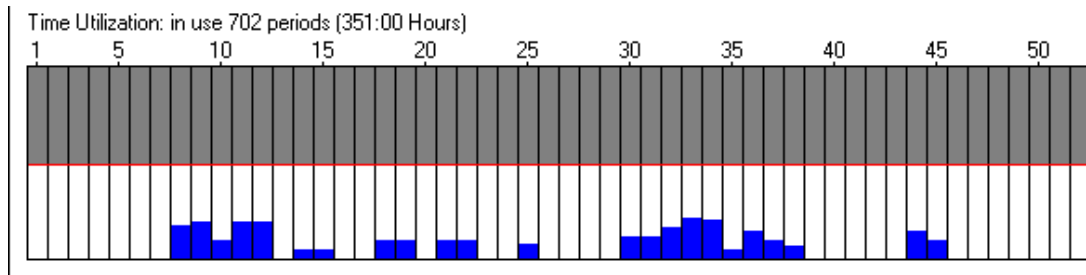
Current core teaching hours (as defined by the Director Teaching and Learning) are 8am to 8pm, this gives us 2040 available teaching hours per room per year. s 9(2)(b)(ii)

Below is a screen shot of hours booked per week for the Paramedic lab. These are hours booked over a 17-hour day and 7-day week. (default week display for the scheduling system). **More blue = more usage**



This screen shot shows usage per week against a 60-hour week.

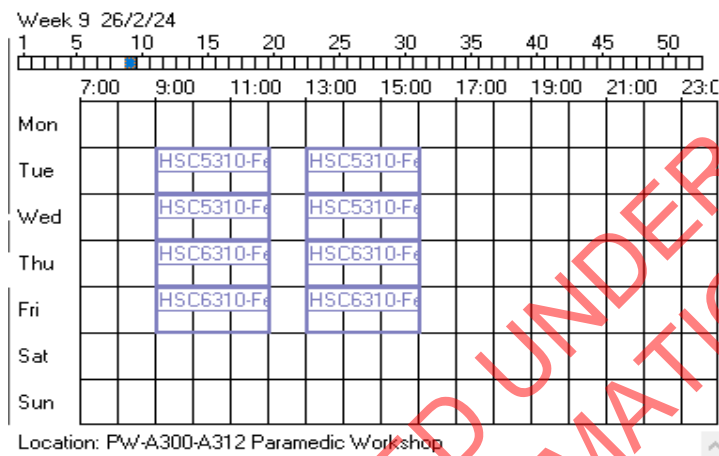
¹ Referred to in discussions with staff as A%. Designated Room A302 and Rooms A300-A312 on door signs. In the timetabling systems referred to as PW-A300-A312 Paramedic Workshop



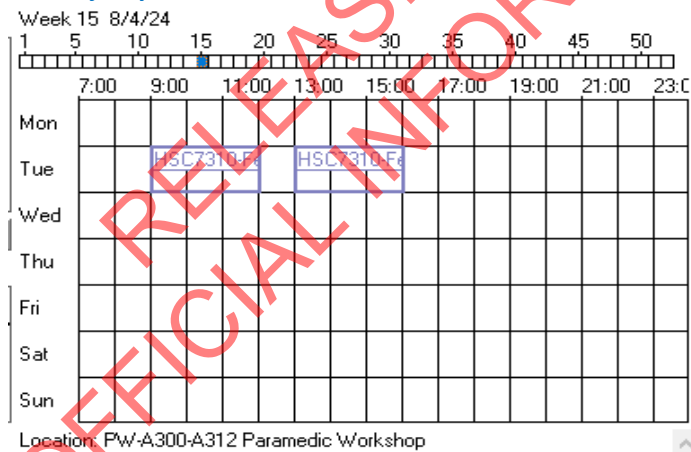
Assumptions

- *available teaching hour calculations ignore Saturday and Sunday. (12 hours x 5 days)
- *34 teaching weeks per year (2 x 17-week trimesters)
- *<700 hours Low usage
- *700 - 1100 hours Moderate usage
- * >1100 High Usage

Some weeks are busy:



The majority are not:



Other resources

All Paramedicine ākonga have access to Whitireia WelTec Learning Support Services (LSS), including those in distance programmes. We were advised that students can approach LSS themselves or may be referred by the Programme Manager or teaching staff, either generally to LSS or to specific LSS staff for particular support.

All Paramedicine ākonga have access to Moodle and to Tūāpapa resources.

Stakeholders: Key points/themes from stakeholder input

As part of discussions with stakeholders (ākonga, kaimahi, industry partners/employers, governance regulator) we asked a number of questions:

- Do you think the Paramedicine programmes are structured and aligned to provide clear employment/further study pathways for ākonga?
- What is working well at present?
- In your view what could be improved?
- Any issues that need to be identified?
- Any specific comments about locations where programmes are based?
- Any questions for us?

The meetings with industry stakeholders also included questions and discussion around:

- Views on contract arrangements (where relevant)
- Ability as an industry stakeholder to have any formal/informal input into the content of the programmes
- Ideas for any new opportunities the School could consider
- Any comments on the wider Health environment that would be useful for us to know

There was plenty of feedback provided from the various stakeholders. All stakeholder feedback has been included in this report, with summary key points below and more detail in Appendix 10.

We expect the School to acknowledge and consider this feedback, and to respond appropriately through their current communication channels, so that the various stakeholders can see they have been heard. We note that some industry stakeholders asked if they would be able to see the report.

Industry partners/employers and regulator

- Valuable programmes for training paramedics. The industry people we spoke to emphasised the object of the learning with Whitireia was to produce “work force ready graduates”.
- Industry partners s 9(2)(ba)(i) value the programme and report positive working relationships with the School of Health & Wellbeing.
- Both s 9(2)(ba)(i) commented on the level of student preparedness for placements and the reality of the workplace and think this could be improved. They expect students on placements to have a defined skill level, and to come ready to work and learn with ‘a good attitude’.
- s 9(2)(ba)(i) value the practical approach in the programme. They understand this must be balanced with knowledge of the evidence base, relevant research and referencing expectations but think we should avoid the programme focus becoming too heavily academic. s 9(2)(ba)(i) also highly rate the distance version of the degree programme. s 9(2)(ba)(i)
- Both s 9(2)(ba)(i) mentioned they were aware of reported issues with equipment items (old, broken, missing, insufficient) and had s 9(2)(ba)(i). They also valued simulation as a valuable learning tool and thought students may not have enough access to simulation spaces.
- s 9(2)(ba)(i) – positive feedback on relationship with Whitireia School of Health & Wellbeing
- s 9(2)(ba)(i) – positive feedback on Whitireia and the contribution being made to the current work to develop the accreditation standards and to the development of new programmes. They are currently surveying graduates and employers and the results of this work may provide additional feedback for us to consider.

Ākonga (Students)

There was a significant amount of feedback from students to consider. We had several discussions via Teams with reps from all three years of the degree, who were all in the on-campus programme. Some individuals (including distance students) also emailed their feedback. There were no responses received from Diploma students. We also accessed comments from institutional surveys (First Impressions, Student Satisfaction, Graduates).

This is a demanding programme and students face a number of challenges. In this section we have listed the range of key issues raised by students. Appendix 9b which we encourage staff to consider carefully provides more detail with respect to these issues.

Overall, feedback from ākonga on-campus and those studying by distance differed. s 9(2)(ba)(i)

[Redacted]

Preparation for placements - need a clearer idea of what Y1, Y2 and Y3 are expected to be capable of in relation to placements. Employers want them to be work ready with a good attitude. Is there a gap between expectation and reality – on all sides. What do we tell students? Is this clear enough on the website and handbook.

In the context of continuous improvement, issues students indicated that could be addressed to provide an enhanced learning experience included (more detail in provided in Appendix 10b):

- **Apparent disorganisation** – s 9(2)(ba)(i)
- **Assessment issues**
 - s 9(2)(ba)(i)
 -
 -
 -
- **Communication issues**
 - s 9(2)(ba)(i)
 -
 -
 -
- Related but separate from the communication issues above, s 9(2)(ba)(i)
- **Moodle and learning materials related issues**
 - s 9(2)(ba)(i)
 -
 -
 -
- s 9(2)(ba)(i)
- **Some student issues may result from their (mis)understanding of what the requirements are of full time study for this type of programme:** Students need to understand what the time required for study is.

- **Placements** were a subject often referred to. s 9(2)(ba)(i)
- **Block course organisation:** s 9(2)(ba)(i)
- **Enrolment issues** – s 9(2)(ba)(i) s 9(2)(a)

Kaimahi (Staff)

We received a good amount of feedback from the kaimahi who work in this area. They are clearly dedicated to the practice of their profession and passionate about helping train new paramedics. There are benefits perceived for students being taught by practicing professionals with close connections to industry current practice.

A list of kaimahi raised issues is included in Appendix 10c.

- Some reported issues emerged early in the project in the discussions with the programme management and staff. s 9(2)(ba)(i)

Two additional tutor positions have now been filled. Our observation is that some points around direction and priorities are now clearer:

- The internal five-year programme review scheduled for 2023/24 which initially appeared to not be proceeding very quickly or smoothly is nearing completion.
- s 9(2)(b)(ii)
- Some work in progress on proposed changes to the programmes for 2025 delivery (mostly related to alignment of the diploma and degree, and some assessment changes for Year 1) has been completed and met the timeframe for School, Whitireia and NZQA approval.
- Moderation (core (internal), and external with two Australian universities (University of Tasmania and La Trobe University) and AUT): this appeared to be being done but not consistently recorded (records of completed moderation are required to be filed on School moderation site and Central register). This is now being completed.

s 9(2)(ba)(i)
s 9(2)(b)(ii)

We asked how staff were managing the requirements for those teaching on a degree to be research active and to be qualified one level above. s 9(2)(ba)(i)

Our conclusions are it was clear that the teaching staff wanted to do their best for students s 9(2)(g)(i)

There appears to be good support for each other within the team and a buddy system for new staff, s 9(2)(ba)(i)

In our view the expectations for teaching staff about their roles, programme team priorities and how to manage workload are not clear. All current staff may not have completed a relevant induction. We think the School needs to ensure all staff have completed a teaching induction (managed through Teaching Innovation & Research Advisor), a general induction to WW (organised by the School), and have a plan to complete an adult teaching qualification if not already held. Strategies to foster involvement for all staff in whole-team planning need attention.

The School should continue with strategies to attract and support more diverse participation in the programme for Māori, Pacific and other groups. The Programme Manager is using a 'cultural safety is a journey' framework to advise kaimahi and ākonga about cultural safety for rainbow (LGBTIA+) and gender diverse people.

After listening to the views of staff we thought the following recommendations could help the School to focus on the way they work together to plan for the rest of the year and very importantly, how they deliver their programmes in 2025

- s9(2)(b)(ii) [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]
- █ [Redacted]

We acknowledge kaimahi are very busy already and will need support to effect changes.

Academic writing

Academic writing and the need for this was a subject that came up regularly in our discussions with students, staff and industry and we have felt we need to give some context to the subject that the School considers when making decision about academic writing requirements for different qualifications and at different levels within qualifications. While some programme staff continued to stress the importance of academic writing at the degree level, including in Year 1, this is in some ways counter to the feedback received from industry that this focus does not reflect the current requirements of day-to-day operational requirements, most of which use templates for reporting activities. Other staff appeared to agree, saying students need to be capable of concise and legible communications relating to medical advice and reporting, and able to recognise a credible source.

We agree with the staff view that graduates need to be able to recognise credible sources and separate fact from opinion. However we query the emphasis of students being required to demonstrate high levels of academic

writing very early on in their learning journey where this can quickly become a barrier to further participation, rather than being integrated into and developed over the entire 3 years of the degree.

Our understanding of what industry was telling us about the requirements relating to academic writing for undergraduate qualifications including the degree was that degree graduates need to be capable of completing clear and concise patient reports (that may be templates) that have professional credibility and research-based advice and/or recommendations. Industry people told us they expected graduates to be able to source “best information” that validated information they provided in reports without an over emphasis on technical academic detail such as perhaps 100% correct APA referencing.

Industry people we spoke to agreed that the post graduate level was where a graduate could be expected to be able to demonstrate quality academic writing skills.

We think there is a challenge for the School to ensure that the communication skills required of the competent graduate do not morph into a degree requirement of a graduate to have high level academic writing and referencing skills that do not align with the skills required by a competent industry recognised paramedic.

Moodle

The Paramedicine programmes appear to make heavy use of Moodle. The resources include a large amount of stored videos, and we were advised this creates space and cost issues.

Financials

Programme cost centres

There are 2 Cost Centres that relate to Paramedicine delivery:

- CC 205 Paramedic
- CC 213 PG Speciality Care – this cost centre includes the provision of Paramedic specialities as well as other specialities.

s9(2)(b)(ii)

s9(2)(b)(ii)

Financial Contributions

The Boston Matrix diagrams relating of these programmes are below the following explanation of each programme recent contribution record.

Bachelor of Health Science (Paramedic)

The 2022 and 2023 Academic and Financial Performance analyses have both indicated the **Bachelor of Health Science (Paramedic)** provision’s contribution s 9(2)(b)(ii)

Level 5 Diploma in Ambulance Practice

The **Level 5 Diploma in Ambulance** made a s 9(2)(b)(ii) contribution in 2022 – s 9(2)(b)(ii)

s 9(2)(b)(ii)

| Attribute | 2022 | 2023 |
|---------------------|---|-------|
| Programme | NZ3065 | |
| Description | New Zealand Diploma in Ambulance Practice (Level 5) | |
| EFTS | 21.125 | 11.75 |
| Total Revenue | s 9(2)(b)(ii) | |
| Personnel | s 9(2)(b)(ii) | |
| Direct Costs | s 9(2)(b)(ii) | |
| Misc Costs | s 9(2)(b)(ii) | |
| Total Costs | s 9(2)(b)(ii) | |
| Direct Contribution | s 9(2)(b)(ii) | |
| Contribution % | s 9(2)(b)(ii) | |

Certificate in Emergency Care (First Responder)

The Level 3 Certificate in Emergency Care (First Responder) had an ^{58(2)(b)} contribution in 2022 s 9(2)(b)(ii)

Postgraduate Provision

The contribution of Postgraduate qualifications in Speciality Care s 9(2)(b)(ii)

The Speciality Care calculation is complex as it includes a number of other specialities in addition to the paramedic specialities. s 9(2)(b)(ii), s 9(2)(g)(i).

Background of Paramedicine employment in New Zealand

The current employment situation for paramedics appears quite buoyant. The following statistics showing the current size of the industry are sourced from Te Kaunihera Manapou Paramedic Council of New Zealand website. See Appendix 11.

Manapou | Paramedic registration status:

Registered: 2,348 current total
Practising: 1,978 current total
Non-Practising: 370 current total

Note: To practise as a paramedic in New Zealand, a paramedic must hold both registration and a practising certificate with Te Kaunihera.

Manapou | Paramedic demographics

Māori 142 current total

This figure represents paramedics who have identified as being Māori in any of the three ethnicity reporting fields.

Pacific Peoples 46 current total

This figure represents paramedics who have identified as being from a Pacific nation in any of the three ethnicity reporting fields.

The Paramedic Council of New Zealand also provides useful information for aspiring paramedics on its website: [Ngā ākongā | Students \(paramediccouncil.org.nz\)](http://Ngā ākongā | Students (paramediccouncil.org.nz))

Current Enrolments and The Business Rules

EFTS

| Internal Code | Calendar Year | Delivery at NZQF levels 7 (degree) and above | | | Non-degree Delivery at Levels 3-7 |
|---------------|---------------|--|---------|---------------|-----------------------------------|
| | | Distance | Porirua | TOTAL | Distance |
| NZ3065 | 2024 | | | | 11.88 |
| PR4851 | 2024 | 107.50 | 134.88 | 242.38 | |

Total EFTS: 254 EFTS

Student Numbers

| Internal Code | Calendar Year | Delivery at NZQF levels 7 (degree) and above | | | Non-degree Delivery at Levels 3-7 |
|---------------|---------------|--|---------|-------|-----------------------------------|
| | | Distance | Porirua | TOTAL | Distance |
| NZ3065 | 2024 | | | | 19 |
| PR4851 | 2024 | 206 | 145 | 346 | |

Total Students: 365 EFTS

s 9(2)(b)(ii)

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Financials - 2023 ABM Results

s 9(2)(b)(ii)



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| | | |
|--|--|--|
| <p>The graphs above show programme performance in relation to % Contribution. Within the report there are also graphs showing course completion and</p> <ul style="list-style-type: none"> • \$ contribution made by programme towards School and Institutional costs in 2023. • \$ contribution per EFTS made by programme towards School and Institutional cost in 2023. • % Contribution as per the 2023 financials (ie % of revenue contributed towards School and Institutional cost in 2023) <p>Programmes that cost more to run than they returned will have a negative contribution.</p> | <p>The Quadrants in the % Contribution as per the 2023 financials</p> <ul style="list-style-type: none"> • Programmes in the top right quadrant are high performers (STARS) having overall course completion rates greater than s 9(2)(b)(ii) and making a positive \$ contribution or in graphs in the % contribution graph, a contribution greater than s 9(2)(b)(ii) • Programmes in the top left quadrant make a contribution as a percentage of their income generated greater than s 9(2)(b)(ii) (or positive contributions) s 9(2)(b)(ii) • Programmes in the lower right quadrant have overall course completion rates greater than s 9(2)(b)(ii) • Programmes in the lower left quadrant s 9(2)(b)(ii) | <p>Course completion results presented are the course completions for all cohorts enrolled in 2023 as calculated using an Artena extract of institutional course completions made on 24 May 2024.</p> <p><u>NOTE: The black semi-circle in the bottom left-hand corner of the graphs represents (as a full circle) 20 EFTS</u></p> <p>Where graphs have a coloured border, this indicates the Y-axis is not the standard axis – green indicates look for a higher than standard result being depicted while red means a poorer result than the standard is depicted on the graph</p> |
|--|--|--|

s 9(2)(b)(ii)

s 9(2)(b)(ii)

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Conclusions

This was a complex project that involved seeking input from a large number of different stakeholders and various groups, accessing various sources of relevant information and analysing a large amount of documentation.

Some very strong positives overall:

- Well established programmes with a long history, highly valued by industry, aimed at employment opportunities that are expanding, with rapid growth expected including in areas other than emergency, for example work within the community assessing and treating patients with low acuity conditions.
- Closeness to industry partners/employers (s 9(2)(ba)(i)) and to the governance/regulator (s 9(2)(ba)(i))
- Student numbers have grown rapidly in the degree and the demand appears likely to continue. The on-campus / distance choice suits different needs and situations.
- Delivered by kaimahi very connected to and passionate about their profession and subject areas.
- Active advisory committee and degree monitor.
- Recognition of need to attract more Māori and Pacific ākonga and kaimahi to the programmes (Appendix 5 has information about the proportion of Māori and Pasifika students over last ten years.
- Stated aim to support cross cultural needs and diversity in the widest sense
- Excellent administrative support provided by Health Admin assigned to the programmes
- Good working relationships with the other NZ programme provider (AUT) and two Australian providers (University of Tasmania and La Trobe University, Melbourne) that include external moderation and degree monitoring arrangements.
- Opportunities for further growth as the profession changes and expands

Some hot points noted at the start:

At the start of the project we observed some hot points and noted some immediate issues raised in discussions.

s 9(2)(a)

Some of these points have now either been clarified and resolved or appear to be moving in the right direction and making progress, however some issues will need further consideration:

- s 9(2)(ba)(i)
 We note that some new staff have been appointed.
- s 9(2)(g)(i) We observed a group of highly knowledgeable and experienced professional individuals, dedicated to their profession and to helping to train others, s 9(2)(g)(i)
- s 9(2)(ba)(i) Staff are highly professional, and skilled in training, s 9(2)(g)(i) Q: have all staff completed a teaching induction, a general induction to the institution, and are completing (or have already completed) an adult teaching course.
- s 9(2)(ba)(i) . In our view, some of the activities described could be seen as within the expectations of a standard tutor role and should be discussed as part of normal work allocation processes, rather than being considered as responsibilities requiring additional financial or other recognition.
- s 9(2)(ba)(i) –
- s 9(2)(g)(i)
- s 9(2)(ba)(i)
- s 9(2)(g)(i)
- s 9(2)(ba)(i)
- s 9(2)(ba)(i)
- s 9(2)(ba)(i) In the BHSc (Paramedic) Programme Document Year Profiles

(page 7) the expectation for academic scholarship in Year 1 is 'Descriptive' while Year 2 is 'Analytical' and Year 3 'Critical'. The current focus on academic scholarship and academic writing including APA Referencing requirements from the very beginning of the programme, with use of a highly structured and strict rubric, may need further review for appropriateness. Learning why referencing is required and what language and format is expected is a journey for students. Industry feedback is that much of reporting is now templated, with students and graduates expected to be able to provide clear reports, separate fact from opinion, and know how to access robust information sources.

- This is a demanding programme and students face a number of difficulties. The School needs to check: Numbers who drop out while studying? In first 2-3 years of work? Preparation for placements - need a clearer idea of what Y1, Y2 and Y3 are expected to be capable of in relation to placements. Employers want them to be work ready with a good attitude. Is there a gap between expectation and reality – on all sides. What do we tell students? Is this clear enough on the website and handbook.

“The programme involves considerable study and serious thought should be given before a student undertakes paid employment that will make it difficult to maintain sufficient study time, or to attend clinical experience. It is suggested that no more than ten hours per week are worked.”

Future work / challenges for the Paramedicine Programme Suite:

- s 9(2)(b)(ii)

The table below shows the numbers of students enrolled in the Level 5 Ambulance course and the degree 2014 – 2024 (April) and the influence of the last 2 years increased student numbers

| ICode | Programme | Numbers of Students enrolled | | | | | | | | | | | For Planning |
|--------------------|---|------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------------|
| | | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
| NZ3065 | New Zealand Diploma in Ambulance Practice (Level 5) | | | | | | | | 15 | 53 | 26 | 17 | s 9(2)(b)(ii) |
| PR4851 | Bachelor of Health Science (Paramedic) Y1 | 37 | 38 | 43 | 59 | 83 | 81 | 87 | 101 | 120 | 145 | 183 | |
| | Bachelor of Health Science (Paramedic) Y2 | 97 | 111 | 117 | 115 | 116 | 78 | 70 | 83 | 104 | 105 | 125 | |
| | Bachelor of Health Science (Paramedic) Y3 | 86 | 122 | 107 | 139 | 98 | 116 | 72 | 56 | 66 | 81 | 77 | |
| PR4964 | Certificate of Proficiency | | | | | | | | 7 | <4 | | | |
| Grand Total | | 214 | 244 | 245 | 265 | 273 | 256 | 212 | 239 | 304 | 322 | 347 | |

- s 9(2)(g)(i)

- s 9(2)(b)(ii), s 9(2)(j)

- Balancing the programmes the School is approved and accredited for and wants to offer with what the workforce wants, within the constraints of the current funding model issues.
- Getting NZQA approval for proposed changes to the degree/diploma and implementing these for 2025.
- Ensuring the formal Programme Document for the BHSc accurately reflects changes that have been approved over the years and can be used with confidence in reaccreditation and other relevant processes.
- Preparing for and achieving reaccreditation by NZ Paramedic Council in 2025.
- Continuing to monitor any disparity between course and programme completions and to address any concerns.
- Planning to grow the programme area to match industry demands for areas of specialisation and postgrad (including how to meet requirements for research and appropriate staff qualifications).
- Taking a whole team approach to review teaching strategies in relation to content and assessment using structured and facilitated planning sessions.
- Financials -2023 Contributions noted: s 9(2)(b)(ii), s 9(2)(g)(i)

[Redacted]

- s 9(2)(b)(ii), s 9(2)(g)(i)
- Students: The students we heard from were impressive. The feedback was mixed – s 9(2)(ba)(i)
- [Redacted]

- Resources: s 9(2)(ba)(i)
- [Redacted]

Some points/areas we think need addressing immediately:

- s 9(2)(b)(ii), s 9(2)(j)
- [Redacted]

Opportunities

s 9(2)(b)(ii)

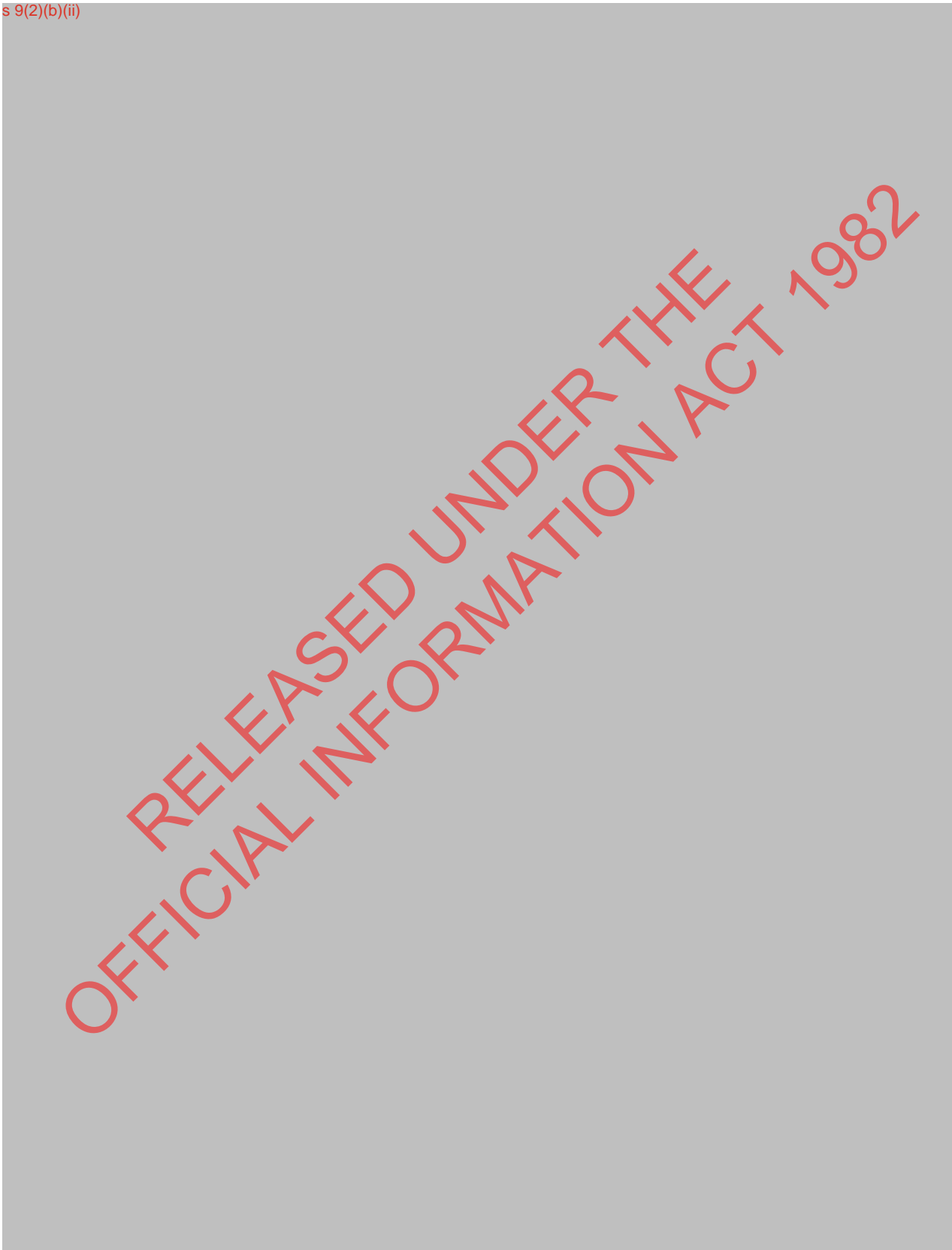
[Redacted]

Commendation and Recommendations

We commend the obvious dedication and commitment of the Paramedicine programmes staff to their profession and their strong ongoing connections to their industry area.

We recommend the following for consideration:

s 9(2)(b)(ii)



s 9(2)(b)(ii)

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Appendix 1 Project Terms of Reference

Whitireia and WelTec – School of Health and Wellbeing

Paramedic suite alignment project- Terms of Reference

Purpose

The School of Health and Wellbeing intends to examine their current Paramedic programme suite to ensure that the provision aligns effectively both with suitable pathways into the programmes and with appropriate employment pathways, meets the needs of ākonga who enrol and the industry sector the programmes serve, provides the necessary learning environment, and is operationally viable and sustainable. This work will feed into the upcoming/current five-year review for the Bachelor of Health Science Paramedic and also aims to identify any new opportunities including in the post graduate space so these can be evaluated.

Scope

The scope of this work includes the following:

- Revise any previous Health environment scans to provide an updated view of the current employment situation for paramedics including estimated size of NZ domestic market and needs;
- Clarify pathways available for those coming into the current WW Paramedic programme suite through flexible learning and recognition of prior learning;
- Consider the current s 9(2)(b)(ii), s 9(2)(j) and how this supports efficient and effective programme delivery.
- Look at how the present WW Paramedic programme suite is aligned with employment opportunities, including in comparison with any similar programmes offered at other NZ provider(s) and identify any changes the School could consider;
- Update existing analyses of the Paramedic programme suite with current information, costs and performance data (enrolments numbers, educational performance and financial performance);
- Look at how the Paramedic programme suite is managed as a specialisation within the School of Health & Wellbeing;
- Talk with key stakeholders (ākonga, kaimahi, delivery partners, wider industry sector, any other relevant parties) and gather their feedback;
- Identify any new opportunities including in the post graduate space for evaluation by the School;
- Provide information and advice on planning needed and the timeframe for any proposed changes;
- Recommend considerations for the future.

Indicative Timeframe

The School expects this work would start in April 2024 and be completed over three months or so. The aim is to provide the initial draft report in July.

Process

- Work initiated by Director, Teaching & Learning with Head of School.
- Teaching & Learning Project Managers appointed to assist with this work.
- Communications to key stakeholders.
- Discussion with staff, students, relevant industry stakeholders, other relevant parties.
- Analysis of relevant information completed.
- Draft report with recommendations provided to Director, Teaching and Learning, and Head of School, Health and Wellbeing, for decisions and follow up.

Deliverables

- Draft report with recommendations

Terms of Reference approved by:

Director, Teaching and Learning

s 9(2)(a)

Appendix 2 Paramedicine background information

Note: general information drawn from various sources

In New Zealand, paramedics play a crucial role in delivering various medical services. They provide emergency and urgent medical services to the community through a specialised body of professional knowledge, delivering care in variable environments. Using clinical assessment, advanced medical procedures and treatment, they stabilise patients in clinically challenging environments, refer to primary and secondary care and provide on-going emergency medical care during transportation. In recent times they have also moved into areas requiring low acuity care and work in a wider range of environments.

Key aspects of their job include:

- **Assess and Treat** They can provide immediate medical care at the scene of an emergency for people who are seriously ill or injured.
- **Triage:** They prioritise patients based on the severity of their condition, ensuring that those in critical need receive prompt attention.
- **Transport:** If necessary, paramedics transport patients to hospitals using ambulances or other specialized vehicles.
- **Pain Relief and Stabilization:** They administer pain relief, including intravenous (IV) treatment, and stabilize patients to prevent further harm.
- **Record Keeping:** Paramedics record patient information and follow handover procedures when transferring patients to medical facilities.
- **Specialised Rescue Work:** Some paramedics work in air ambulances and rescue helicopters, performing specialised rescue operations.

Working Conditions:

- Paramedics usually work 12-hour shifts, including nights and weekends.
- They may work full time, as casual staff, or as volunteers.
- The job can be stressful and hazardous, especially when dealing with distressed individuals.
- Paramedics travel locally and nationally in ambulances, air ambulances, and helicopters.

Skills and Knowledge:

- Paramedics need knowledge of emergency care, human anatomy, and physiology.
- They must be familiar with medicines and life-saving procedures.
- Advanced driving skills are essential.
- Familiarity with the local area where they work is crucial.
- They should be proficient in using medical equipment such as defibrillators.

Employment:

- In New Zealand, most paramedics work for Hato Hone St John, New Zealand's largest paramedic employer.
- Other employers include Wellington Free Ambulance, private ambulance services, air ambulance services, and the New Zealand Defence Force.

In New Zealand, becoming a paramedic involves several steps:

Education:

- **Bachelor's Degree:** To become a paramedic, you'll need to complete a **Bachelor of Health Science (Paramedicine)**. This degree program typically takes **three years**.
- You can study full-time or part-time while working for an ambulance provider, either in a **volunteer** or **paid position**.

Obtain **registration** as a paramedic and an **annual practicing certificate** from the **Kaunihera Manapou NZ Paramedic Council**.

Checks and Requirements: Before joining a paramedic team, there are several checks:

- **NZ Citizenship or Residency**
- **Full Police Check**
- **NZTA Driver Check** (Full driver's license required)
- **Physical Assessment**
- **Written Assessment**
- **Reference Checks**
- **Medical Screening** (Requirement to meet the **STJ Medical Standards**)

Skills and Attributes:

- Paramedics need a combination of **clinical, practical, interpersonal, and communication skills**.
- Proficiency in using medical equipment, familiarity with local areas, and advanced driving skills are essential.

In New Zealand, there are several pathway options to train as a professional paramedic:

Hato Hone St. John:

NB: Hato Hone St. John deliver an internal National Diploma in Ambulance Practice (EMT level) qualification, not a three-year degree programme in paramedicine.

- **Bachelor of Health Science (Paramedicine):** St. John offers a **three-year degree program** in paramedicine. This program equips you with the knowledge, skills, and experience needed to assess and treat a wide range of clinical conditions, from minor concerns to life-threatening illnesses.
- **Registration and Certification:** After completing the program, you can obtain **registration as a paramedic** and an **annual practicing certificate** from the **Kaunihera Manapou Paramedic Council**.
- **Requirements:** You'll need to meet certain requirements, including NZ citizenship or residency, a full police check, a valid driver's license (Class 1), and medical screening according to **STJ Medical Standards**.
- **Career Insights:** Paramedics at St. John emphasize the balance of clinical, practical, interpersonal, and communication skills. [They believe that paramedicine is a profession with exciting opportunities for diversification¹.](#)

Whitireia New Zealand and Auckland University of Technology (AUT):

- These institutions offer a **Bachelor of Health Science (Paramedicine)** program.
- The program provides comprehensive training in emergency care, clinical assessment, and treatment.
- Graduates are eligible for paramedic registration and certification.

Other Tertiary Institutions:

- Some other tertiary institutions in New Zealand may also offer paramedicine programs.
- Check their prospectuses or websites for details on their paramedic training pathways.

What the Paramedic Council says: <https://paramediccouncil.org.nz/PCNZ/PCNZ/2.Paramedics/Ng---konga.aspx>

What Career NZ says: <https://www.careers.govt.nz/jobs-database/health-and-community/health/paramedic/>

What is the relationship between Wellington Free Ambulance and St John?

(AI response)

There are some competing interests between **Wellington Free Ambulance** and Hato Hone **St John** in New Zealand, due to factors such as **funding, territorial boundaries, and resource allocation**. Both organisations operate independently in different regions, but they also collaborate on a national level to provide emergency medical services.

Some key collaboration points:

- **Joint Venture Communications Center:** Wellington Free Ambulance and St John jointly manage the **Communications Center** in Wellington. [This center handles emergency calls and dispatches ambulances, emergency vehicles, and air ambulances \(helicopters\) for the entire country¹.](#)
- **Emergency Services Partnership:** Both organisations are part of the broader landscape of health and social care in New Zealand. While each has its own unique services, they collaborate to ensure efficient and effective emergency response. St John provides ambulance services throughout the country, while Wellington Free Ambulance operates in the Wellington region.

Some potential issues:

- **Territorial Boundaries:** Wellington Free Ambulance primarily serves the Wellington region, while St John operates nationwide. Disputes could arise over the boundaries of service areas.
- **Funding:** Both organisations rely on funding from various sources, including government grants, DHBs/ACC Funding, donations, and community support.
- **Resource Sharing:** During major incidents or emergencies, both Wellington Free Ambulance and St John are expected to coordinate their efforts and agree on the deployment of resources (such as ambulances, personnel, and equipment).
- **Competition:** An element of competition may be present between the two organisations, in relation to public perception and donor support.

Paramedic Statistics

<https://paramediccouncil.org.nz/PCNZ/PCNZ/Paramedic-Statistics.aspx>

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Appendix 3 An overview of current AUT Paramedic Qualifications

Paramedicine department

AUT is the leading educator for paramedicine in New Zealand, and the Paramedicine department is part of health sciences at AUT.

Our team of highly qualified professionals prepare and upskill students to work effectively within our communities, caring for people and saving lives. Our paramedicine courses interact with private and public sectors, and are constantly changing to reflect the latest advancements.

Undergraduate courses

Undergraduate study in paramedicine will give you a solid grounding in this area.

- > Bachelor of Health Science in Paramedicine
- > Diploma in Paramedic Science
- > Graduate Certificate in Health Science
- > Graduate Diploma in Health Science

Postgraduate courses

Paramedicine postgraduate degrees

- > Bachelor of Health Science (Honours)
- > Postgraduate Certificate in Health Science in Resuscitation
- > Postgraduate Diploma in Health Science in Paramedicine
- > Master of Health Practice in Paramedicine
- > Master of Health Science
- > Master of Philosophy
- > Doctor of Health Science
- > Doctor of Philosophy

Paramedicine Major – Bachelor of Health Science

Paramedicine is New Zealand's most trusted profession, helping the community in times of need. Study the Paramedicine major in the Bachelor of Health Science degree to prepare for this rewarding career.

Paramedics are the backbone of emergency ambulance services run by St John and Wellington Free Ambulance, as well as helicopter rescue services. Paramedics often work independently in remote or difficult environments and have to make critical, often complex decisions. The Paramedicine major prepares you for these challenges.

You learn from staff who are intensive care paramedics, emergency nurses, defence force medics, midwives, medical specialists and emergency management specialists. There's a focus on practical experience with clinical placements in ambulance services, hospitals, mental health institutions, ski fields, and community or primary health centres.

AUT Qualifications

Key features

- > The only New Zealand university degree in paramedicine
- > Includes 1,000 hours of clinical placement
- > Meets the requirements to apply for the role of paramedic across Australasian, Canadian and UK ambulance services
- > Offered at the South Campus
- > Two intakes a year start in Feb or July

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Paramedicine

Scan this QR code for details about courses, where your study could lead, and stories about our great graduates and students.



Paramedicine is New Zealand's most trusted profession, helping the community it serves in times of need. The Paramedicine major prepares you for these challenges. You learn from staff who are intensive care paramedics, emergency nurses, defence force medics, midwives, medical specialists and emergency management specialists. There's a focus on practical experience with clinical placements available in ambulance services, hospitals, mental health institutions, ski fields, and community or primary health centres.

What you study

YEAR 1

All health sciences students take the same courses in the first semester so you can develop an in-depth understanding of general healthcare. In Semester 2, you're introduced to paramedicine, and the practical aspects of pre-hospital emergency care and the clinical work environment. You also become familiar with medical trauma, and the management of traumatic and acute medical emergencies.

YEAR 2

You develop further theory and skills related to paramedicine practice. There's an emphasis on cardiology and managing patients with altered haemodynamics (resuscitation, defibrillation, 12 Lead ECG, intravenous access and drug therapy). You also become familiar with pharmacology and research methods for paramedics and complete large amounts of clinical practice. Ambulance operations are also covered.

YEAR 3

You develop a safe, integrated clinical paramedicine practice. This includes resuscitation, mental health, primary care and health law. This year focuses on preparing you for employment as a practising paramedic. It also includes a clinical reasoning component.

Workplace experience

Throughout your degree you complete approximately 1,000 hours of clinical placement in ambulance services, hospitals, mental health institutions and community or primary health centres. These placements require you to be mobile and work shifts.

Career opportunities

- Paramedic
- International relief work
- Safety services and emergency management roles
- Medic on super-yachts and cruise liners
- Working on oil rigs, industrial sites or ski fields



"I wanted to have a career that excites and challenges me. As a paramedic every day is different, and you get to meet so many different people. I'd definitely recommend AUT's paramedicine degree to others. This programme has a great balance of theoretical and practical components, and all of the lecturers are so helpful and supportive. I really enjoyed being able to attend the clinical placements throughout my degree. You can interact with patients in real-life situations and put the skills you learn in class to use, as well as work alongside ambulance officers and other health professionals. This is where you gain the experience for life as a paramedic after university and make valuable connections."

Eireann Hudner
Paramedic, St John
Bachelor of Health Science in Paramedicine

Diploma in Paramedic Science

Scan this QR code for course details and where this qualification could lead you.



The Diploma in Paramedic Science is for students who want a career in pre-hospital emergency healthcare, primarily in an ambulance setting. After completing the Diploma in Paramedic Science you will have successfully met the requirements to apply for work as an Emergency Medical Technician (EMT) in New Zealand.

An emergency medical technician administers pre-hospital emergency care – looking after patients during the time between when an ambulance locates the patient and when that patient arrives at the hospital or treatment centre. EMTs are required to provide a high level of professional medical care to patients under a variety of circumstances.

Entry requirements

Minimum entry requirements

- Completion of Year 12
- Must be capable of meeting the Health Practitioners Competence Assurance Act (HPCA Act) and Children’s Act 2014 requirements, including police clearance
- Must be 18 years or older by the first day of semester
- Minimum requirement of a learner drivers licence to apply

English language requirements

IELTS (Academic) 6.0 overall with all bands 5.5 or higher; or equivalent.

What this qualification covers

Courses you’ll take may cover areas like paramedic theory and practice, human anatomy and physiology, and pathology. There’s an emphasis on clinical practice, and you’ll become familiar with assessing and communicating with patients, and out-of-hospital management of medical and trauma conditions.

DipPSc | AK1011

QUICK FACTS

| | |
|----------|------------------------|
| Level | 6 |
| Points | 120 |
| Duration | 1 year full-time |
| Campus | South |
| Starts | 3 March & 21 July 2025 |

Career opportunities

Working for:

- St John
- Wellington Free Ambulance service
- New Zealand Defence Force (NZDF)
- Other pre-hospital medical providers



News Item 14 Jun, 2024

<https://www.aut.ac.nz/news/stories/new-degree-option-maximises-flexibility>

New study option maximises flexibility



Auckland University of Technology (AUT) has launched a new pathway for paramedicine students to earn a second degree within a continuous four-year course of study.

Created in conjunction with Health New Zealand | Te Whatu Ora, newly graduated students will be able to move straight into studying to become a Perioperative Practitioner (anaesthetic technician) for the first time.

The programme commences in July this year, with the first students graduating next year with a degree in Perioperative Practice alongside their existing qualification.

"This innovation opens up a new opportunity for Paramedics to build on their degree, while training more people for these crucial roles," says Megan Richardson, Programme Leader Perioperative Practice at AUT.

"Giving these dedicated individuals the chance to diversify their careers while helping address acute workplace shortages shows our commitment to ensuring the health workforce meets the needs of Aotearoa.

"We anticipate strong interest in the course from students keen to maximise their flexibility in the health workforce."

Judith McAra-Couper, Head of School of Clinical Science, says offering this new pathway for Paramedicine graduates is a continuation of AUT's dedication to ensuring the university offers courses students want and the health sector needs.

"We can't wait to welcome the first cohort to campus next semester and to continue working with Health NZ to support the students as they work towards their new qualification," she says.

This new programme will provide an additional pipeline into the Anaesthetic Technician/Perioperative Practitioner profession and compliments the Perioperative Practice major in the Bachelor of Health Science provided by AUT.

"Driving local-led innovation in training is a priority in our Health Workforce Plan, and this is a great example of that. The AUT programme creates welcome additional options for new health graduates and offers additional flexibility and capacity for the health workforce. It's health and education working in partnership, and hopefully the first of many future dual qualification/dual registration programmes," says Sue Waters, Interim National Chief, Allied Health, Health NZ.

"Having begun my own health career as a paramedic and then retrained as a doctor, I can testify to the power of 'cross-training'. I welcome the fact this new course creates efficiencies for students wanting options and the greater insights they'll gain. The value to the health workforce is huge," says Carlton Irving, Chief Clinical Officer, Allied Health, Health NZ and Chair of the Paramedic Council.

Health NZ will seek to support these students through clinical placements relevant to their studies. Importantly, this new initiative will not impact employers of paramedics, as there is no current shortage.

Appendix 4 An overview of current Australian Paramedic Qualifications

Australian College of Paramedicine

<https://paramedics.org/>

Paramedicine is offered in Australia by:

Education Provider: Australian Catholic University

Program of Study Name: Bachelor of Nursing / Bachelor of Paramedicine

Course Length: 4 years full time or equivalent part-time

Qualification: Bachelor of Nursing / Bachelor of Paramedicine

Education Provider: Australian Catholic University

Program of Study Name: Bachelor of Nursing/Bachelor of Paramedicine

Course Length: 4 Years

Qualification: Bachelor of Nursing/Bachelor of Paramedicine

Education Provider: Australian Catholic University

Program of Study Name: Bachelor of Paramedicine

Profession: Paramedicine

Course Length: 3 Years

Qualification: Bachelor of Paramedicine

Education Provider: Central Queensland University

Program of Study Name: Bachelor of Paramedic Science

Course Length: 3 years full time or 6 years part-time

Qualification: Bachelor of Paramedic Science

Education Provider: Charles Darwin University

Program of Study Name: Bachelor of Paramedicine

Course Length: 3 Years

Qualification: Bachelor of Paramedicine

Education Provider: Charles Sturt University

Program of Study Name: Bachelor of Paramedicine

Course Length: 3 years full time EFT

Qualification: Bachelor of Paramedicine

Education Provider: Charles Sturt University

Program of Study Name: Bachelor of Paramedicine (Honours)

Course Length: 3 years full time EFT

Qualification: Bachelor of Paramedicine (Honours)

Education Provider: Charles Sturt University

Program of Study Name: Graduate Diploma in Clinical Practice (Paramedicine)

Course Type: Graduate Diploma

Course Length: 1 year full time

Qualification: Graduate Diploma in Clinical Practice (Paramedicine)

Education Provider: Curtin University

Program of Study Name: Bachelor of Science (Paramedicine)

Course Length: 3 years full time EFT

Qualification: Bachelor of Science (Paramedicine)

Education Provider: Edith Cowan University

Program of Study Name: Bachelor of Science (Paramedical Science)

Course Length: 3 years full time EFT

Qualification: Bachelor of Science (Paramedical Science)

Education Provider: Federation University Australia

Program of Study Name: Graduate Diploma of Paramedicine

Course Type: Graduate Diploma

Course Length: 1 year duration - offered by block mode

Qualification: Graduate Diploma of Paramedicine

Education Provider: Flinders University

Program of Study Name: Bachelor of Paramedicine

Course Length: 3 years full time

Qualification: Bachelor of Paramedicine

Education Provider: Griffith University

Program of Study Name: Bachelor of Paramedicine

State: QLD

Course Length: 3 years full time

Qualification: Bachelor of Paramedicine

Education Provider: La Trobe University

Program of Study Name: Bachelor of Paramedic Practice (Honours)

Course Length: 4 years

Qualification: Bachelor of Paramedic Practice (Honours)

Education Provider: Monash University

Program of Study Name: Bachelor of Paramedicine

Course Length: 3 years

Qualification: Bachelor of Paramedicine

Education Provider: Queensland University of Technology

Program of Study Name: Bachelor of Nursing / Bachelor of Paramedic Science

Course Length: 4 years

Qualification: Bachelor of Nursing / Bachelor of Paramedic Science

Education Provider: Queensland University of Technology

Program of Study Name: Bachelor of Paramedic Science

Course Length: 3 years

Qualification: Bachelor of Paramedic Science

Education Provider: University of Notre Dame Australia

Program of Study Name: Graduate Diploma of Paramedicine

Course Length: 1 year

Qualification: Graduate Diploma of Paramedicine

Education Provider: University of Southern Queensland

Program of Study Name: Bachelor of Paramedicine

Profession: Paramedicine

Course Length: 3 years

Qualification: Bachelor of Paramedicine

Education Provider: University of Tasmania

Program of Study Name: Bachelor of Paramedic Practice

Course Length: 3 years

Qualification: Bachelor of Paramedic Practice

Education Provider: University of Tasmania

Program of Study Name: Bachelor of Paramedicine

Course Length: 2 years

Qualification: Bachelor of Paramedicine

Education Provider: University of the Sunshine Coast

Program of Study Name: Bachelor of Paramedic Science

Course Length: 3 years

Qualification: Bachelor of Paramedic Science

Education Provider: University of the Sunshine Coast

Program of Study Name: Bachelor of Paramedicine

Course Length: 3 years

Qualification: Bachelor of Paramedicine

Education Provider: Victoria University

Program of Study Name: Bachelor of Paramedicine

Course Length: 3 years

Qualification: Bachelor of Paramedicine

Education Provider: Western Sydney University

Program of Study Name: Bachelor of Health Science (Paramedicine)

Course Length: 3 years

Qualification: Bachelor of Health Science (Paramedicine)

Appendix 5 Paramedic Qualification Enrolment Trends

Source: Paramedic Numbers 8 April 20204.xls

Appendix 5a(i) All programmes: Student Numbers and EFTS by Programme 2014 – 2024 (As at 8 April)

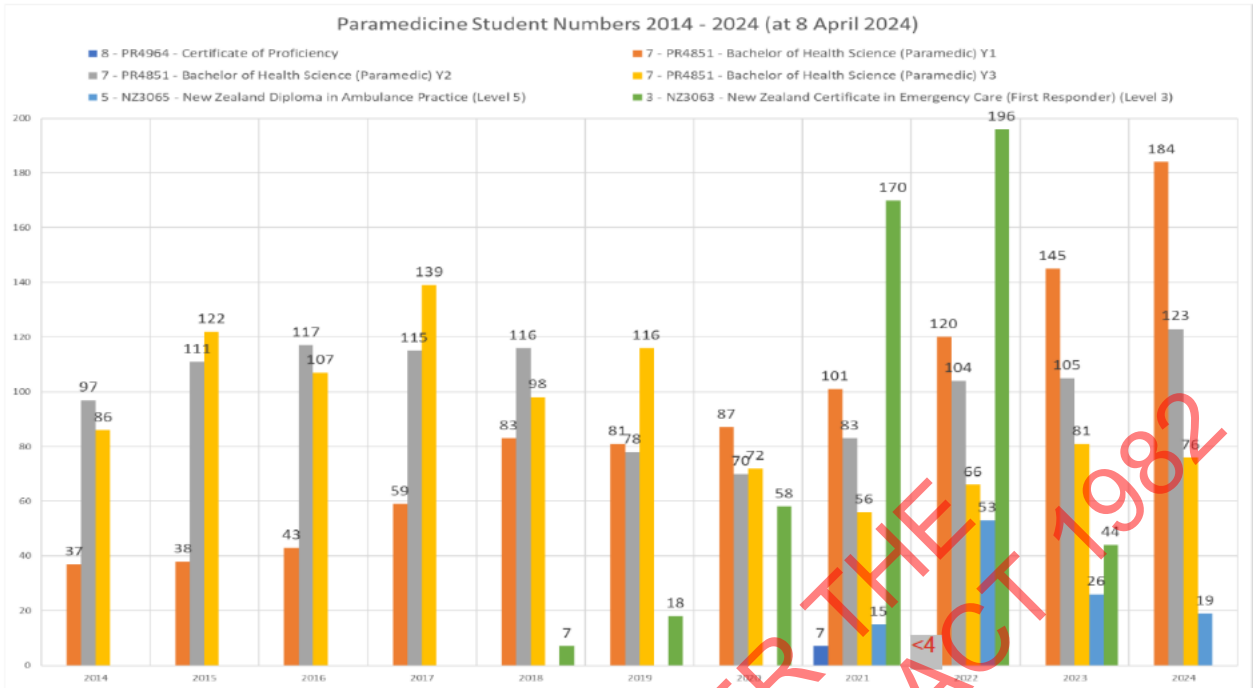
| School | School Group | Institute | Cost Centre | Cost Centre Name | Calendar Year | Certificate of Proficiency | | Bachelor of Health Science (Paramedic) Y1 | | Bachelor of Health Science (Paramedic) Y2 | | Bachelor of Health Science (Paramedic) Y3 | | New Zealand Diploma in Ambulance Practice (Level 5) | | New Zealand Certificate in Emergency Care (First | | | | | |
|--------------------------------|------------------|-----------|-------------|--|---------------|----------------------------|------------------|---|------------------|---|------------------|---|------------------|---|------------------|--|------------------|--|--|----|------|
| | | | | | | Student Count | Consumption EFTS | Student Count | Consumption EFTS | Student Count | Consumption EFTS | Student Count | Consumption EFTS | Student Count | Consumption EFTS | Student Count | Consumption EFTS | | | | |
| School of Health and Wellbeing | Health Wellbeing | Whitireia | 205 | Bachelor of Health Science (Paramedic) | 2014 | | | 37 | 34.11 | 97 | 57.17 | 86 | 56.57 | 214 | 147.84 | | | | | | |
| | | | | | 2015 | | | 38 | 36.27 | 111 | 60.17 | 122 | 68.80 | 244 | 165.24 | | | | | | |
| | | | | | 2016 | | | 43 | 34.75 | 117 | 59.83 | 107 | 62.92 | 245 | 157.50 | | | | | | |
| | | | | | 2017 | | | 59 | 48.63 | 115 | 54.29 | 139 | 72.35 | 265 | 175.26 | | | | | | |
| | | | | | 2018 | | | 83 | 49.63 | 116 | 76.34 | 98 | 62.75 | 273 | 188.72 | | | | | 7 | 1.17 |
| | | | | | 2019 | | | 81 | 50.90 | 78 | 52.93 | 116 | 84.00 | 256 | 187.83 | | | | | 18 | 3.75 |

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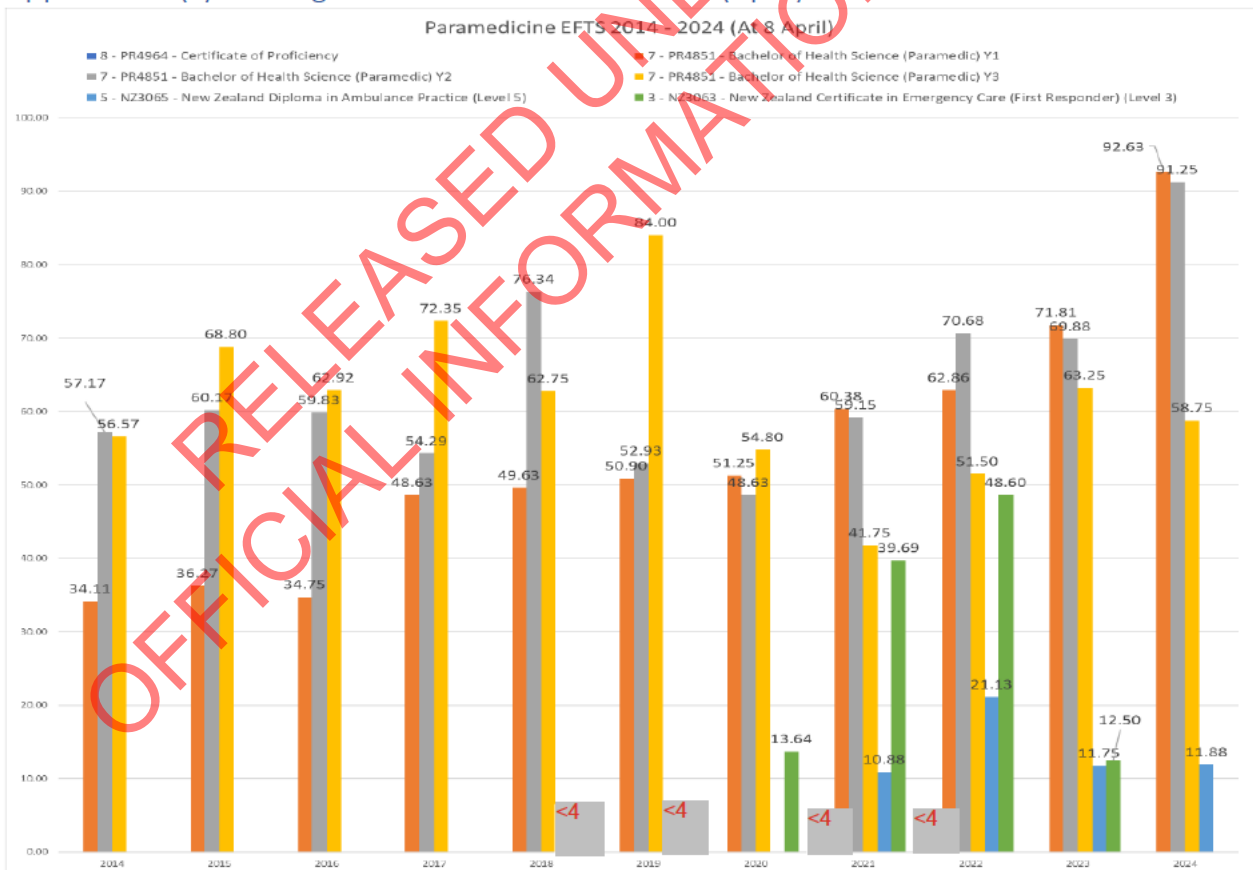
| School | School Group | Institute | Cost Centre | Cost Centre Name | Calendar Year | Certificate of Proficiency | | Bachelor of Health Science (Paramedic) Y1 | | Bachelor of Health Science (Paramedic) Y2 | | Bachelor of Health Science (Paramedic) Y3 | | New Zealand Diploma in Ambulance Practice (Level 5) | | New Zealand Certificate in Emergency Care (First | | | |
|--------|--------------|-----------|-------------|------------------|---------------|----------------------------|------------------|---|------------------|---|------------------|---|------------------|---|------------------|--|------------------|-------|-------|
| | | | | | | Student Count | Consumption EFTS | Student Count | Consumption EFTS | Student Count | Consumption EFTS | Student Count | Consumption EFTS | Student Count | Consumption EFTS | Student Count | Consumption EFTS | | |
| | | | | | 2020 | | | 87 | 51.25 | 70 | 48.63 | 72 | 54.80 | 212 | 154.68 | | 58 | 13.64 | |
| | | | | | 2021 | 7 | <4 | 101 | 60.38 | 83 | 59.15 | 56 | 41.75 | 224 | 161.28 | 15 | 10.88 | 170 | 39.69 |
| | | | | | 2022 | <4 | <4 | 120 | 62.86 | 104 | 70.68 | 66 | 51.50 | 255 | 185.04 | 53 | 21.13 | 196 | 48.60 |
| | | | | | 2023 | | | 145 | 71.81 | 105 | 69.88 | 81 | 63.25 | 303 | 204.94 | 26 | 11.75 | 44 | 12.50 |
| | | | | | 2024 | | | 182 | 91.13 | 123 | 90.25 | 77 | 58.25 | 346 | 239.63 | 20 | 12.50 | | |

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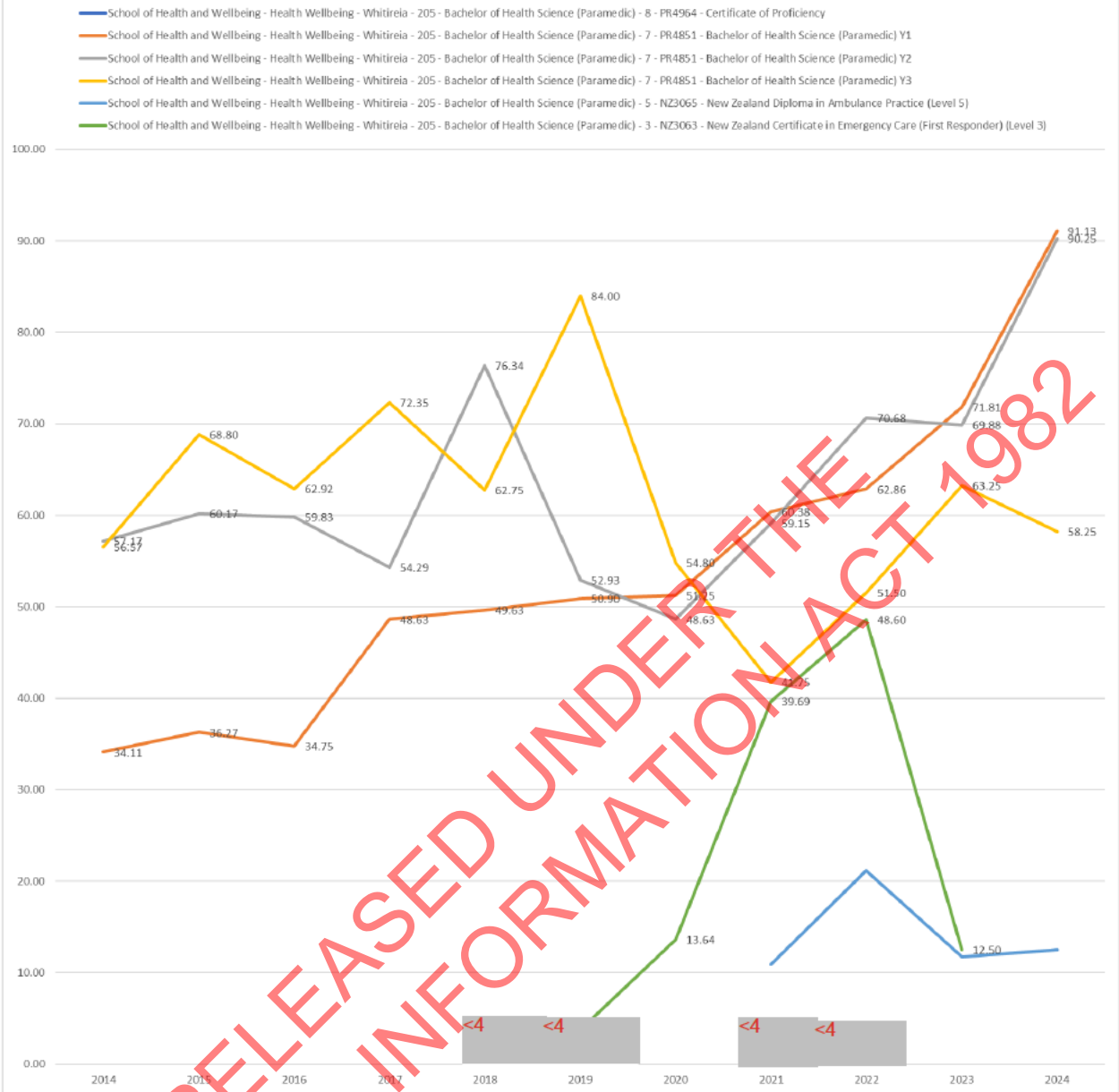
Student Numbers 2014 – 2024 (April)



Appendix 5a(ii) All Programmes: EFTS 2014 – 2024 (April)

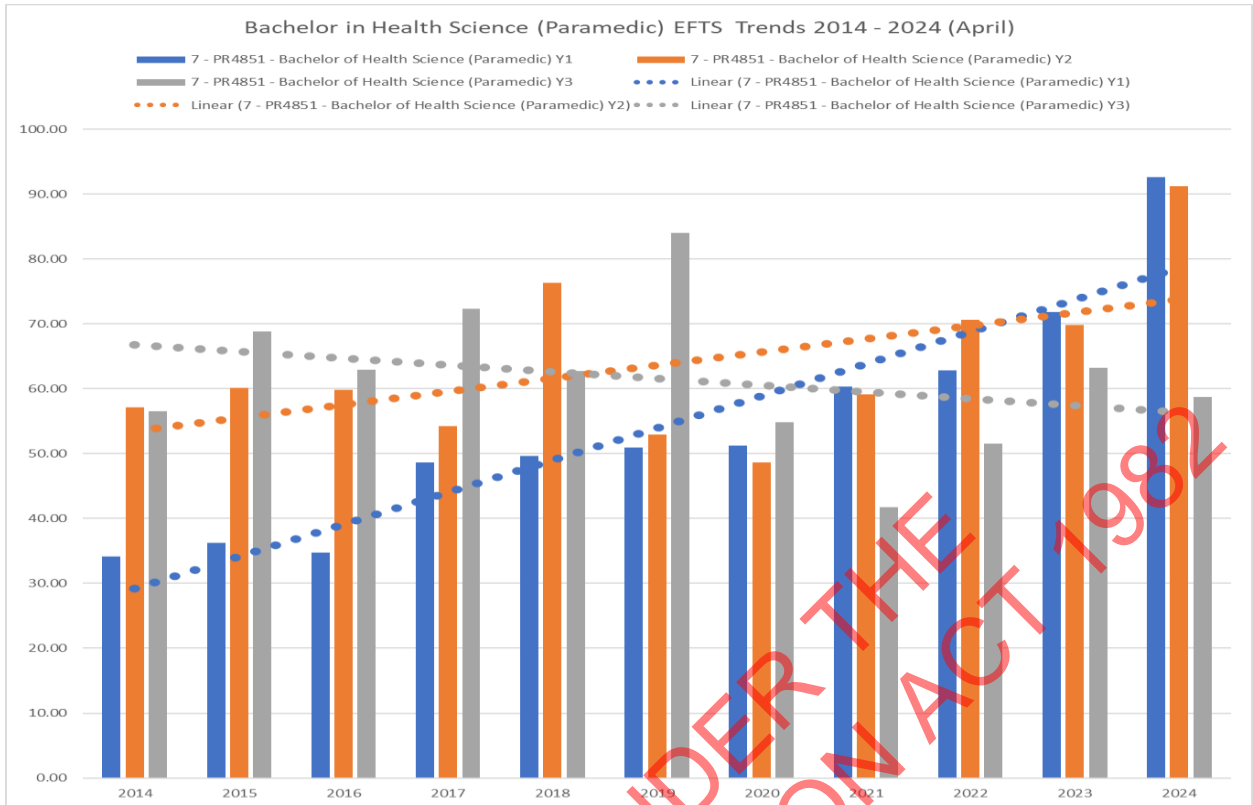


Paramedicine EFTS 2014 - 2024 (At 8 April)



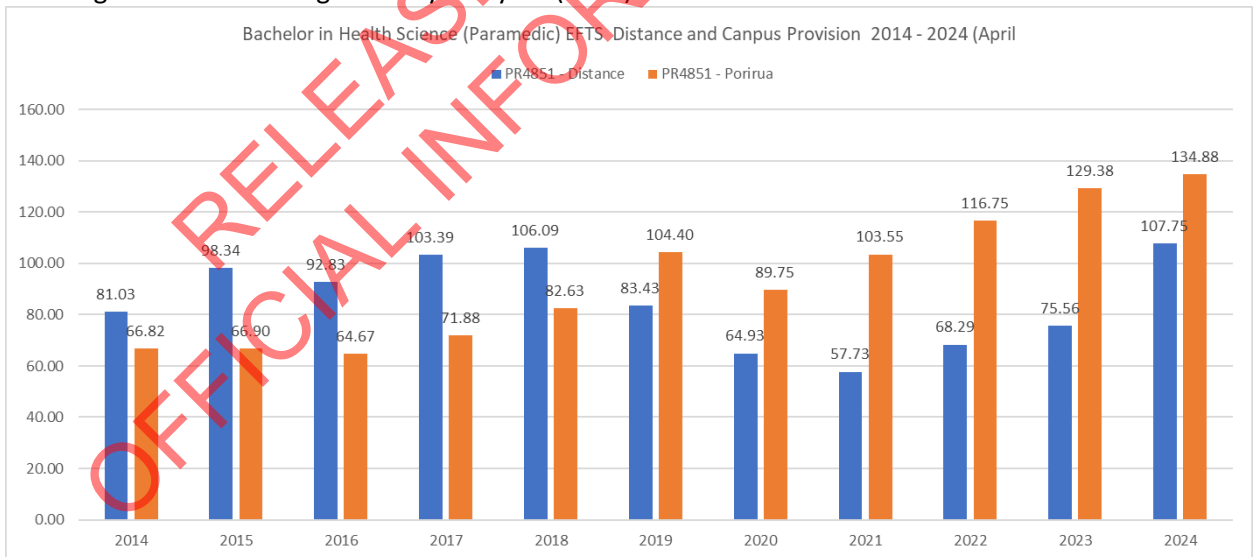
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Appendix 5b(i) Bachelor in Health Science (Paramedic) EFTS Trends 2014 – 2024 (April)

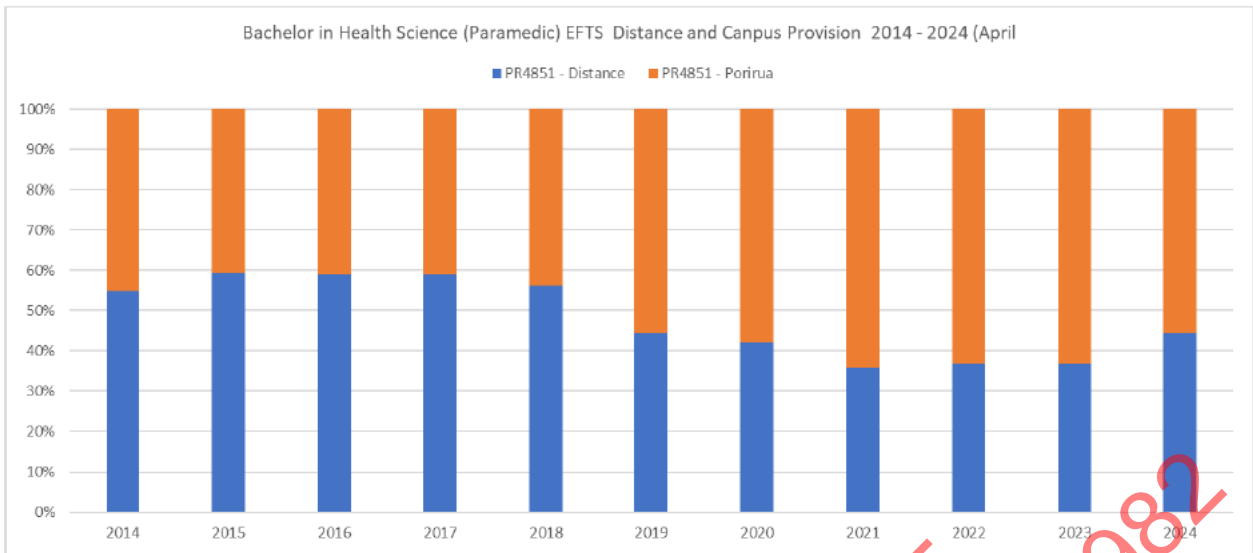


Appendix 5b(ii) Bachelor in Health Science (Paramedic) EFTS Trends 2014 – 2024 (April) – on campus and distance delivery

‘On campus enrolment numbers have been trending upwards while distance EFTS have declined after a 2018 high but increased significantly this year (2024) to be back to 2018 numbers.

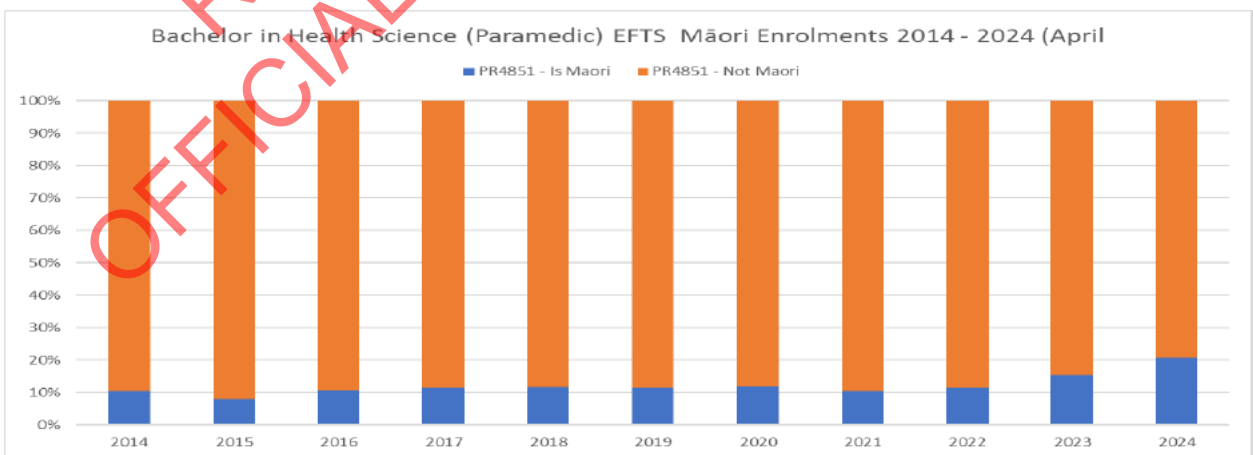
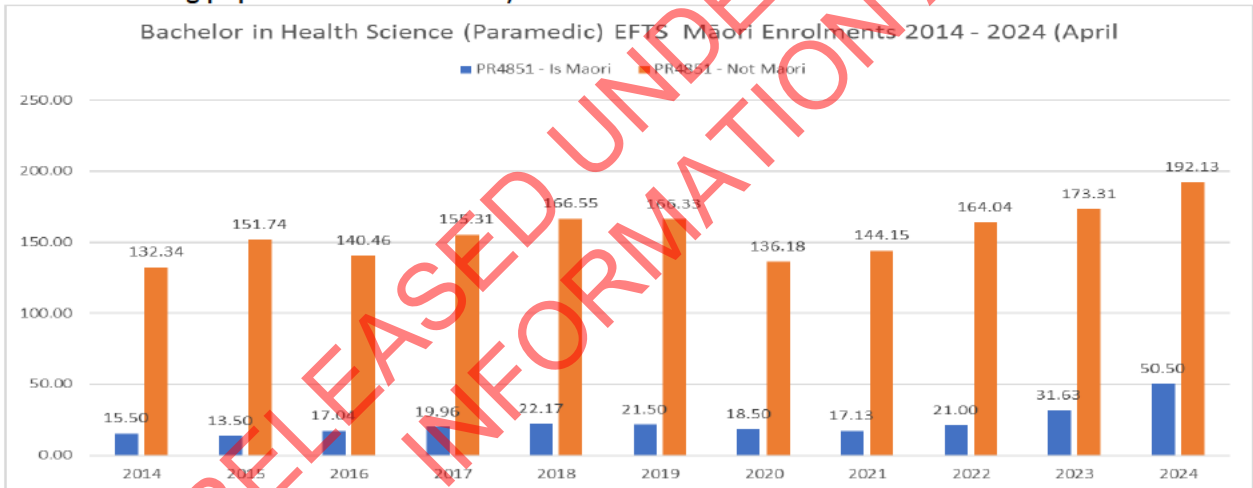


The graph below shows the changes with respect to proportion of campus and distance degree students over the 2014 – 2024 period.



Appendix 5b(iii) Bachelor in Health Science (Paramedic) EFTS Trends 2014 – 2024 (April) – Māori Enrolments

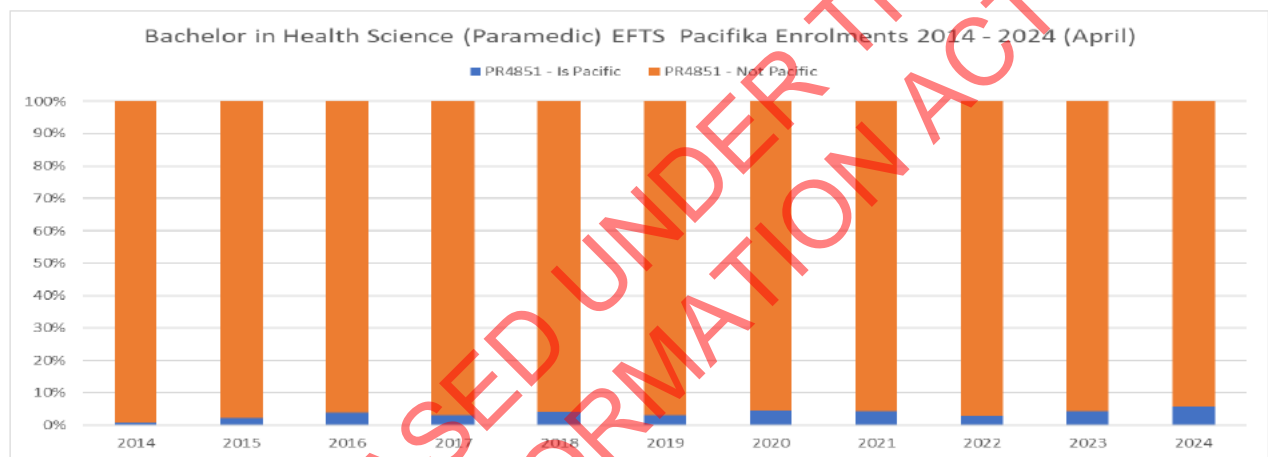
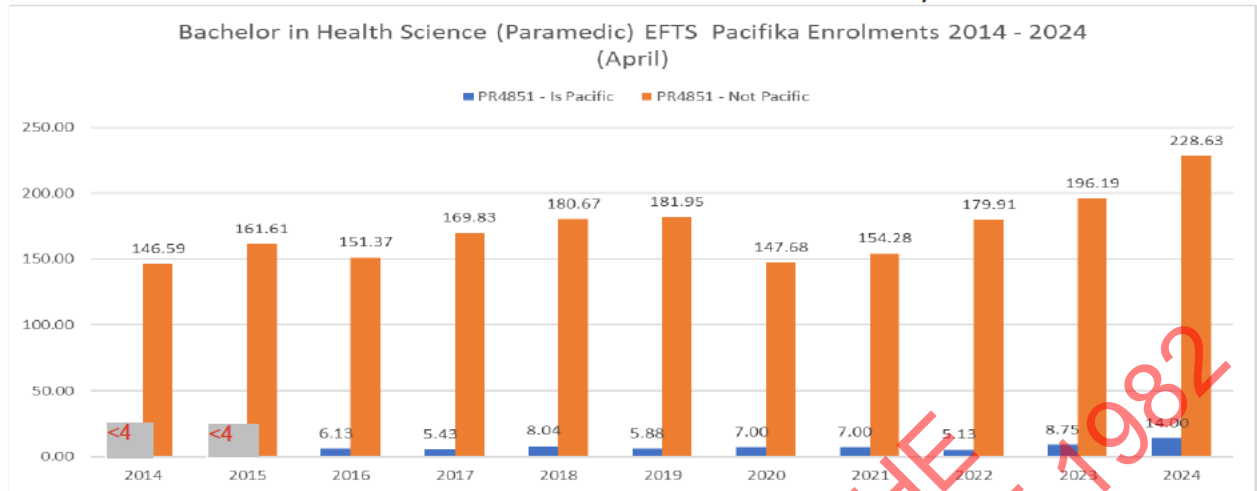
Māori enrolment EFTS as a percentage of total EFTS have increased in the last two years with a number better reflecting population statistics this year.



| Year | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------|--------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| % EFTS: Māori | 10.48% | 8.17% | 10.82% | 11.39% | 11.75% | 11.45% | 11.96% | 10.62% | 11.35% | 15.43% | 20.81% |

Appendix 5b(iv) Bachelor in Health Science (Paramedic) EFTS Trends 2014 – 2024 (April) – Pasifika Enrolments

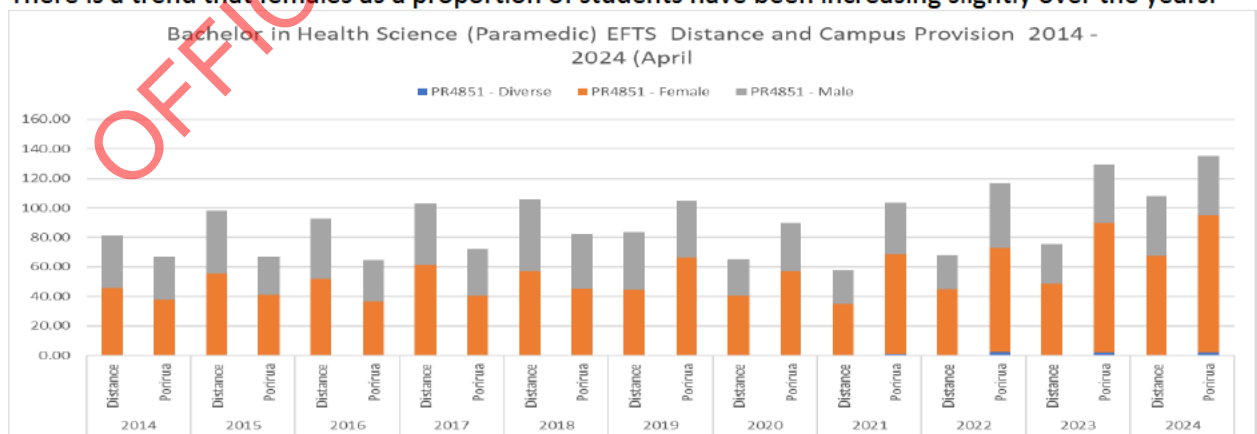
There have been low numbers of Pacific Island student enrolments over the years 2014 – 2024



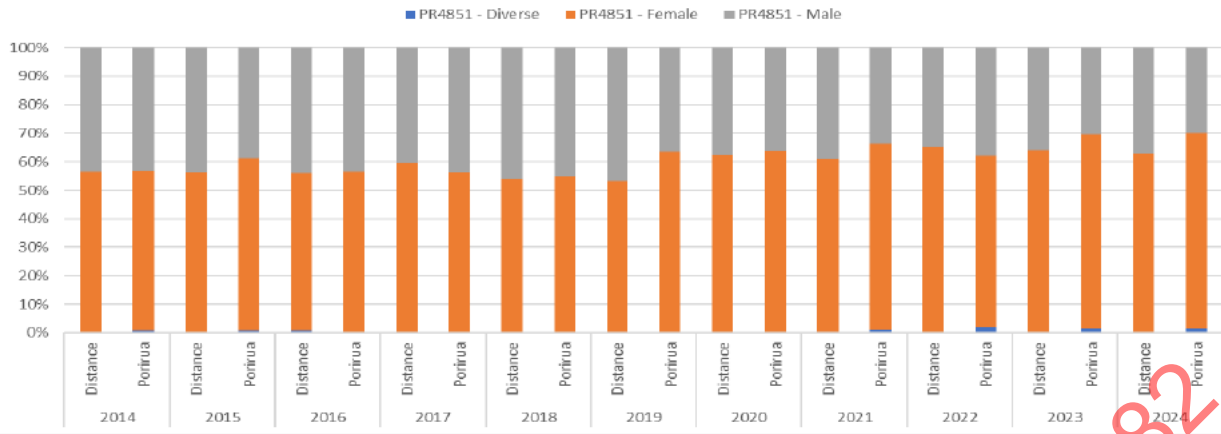
| Year | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|------------------|------|------|------|------|-------|------|-------|-------|------|-------|-------|
| % EFTS: Pasifika | <4 | <4 | <4 | <4 | 4.26% | <4 | 4.53% | 4.34% | <4 | 4.27% | 5.77% |

Appendix 5b(v) Bachelor in Health Science (Paramedic) EFTS Trends 2014 – 2024 (April) – Gender

There is a trend that females as a proportion of students have been increasing slightly over the years.



Bachelor in Health Science (Paramedic) EFTS Distance and Campus Provision 2014 - 2024 (April)



| Year | Delivery Location | Diverse | Female | Male |
|------------|-------------------|---------|--------|-------|
| 2014 | Distance | 0.2% | 56.3% | 43.5% |
| | Porirua | 0.9% | 55.9% | 43.2% |
| 2014 Total | | 0.5% | 56.1% | 43.4% |
| 2015 | Distance | 0.3% | 56.0% | 43.7% |
| | Porirua | 0.9% | 60.3% | 38.9% |
| 2015 Total | | 0.6% | 57.7% | 41.7% |
| 2016 | Distance | 0.7% | 55.4% | 43.9% |
| | Porirua | | 56.7% | 43.3% |
| 2016 Total | | 0.4% | 55.9% | 43.7% |
| 2017 | Distance | | 59.3% | 40.7% |
| | Porirua | | 56.3% | 43.7% |
| 2017 Total | | | 58.1% | 41.9% |
| 2018 | Distance | | 54.0% | 46.0% |
| | Porirua | | 54.8% | 45.2% |
| 2018 Total | | | 54.3% | 45.7% |
| 2019 | Distance | | 53.1% | 46.9% |
| | Porirua | | 63.5% | 36.5% |
| 2019 Total | | | 58.8% | 41.2% |
| 2020 | Distance | | 62.3% | 37.7% |
| | Porirua | | 63.8% | 36.2% |
| 2020 Total | | | 63.1% | 36.9% |
| 2021 | Distance | | 61.0% | 39.0% |
| | Porirua | 1.0% | 65.5% | 33.6% |
| 2021 Total | | 0.6% | 63.9% | 35.5% |
| 2022 | Distance | | 65.3% | 34.7% |
| | Porirua | 1.9% | 60.3% | 37.8% |
| 2022 Total | | 1.2% | 62.1% | 36.6% |
| 2023 | Distance | | 64.0% | 36.0% |
| | Porirua | 1.4% | 68.2% | 30.4% |
| 2023 Total | | 0.9% | 66.7% | 32.5% |
| 2024 | Distance | | 63.3% | 36.7% |
| | Porirua | 1.5% | 68.3% | 30.2% |
| 2024 Total | | 0.8% | 66.0% | 33.2% |

Appendix 5b(vi) Bachelor in Health Science (Paramedic) EFTS Trends 2014 – 2024 (April) – International EFTS

| Year | Delivery at NZQF levels 7 (degree) and above | International Fee-Paying (IFP) Students |
|------|--|---|
| 2014 | 147.84 | |
| 2015 | 164.24 | <4 |
| 2016 | 156.50 | <4 |
| 2017 | 174.26 | <4 |
| 2018 | 186.72 | <4 |
| 2019 | 185.83 | <4 |
| 2020 | 153.68 | <4 |
| 2021 | 161.28 | |
| 2022 | 184.04 | <4 |
| 2023 | 204.31 | <4 |
| 2024 | 242.63 | |

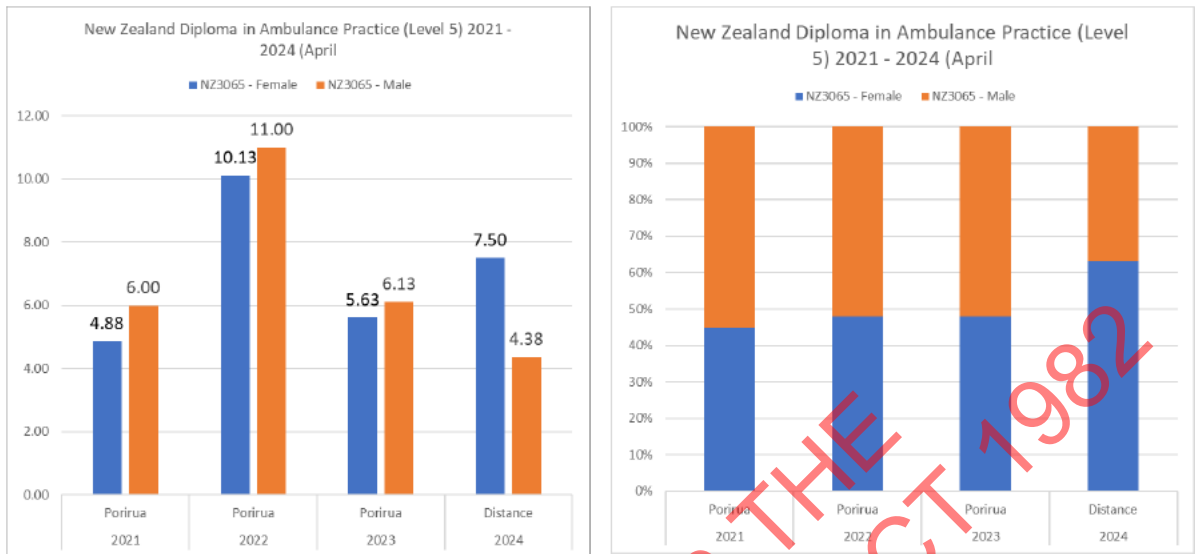
Appendix 5c(i) NZ Diploma in Ambulance Practice 2021 – 2024 (April): Student Numbers and EFTS



The 2024 cohort come from throughout New Zealand

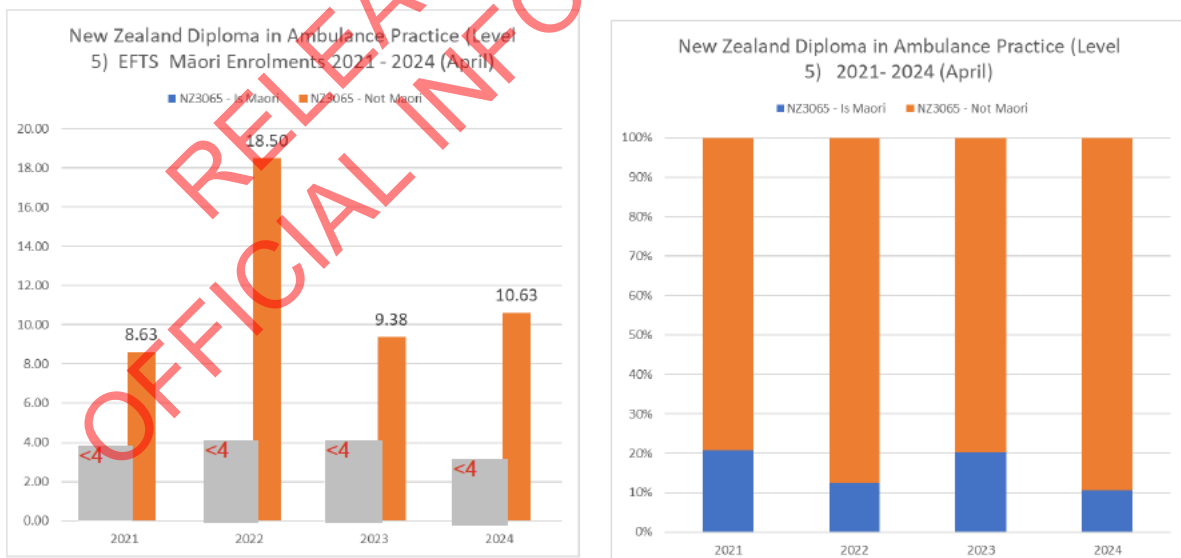
| Home_Region | No of Students |
|-------------------|----------------|
| NOT IDENTIFIED | <4 |
| Northland | <4 |
| Bay of Plenty | <4 |
| Manawatu-Wanganui | <4 |
| Taranaki | <4 |
| Wellington | 6 |
| Canterbury | <4 |
| Otago | 4 |
| | 19 |

Appendix 5c(ii) NZ Diploma in Ambulance Practice 2021 – 2024 (April) EFTS Trends: Gender



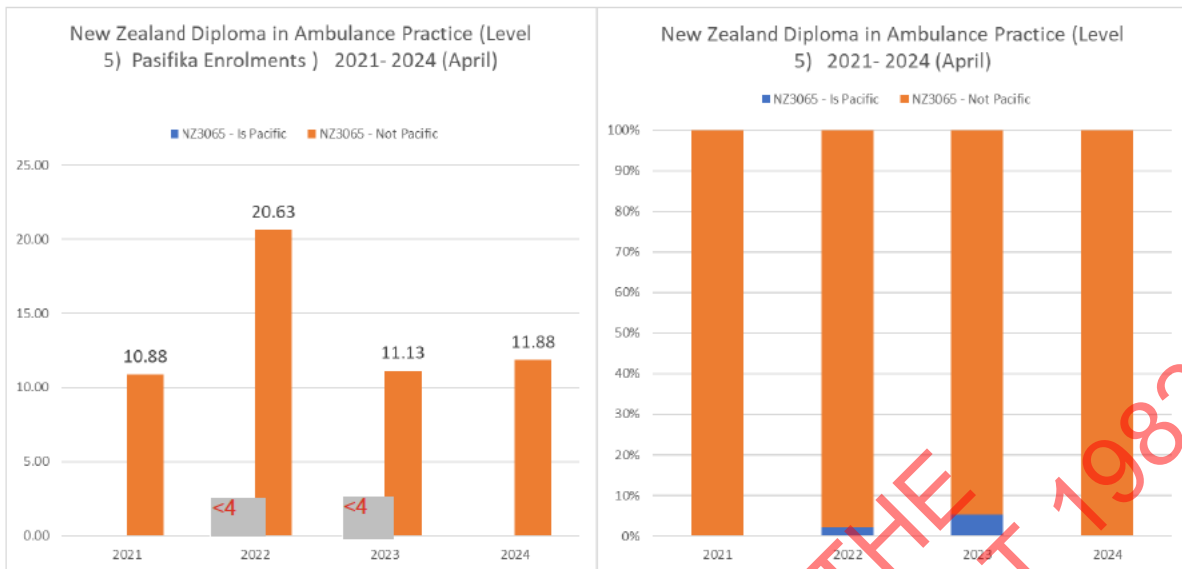
| Year | Delivery Location | Female | Male | Female | Male |
|------|-------------------|--------|-------|--------|-------|
| | | EFTS | | % | |
| 2021 | Porirua | 4.88 | 6.00 | 44.8% | 55.2% |
| 2022 | Porirua | 10.13 | 11.00 | 47.9% | 52.1% |
| 2023 | Porirua | 5.63 | 6.13 | 47.9% | 52.1% |
| 2024 | Distance | 7.50 | 4.38 | 63.2% | 36.8% |

Appendix 5c(iii) NZ Diploma in Ambulance Practice 2021 – 2024 (April) EFTS Trends: Māori Enrolments



| Year | 2021 | 2022 | 2023 | 2024 |
|---------------|--------|--------|--------|--------|
| % EFTS: Māori | 20.69% | 12.43% | 20.21% | 10.53% |

Appendix 5c(iv) NZ Diploma in Ambulance Practice 2021 – 2024 (April) EFTS Trends: Pasifika Enrolments

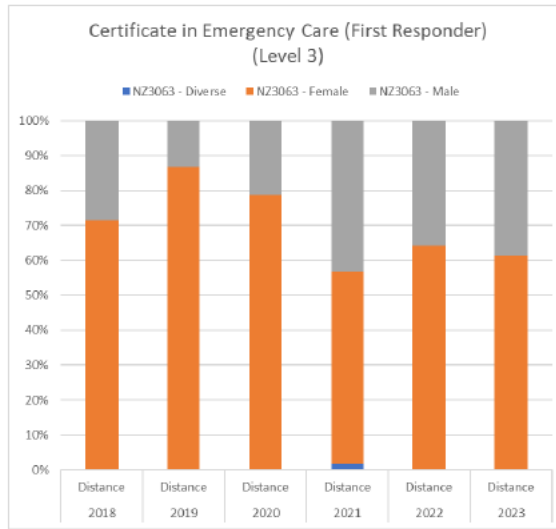
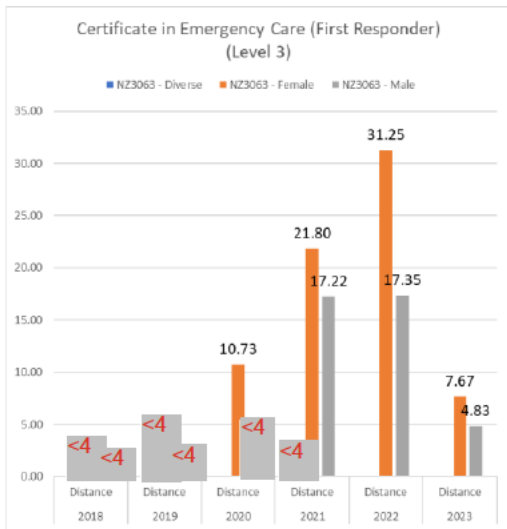


| Year | 2021 | 2022 | 2023 | 2024 |
|------------------|------|------|-------|------|
| % EFTS: Pasifika | 0% | <4 | 5.32% | 0% |

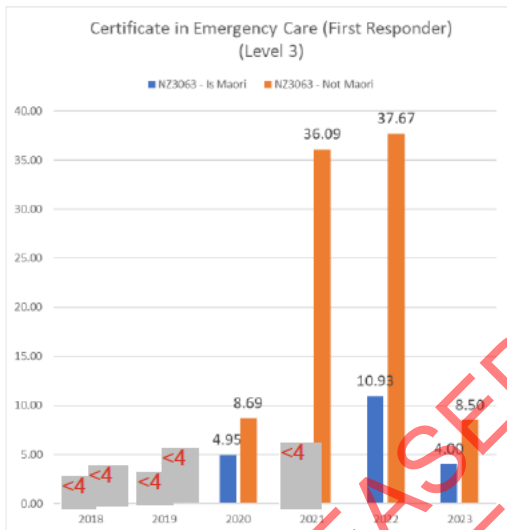
Appendix 5d An overview of attributes of NC3063 NZ Certificate in Emergency Care (First Responder) (Level 3) students enrolled 2018 – 2023 – No longer offered.



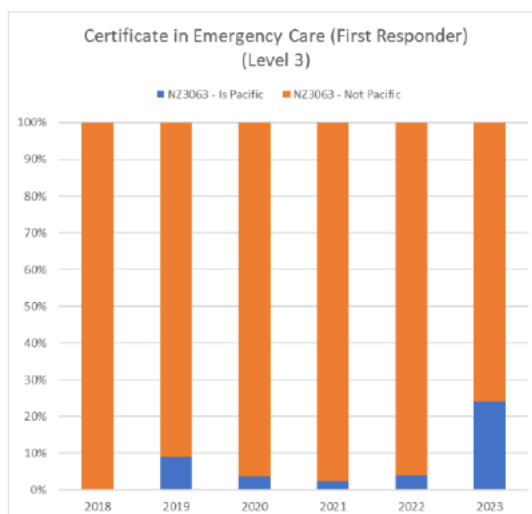
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Māori Enrolments



Pasifika Enrolments



Course Completions

| 2018 | | 2019 | | | 2020 | | 2021 | | | 2022 | | | 2023 | | |
|------|------------------|------|------|------------------|-------|------|-------|------|------------------|-------|------|------------------|-------|------|------------------|
| Pass | Did not Complete | Pass | Fail | Did not Complete | Pass | Fail | Pass | Fail | Did not Complete | Pass | Fail | Did not Complete | Pass | Fail | Did not Complete |
| <4 | <4 | <4 | <4 | <4 | 10.33 | <4 | 19.33 | 5.83 | <4 | 40.32 | 9.83 | 11.00 | 12.00 | <4 | <4 |
| 86% | | 67% | | | 91% | | 70% | | | 66% | | | 82% | | |

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Appendix 6 Course Completion rates 2014-2023

The table below reflects course completion rates as recorded on Artena based on End of Course dates.

Source: Copy of Paramedics Course Analysis 16 April 2024 ex les with course end.xls

| Internal Code | Course Internal Code | Course Name -Course NQF credits | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------------|----------------------|--|------|------|------|------|------|------|------|------|------|------|
| NZ3063 | EC3001 | Emergency Care -20 credits | | | | | | 71% | 91% | 70% | 66% | 82% |
| | EC3002 | Professional Practice for First Responders -10 credits | | | | | 86% | 43% | 91% | 70% | 66% | 82% |
| | EC3003 | Manage Complex Emergency Situations -10 credits | | | | | | 69% | 91% | 70% | 66% | 82% |
| NZ3065 | HSC5410 | Introduction to EMT Practice -30 credits | | | | | | | | 93% | 63% | 67% |
| | HSC5411 | Human Body Systems I -15 credits | | | | | | | | 93% | 68% | |
| | HSC5420 | Trauma/Medical I -45 credits | | | | | | | | 100% | 88% | 88% |
| | HSC6421 | Trauma/Medical II -30 credits | | | | | | | | | 100% | 75% |
| PR4851 | HSC5113 | Introduction to Paramedic Science -15 credits | 96% | 97% | 100% | | | | | | | |
| | HSC5116 | Introduction to Paramedic Practice -45 credits | 97% | 95% | 70% | | | | | | | |
| | HSC5123 | Paramedic Health Science 1 -15 credits | 94% | 89% | 85% | | | | | | | |
| | HSC5124 | Introduction to Pharmacology -10 credits | 94% | 97% | 81% | | | | | | | |
| | HSC5125 | Clinical Paramedicine 1 -35 credits | 92% | 82% | 66% | | | | | | | |
| | HSC5310 | Introduction to Paramedic Practice -30 credits | | | | 86% | 83% | 87% | 95% | 96% | 92% | 87% |
| | HSC5311 | Human Body Systems I -15 credits | | | | 83% | 91% | 80% | 97% | 98% | 93% | 89% |
| | HSC5312 | Introduction to Healthcare in Aotearoa NZ -15 credits | | | | 76% | 74% | 75% | 85% | 92% | 80% | 83% |
| | HSC5320 | Trauma/Medical I -45 credits | | | | 88% | 77% | 80% | 89% | 92% | 91% | 91% |
| | HSC5321 | Human Body Systems II -15 credits | | | | 100% | 84% | 83% | 97% | 98% | 94% | 98% |
| | HSC6113 | Paramedic Health Science 2 -15 credits | 95% | 95% | 91% | 93% | 86% | | | | | |
| | HSC6114 | Paramedic Pharmacology -10 credits | 94% | 95% | 95% | 95% | 100% | | | | | |
| | HSC6115 | Clinical Paramedicine 2 -35 credits | 94% | 90% | 98% | 98% | | | | | | |
| | HSC6123 | Paramedic Health Science 3 -15 credits | 96% | 93% | 95% | 100% | 100% | | | | | |
| | HSC6125 | Clinical Paramedicine 3 -35 credits | 96% | 88% | 96% | 98% | | | | | | |
| | HSC6126 | Professional Development -10 credits | 96% | 91% | 92% | 94% | 100% | | | | | |
| | HSC6310 | Trauma/Medical II -30 credits | | | | | 97% | 94% | 86% | 85% | 87% | 88% |
| | HSC6311 | Altered Cognitive States -30 credits | | | | | 96% | 93% | 92% | 93% | 92% | 88% |

| Internal Code | Course Internal Code | Course Name -Course NQF credits | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------------|----------------------|---|------|------|------|------|------|------|------|------|------|------|
| | HSC6320 | Trauma/Medical III -30 credits | | | | | 96% | 96% | 98% | 91% | 93% | 86% |
| | HSC6321 | Research and Evidence Based Practice -30 credits | | | | | 93% | 98% | 94% | 98% | 95% | 90% |
| | HSC6399 | Special Topic -15 credits | | | | 95% | 100% | 89% | 67% | | | |
| | HSC7111 | Professional Basis of Paramedic Practice - 40 credits | 94% | 96% | 89% | 92% | 94% | | | | | |
| | HSC7112 | Issues in Health Service Delivery -10 credits | 85% | 91% | 95% | 97% | 98% | | | | | |
| | HSC7113 | Pre Hospital Ethical and Legal Issues -10 credits | 95% | 94% | 98% | 98% | 98% | | | | | |
| | HSC7121 | Paramedic Research -20 credits | 97% | 95% | 100% | 98% | 95% | | | | | |
| | HSC7122 | Integration of Paramedic Practice -40 credits | 93% | 93% | 91% | 100% | 98% | | | | | |
| | HSC7310 | Trauma/Medical IV -30 credits | | | | | | 99% | 98% | 100% | 100% | 98% |
| | HSC7311 | Professional Practice -30 credits | | | | | | 94% | 98% | 100% | 100% | 98% |
| | HSC7320 | Cardiology -30 credits | | | | | | 96% | 92% | 91% | 91% | 98% |
| | HSC7321 | Integration/Transition -30 credits | | | | | | 93% | 95% | 98% | 96% | 98% |
| | HSC7399 | Special Topic II -20 credits | | | | | | 100% | | | | |

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Appendix 7 Advisory Committee Terms of Reference

WHITIREIA COMMUNITY POLYTECHNIC

1.1 Quality Management

Programme Advisory Committees Terms of Reference

1. Rationale

- 1.1. Programme Advisory Committees are established to develop partnerships between the polytechnic and external stakeholders to ensure that all programmes maintain a consistently high standard and meet the needs of industry, employers, the community and other stakeholders.
- 1.2. All programmes of over 40 credits offered by Whitireia will have a Programme Advisory Committee or another method of consultation with stakeholders. A Programme Advisory Committee may be responsible for a cluster of programmes of the same discipline.
- 1.3. Programmes delivered at Auckland Campus may have an advisory committee that is a subcommittee of the main Programme Advisory Committee.
- 1.4. Under delegation from the Academic Committee, Programme Advisory Committees have responsibilities as listed in the Terms of Reference.

2. Terms of Reference

- 2.1. Provide a forum for discussion on programme related matters such as curriculum, staffing and resourcing issues
- 2.2. Make recommendations to the faculty to ensure that teaching programmes and delivery methods are kept up-to-date and relevant for students, employers and other stakeholders.
- 2.3. Participate in self-evaluation and external evaluation and review processes
- 2.4. Assist with student recruitment by promoting programmes and achievements to the industry and community
- 2.5. Advise on possibilities for staff research activities, student industry projects and supervised work placements as relevant
- 2.6. Assist with establishing collaborative developments
- 2.7. Communicate new trends and developments which may have implications for new and existing programmes

3. Membership

- 3.1. The Programme Advisory Committee will have the following membership, as selected and appointed by the chairperson of the Faculty Board of Studies:
 - Representation from relevant industry and client groups and/or national bodies
 - Representation from other education and training providers

Approved by: Academic Committee
Responsibility: Academic Quality Manager

Date of approval: 18 April 2012
Date for review/revision: 2016

1

- Student representative
- Representation from programme staff (staff should not exceed number of other members)
- Representative of the Tangata Whenua where possible
- Co-opted members as required

- 3.2. The chairperson is elected from among the committee members, other than Whitireia staff if possible.

- 3.3. Minute secretary in attendance

4. Administrative Procedures

- 4.1. A quorum will consist of half the prescribed number of members including the chairperson. Where a member is not able to attend a meeting, a delegated representative will be counted for the quorum.
- 4.2. Minutes of all meetings will be provided to the relevant Board of Studies.
- 4.3. Programme Advisory Committees or equivalent will meet at least twice a year, with additional meetings to be arranged as required.
- 4.4. Agendas and supporting papers will be sent to members at least five working days prior to meetings.
- 4.5. The secretary will ensure that the full business of the Committee is recorded in its minutes and that those minutes are supplied to the Board of Studies in a timely fashion.

Appendix 8 Staffing detail

| | | |
|--|---|----------------------------------|
| Expected staffing allocation (based on FTE:EFTS = 1:18): | Distance: 119.125 EFTS = 6.62 FTE | Porirua: 131.125 EFTS = 7.28 FTE |
| | TOTAL: 13.9 FTE (as at 1 July 2024 – EFTS slightly decreased in last month) | |

| Staff Member | Pref Name Surname | Position Number | FTE | Employment Status | Position End | Grade/Step | Whitireia | WFA | Casual |
|--------------|-------------------|-----------------|-----|-------------------|--------------|------------|-----------|-----|--------|
|--------------|-------------------|-----------------|-----|-------------------|--------------|------------|-----------|-----|--------|

s 9(2)(a)

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| Staff Member | Pref Name Surname | Position Number | FTE | Employment Status | Position End | Grade/Step | Whitireia | WFA | Casual |
|--------------|-------------------|-----------------|-----|-------------------|--------------|------------|-----------|-----|--------|
|--------------|-------------------|-----------------|-----|-------------------|--------------|------------|-----------|-----|--------|

s 9(2)(a)

TOTAL FTE as at 1 July: 13.3 + casuals. Note: many staff are new.

CC312 Post Graduate

s 9(2)(a)

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2024 Lecturer allocation Semester 1

“s 9(2)(a) is our pharmacology guru across the programme and can help with marking or moderation of assignments as required.”

| NZDAP (L5) | | | | |
|---|--------------|----------|--|--------------------------|
| Course code and title | Co-ordinator | Lecturer | Notes | Indicative ākonga number |
| HSC5410 Intro to EMT | s 9(2)(a) | | | 20 |
| HSC6421 Trauma/Medical I | | | | |
| YEAR ONE (L5) | | | | |
| HSC5310 Intro to PARA practice | s 9(2)(a) | | | 57 (P) |
| HSC5311 Human body systems I (P + D) | s 9(2)(a) | | | 55 (P) & 112 (D) = 167 |
| HSC5312 Intro to healthcare in Aotearoa (P) | s 9(2)(a) | Team | s 9(2)(a) .2) Te Tiriti workshop plus pharmacology | 53 (P) & |
| HSC5312 Intro to healthcare in Aotearoa (D) | s 9(2)(a) | | | 37 (D) |
| YEAR TWO (L6) | | | | |
| HSC6310-P Trauma/Medical II | s 9(2)(a) | | | 43 |
| HSC6310-D Trauma/Medical II | | | | 46 |
| HSC6311 Altered cognitive states (P + D) | | | | 42 (P) & 50 (D) = 92 |
| YEAR THREE (L7) | | | | |
| HSC7310 Trauma/Medical IV (P + D) | s 9(2)(a) | | | 32 (P) & 27 (D) = 57 |
| HSC7311 Professional Practice (P + D) | | | | 35 (P) & 26 (D) = 61 |
| POSTGRAD CERT (L8) | | | | |
| HSC8607 Advanced PARA Practice 1 | s 9(2)(a) | | | 6 |
| HSC8614 Urgent Community Care Practice 1 | | | | 13 |

Semester 2 (Draft)

PR4851 Teaching allocation Semester 2

| Course code and title | Co-ordinator | Lecturer | Notes | Indicative ākongā number | EFTs 15 credit = 0.125 30 credit = 0.25 45 credit = 0.375 |
|---|--------------|----------|-------|-----------------------------------|--|
| HSC5420 | s 9(2)(a) | | | 17 | 4.25 |
| HSC6421 Trauma/Medical I | * | | | | |
| YEAR ONE (L5) | | | | | |
| HSC5312-D Intro to healthcare in Aotearoa (D) | s 9(2)(a) | | | D = 50 | 6.25 |
| HSC5320 Trauma/Medical I (P) | s 9(2)(a) | | | P = 58 (63 some WD not processed) | 21.75 |
| HSC5321 Human body systems II (P + D) | s 9(2)(a) | | | P = 55 + D = 84 - T = 139 | 17.375 |
| YEAR TWO (L6) | | | | | |
| HSC6320-P Trauma/Medical III | s 9(2)(a) | | | P = 48 | 12 |
| HSC6320-D Trauma/Medical III | | | | D = 48 | 12 |
| HSC6321 Research and EVB (P + D) | | | | P = 40 + D = 52 - T = 92 | 23 |
| YEAR THREE (L7) | | | | | |
| HSC7320 Cardiology (P + D) | s 9(2)(a) | | | P = 31 + D = 28 - T = 59 | 14.75 |
| HSC7321 Integration & transition (P + D) | s 9(2)(a) | | | P = 32 + D = 29 - T = 61 | 15.25 |
| POSTGRAD CERT (L8) | | | | | |
| HSC8608 Advanced PARA Practice 2 | s 9(2)(a) | | | 6 | |
| HSC8615 Urgent Community Care Practice 2 | | | | 13 | |

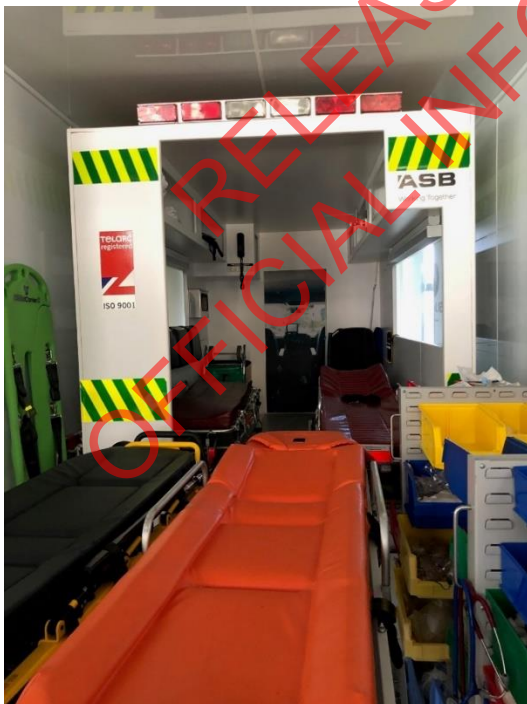
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Appendix 9 The A Block teaching space.

The A Block space used for Paramedicine delivery can be adapted to support learning and practice for a wide range of scenarios. The space includes toilets, a kitchen and a number of small rooms that can be set up to reflect different locations in which paramedics may find themselves providing their services, along with a mock ambulance for simulation based experiential learning activities.



In our view this space appears to be adequate. Usage needs to be well planned and any set up requirements signalled to technicians well in advance. Noted: acoustics in this room make it unsuitable for lectures



Appendix 10 Stakeholder Feedback

Appendix 10a Industry partners / Employers / Governance Feedback

Points made by s 9(2)(a)

_____ were included in the body of the report.

All of these organisations expressed their keen intent to continue to work with Whitireia to facilitate the development of work-ready graduates.

Appendix 10b Ākongā Feedback

There were discussions via Teams with reps from all three years of the degree, all in the on-campus programme. Some individuals (including distant students) also emailed their feedback.

This is a demanding programme and students face a number of difficulties. Check: numbers who drop out while studying? In first 2-3 years of work? Preparation for placements - need a clearer idea of what Y1, Y2 and Y3 are expected to be capable of in relation to placements. Employers want them to be work ready with a good attitude. Is there a gap between expectation and reality – on all sides. What do we tell students? Is this clear enough on the website and handbook.

There was a significant amount of feedback from students to consider. We had several discussions via Teams with reps from all three years of the degree, who were all in the on-campus programme. Some individuals (including distant students) also emailed their feedback. We had no response from Diploma students. We also accessed comments from institutional surveys (First Impressions, Student Satisfaction, Graduates).

Overall, feedback from ākongā on-campus and those studying by distance differed. s 9(2)(ba)(i)

s 9(2)(ba)(i)

In the context of continuous improvement, some of the issues students have indicated could be addressed to provide an enhanced learning experience included:

- **Apparent disorganisation** – s 9(2)(ba)(i)

- **Assessment issues**

- s 9(2)(ba)(i)

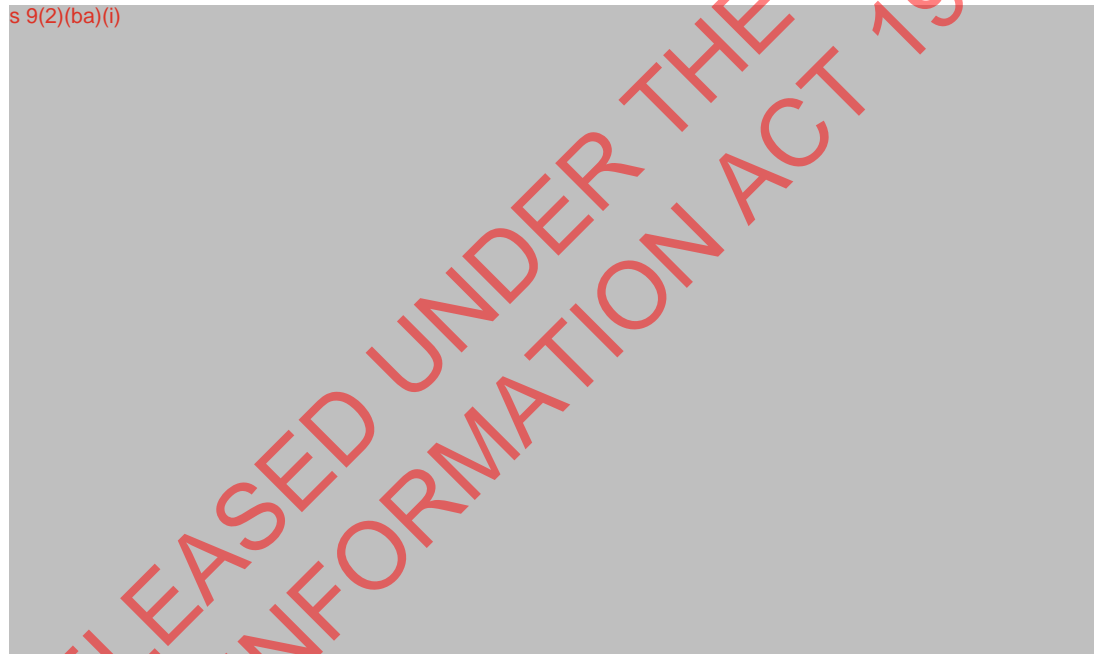
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s 9(2)(ba)(i)



- **Communication: issues**

- s 9(2)(ba)(i)



- s 9(2)(g)(i)



- s 9(2)(ba)(i)

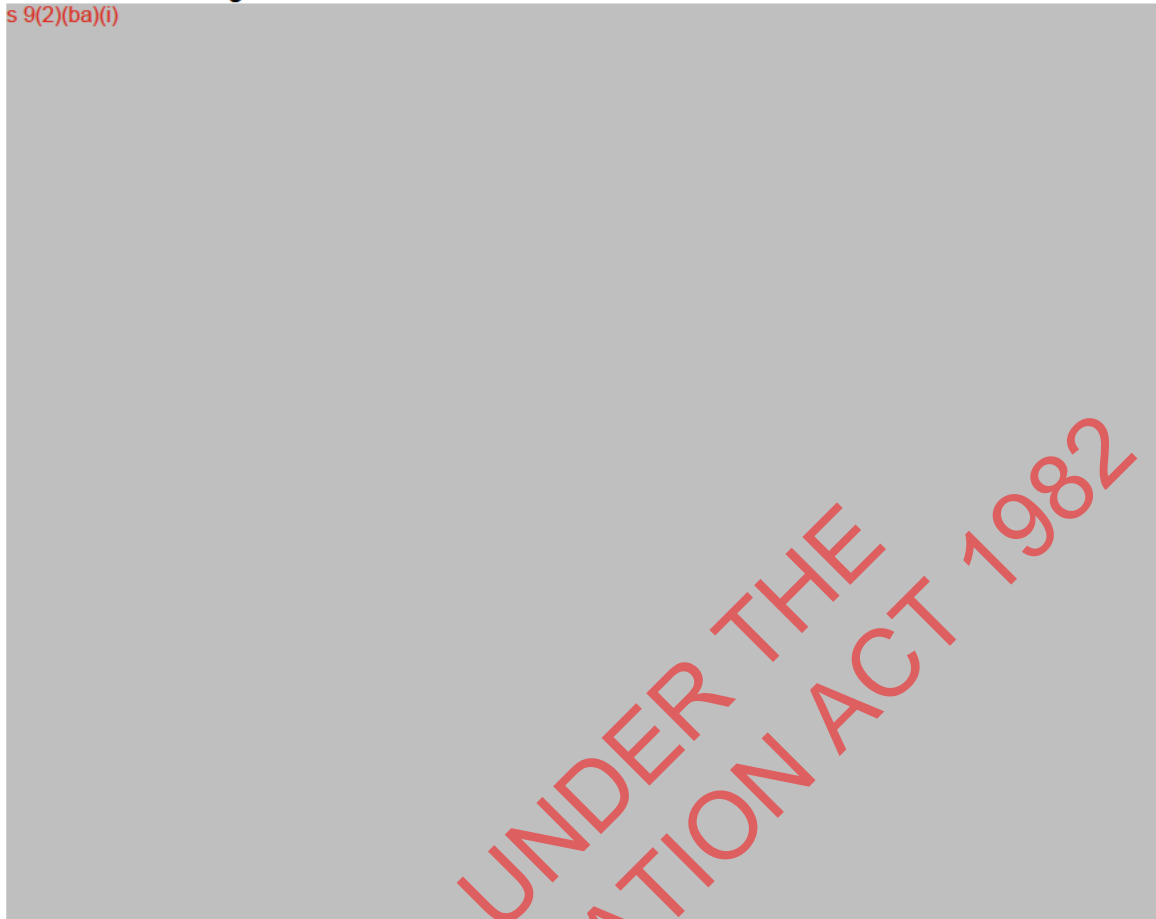


- Related but separate from the communication issues above, s 9(2)(ba)(i)



- Moodle and learning materials related issues.

s 9(2)(ba)(i)



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The web site information states
<https://www.whitireia.weltec.ac.nz/study-programmes/health/paramedicine/bachelor-of-health-science-paramedic/>
The BHSc (Paramedic) programme is delivered with a combination of theory classes, self-directed learning, simulation on campus, and clinical placements.
“The programme involves considerable study and serious thought should be given before a student undertakes paid employment that will make it difficult to maintain sufficient study time, or to attend clinical experience. It is suggested that no more than ten hours per week are worked.”

- Placements were a subject often referred to. s 9(2)(ba)(i)



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s 9(2)(ba)(i) . We wonder if there is a gap between expectation and reality – on all sides. (What do we tell students? Is this clear enough on the website and handbook).

- o s 9(2)(ba)(i)

. s 9(2)(g)(i)

- o s 9(2)(a), s 9(2)(ba)(i)

- Block course organisation: s 9(2)(ba)(i)
- Enrolment issues – s 9(2)(ba)(i)

Appendix 10c Kaimahi Feedback

Feedback drawn from in-person and Teams meetings, and emailed comments:

- Staff are passionate about teaching, and see this as part of their professional role as paramedics.
- s 9(2)(ba)(i)
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s 9(2)(ba)(i)



s 9(2)(b)(ii)

The question of professional supervision also came up. Clarified by HoS that this is a requirement for some programmes (Social Work, Counselling and Addiction) but neither paramedicine nor nursing have this as a standard requirement.

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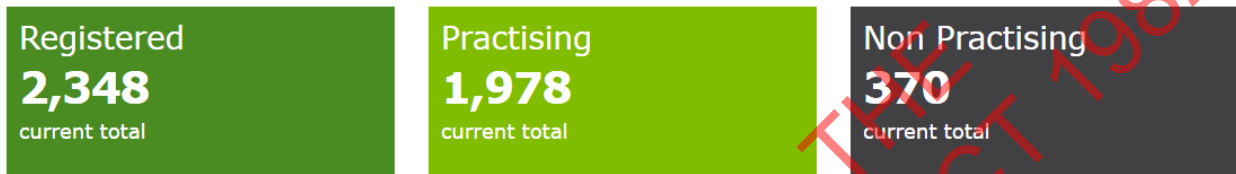
Appendix 11 Paramedicine and employment in New Zealand

This information has been extracted from the NZ Paramedicine Council Website: [Paramedic Statistics \(paramedicstatistics.org.nz\)](https://paramedicstatistics.org.nz)

Ngā Tauanga Manapou Paramedic Registration Statistics

This area of our website contains information about the manapou | paramedic workforce in Aotearoa New Zealand. The figures are updated daily to provide relevant information. Historical information is available [here](#), and is updated periodically.

Manapou | Paramedic registration status



This figure represents the number of manapou | paramedics who are currently registered with Te Kaunihera.

It is important to note that to practise as a paramedic in Aotearoa, a paramedic must hold both registration and a practising certificate with Te Kaunihera.

This figure represents the total number of paramedics who hold a practising certificate with Te Kaunihera Manapou.

It is important to note that to practise as a paramedic in Aotearoa, a paramedic must hold both registration and a practising certificate with Te Kaunihera.

This figure provides the total number of ngā manapou | paramedics who do not hold a practising certificate.

A manapou | paramedic may be listed as non-practising for many reasons. This could include for example, taking a break from paramedic practise, being on parental leave, working abroad, or retirement.

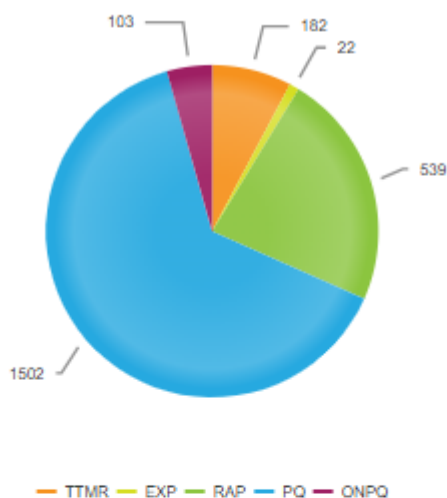
Manapou | Paramedic demographics



This figure represents paramedics who have identified as being Māori in any of the three ethnicity reporting fields.

This figure represents paramedics who have identified as being from a Pacific nation in any of the three ethnicity reporting fields.

Ngā Huarahi Rēhita | Pathway to registration



This data provides the pathways used by paramedics to gain registration with Te Kaunihera.

There are different ways in which a paramedic can be registered:

- Completing a prescribed (approved) Aotearoa New Zealand qualification (PQ)
- Applying for an assessment of their overseas qualification (ONPQ)
- Mutual recognition of their Australian registration (TTMR)

When registration first opened, there were also two grandparenting pathways:

- Recognition of an Authority to Practise with an approved employer (ATP)
- An assessment of their Aotearoa New Zealand practise experience (EXP)

The two grandparenting pathways officially closed in Ākuhata | August 2021 for working paramedics, and in Mei | May 2022 for those who were not working, for example on parental or extended leave.

| | |
|--|------|
| Approved NZ qualification | 1502 |
| Overseas qualification | 103 |
| Mutual recognition of Australian qualification | 182 |
| Grandparenting | |
| Assessment of NZ Practice experience | 22 |
| RAP – Recognition of Authority to Practise with n approved | 539 |

Whitireia WelTec Te Pūkenga

Paramedic Suite Alignment Project Report- Executive Summary

Introduction – Project Overview

This project was initiated by the Whitireia WelTec (WW) Director Teaching and Learning and the Head of School Health and Wellbeing with the aim to ensure the current Paramedic programme suite provision aligns effectively both with suitable pathways into the programmes and with appropriate employment pathways, meets the needs of ākonga who enrol and the industry sector the programmes serve, provides the necessary learning environment, and is operationally viable and sustainable.

The work began with the following questions:

- What specific programmes are involved, how do they fit together, general entry requirements, any progression arrangements i.e. pathways available through flexible learning and recognition of prior learning?
- What is the value proposition these programmes provide for Whitireia WelTec, for the ākonga who enrol in them, and for the industry sector employers?
- What contractual/other relationships with external stakeholders are involved and how are these managed?
- How are these programmes delivered and managed? What challenges and issues do they face?
- What is known about the possible future Health landscape that would be useful for WW future planning?

Two Teaching and Learning project managers were appointed to manage the work of gathering and analysing information and feedback and to produce a report with recommendations for the future.

Methodology

During the project a range of relevant data and information was identified and analysed.

Key documents included the Bachelor of Health Science (Paramedic) Programme Document, any earlier review documents and the current agreements with Wellington Free Ambulance and Hato Hone St John.

Key data included enrolment numbers, staffing allocations, block course provision locations, financial arrangements, use of space and facilities, placement types and numbers, course, and programme completion.

Views of relevant internal and external stakeholders were gathered using the following framework:

- Do you think the Paramedicine programmes are structured and aligned to provide clear employment/further study pathways for ākonga?
- What is working well at present?
- In your view what could be improved?
- Any issues that need to be identified?
- Any specific comments about locations where programmes are based?
- Any questions for us?

The meetings with industry stakeholders (Wellington Free Ambulance, Hato Hone St John, Te Kaunihera NZ Paramedic Council, Te Aka Whai Māori Health Authority, Te Whatu Ora) also included questions and discussion around:

- Views on contract arrangements (where relevant)
- Ability as an industry stakeholder to have any formal/informal input into the content of the programmes.
- Ideas for any new opportunities the School could consider.
- Any comments on the wider Health environment that would be useful for the School to know.

Background

The **Bachelor of Health Science (Paramedic)** (BHSc (Paramedic)) is a 360-credit programme, targeted at people who are interested in a career as contemporary paramedics, and designed to prepare students for practice. It was established at Whitireia in 2004 with 19 students through an education/industry partnership agreement with Wellington Free Ambulance (WFA). There has been steady growth in the programme since then.

The programme is offered in two ways – on-campus and distance - through a combination of theory classes, self-directed learning, simulation on campus, clinical placements, and block courses in various areas for distance students. Ākonga are required to complete a set number of clinical placements of various types, to reach a required number of clinical placements total hours. All Paramedicine ākonga including those in distance programmes have access to Whitireia WelTec Learning Support Services (LSS), and access to Moodle and to Tūāpapa resources.

Whitireia is one of only two tertiary education providers in New Zealand who offer a Bachelor of Health Science (BHSc) degree in paramedicine (the other being Auckland University of Technology – AUT). From 2021 a paramedicine degree became the requirement for paramedic registration in New Zealand and Australia.

The programme was previously accredited through the Council of Ambulance Authorities and Paramedics Australasia for entry to paramedic practice in New Zealand and Australia. Accreditation is now managed through Te Kaunihera Manapou Paramedic Council of New Zealand (established in 2020).

In addition to the degree, the School offers other programmes that either feed into the degree or lead from the degree on to post graduate study:

- **New Zealand Diploma in Ambulance Practice (Level 5):** There is an industry-recognised pathway from the Diploma that provides recognition of prior learning (RPL) entry to the degree.
- **Postgraduate Certificate in Speciality Care** (with endorsements including Advanced Paramedic Practice and Paramedic Community Care) for registered paramedics who are currently employed.

Paramedicine employment in New Zealand

The current employment situation for paramedics appears quite buoyant. The following statistics showing the current size of the industry are sourced from Te Kaunihera Manapou Paramedic Council of New Zealand.

Manapou | Paramedic registration status:

Registered: 2,348 current total
Practising: 1,978 current total (*To practise, must hold both registration and practising certificate*)
Non-Practising: 370 current total

Manapou | Paramedic demographics

Māori 142 current total (*Those who identified as being Māori in ethnicity reporting fields*)
Pacific Peoples 46 current total (*Those who identified as being from a Pacific nation in ethnicity reporting fields*)

Relationships and Agreements

The School of Health & Wellbeing has longstanding relationships with various organisations, employers, and regulatory bodies relevant to the Paramedicine programmes, in particular:

- Wellington Free Ambulance (WFA)
- Hato Hone St John
- Te Kaunihera Manapou – NZ Paramedic Council
- Te Whatu Ora and Te Aka Whai Ora
- Capital Coast Health

s 9(2)(b)(ii)

The paramedic programmes are also supported by an active industry advisory committee.

The degree monitor is an academic (s 9(2)(a)) from the School of Paramedicine at the University of Tasmania. External moderation of WW Paramedicine assessments is completed on an agreed schedule with Paramedicine areas at University of Tasmania, La Trobe University Melbourne and Auckland University of Technology (AUT).

Key conclusions drawn from analysis of data/information and stakeholder feedback

Some very strong positives overall:

- Well established programmes with a long history, highly valued by industry, aimed at employment opportunities that are expanding, with rapid growth expected including in areas other than emergency, for example, work within the community assessing and treating patients with low acuity conditions.
- Closeness to industry partners/employers (s 9(2)(b)(i)) and to the governance/regulator (s 9(2)(ba)(i)) was reflected in the feedback they provided. Industry value the practical approach in the programmes and emphasised the object of the learning with Whitireia was to produce “work force ready graduates”. s 9(2)(ba)(f) value the distance version of the degree programme s 9(2)(ba)(i) value the overall relationship with Whitireia School of Health & Wellbeing. s 9(2)(ba)(i) value the relationship with Whitireia and the contribution being made to current work developing the accreditation standards and new programmes.
- Student numbers have grown rapidly in the degree and the demand appears likely to continue. The on-campus / distance choice suits different needs and situations.
- Programmes are delivered by kaimahi very connected to and passionate about their profession and subject areas.
- Recognition of need to attract more Māori and Pacific ākonga and kaimahi to the programmes.
- Stated aim to support cross cultural needs and diversity in the widest sense.
- Excellent administrative support provided by Health Admin assigned to the programmes.
- Technician support was valued.
- Active advisory committee.
- Good working relationships with the other NZ programme provider (AUT) and two Australian providers (University of Tasmania and La Trobe University, Melbourne) that include external moderation and degree monitoring arrangements.
- Opportunities for further growth as the profession changes and expands.

The financial results are mixed:

- s 9(2)(b)(ii)
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-

Main points from ākonga feedback:

There were some differences in feedback from ākonga on-campus and those studying by distance. s 9(2)(ba)(i)

Key points raised by Porirua-based on-campus students related to:

- s 9(2)(ba)(i)
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Key points raised by distance students related to:

- s 9(2)(ba)(i)
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Some overall issues identified:

- The degree programme has had increased growth in student numbers in both on campus and distance delivery modes. s 9(2)(ba)(i)
- s 9(2)(b)(ii)
s 9(2)(ba)(i) Staff are highly professional, and skilled in training, s 9(2)(ba)(i) the Whitireia/WelTec organisation. s 9(2)(ba)(i)
- Both ākonga and kaimahi raised various concerns about assessment and the processes around this. The current approach to assessment appears to be weighted towards written assignments with strict academic writing requirements. Industry sector partners indicated that while Paramedics are expected to communicate with professional credibility and write reports with recommended actions based on knowledge and research, the programmes' practical approach is valued and making the focus too heavily academic should be avoided. Graduates who go on to postgraduate study would be expected to advance further.
- Both s 9(2)(ba)(i) commented on the current overall level of student preparedness for placements and the reality of the workplace and think this could be improved. They expect students on placements to have a defined skill level, and to come ready to work and learn with 'a good attitude'.
- Both s 9(2)(ba)(i) mentioned they were aware of some issues with equipment items (old, broken, missing, insufficient) and had s 9(2)(ba)(i) They also valued simulation as a valuable learning tool and thought students would benefit from more simulation experience.
- The Paramedicine programmes appear to make heavy use of Moodle. A programme-based consistent presentation of Moodle materials is worthy of School consideration. The current Moodle resources include a large amount of stored videos which create space and cost issues.

Future challenges and opportunities for the area:

- s 9(2)(b)(ii)
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- s 9(2)(ba)

s 9(2)(ba)(i)

- Several important pieces of work are currently in progress and requiring staff attention: the Paramedicine area is involved in preparing for a reaccreditation in 2025 with Te Kaunihera Manapou Paramedic Council of New Zealand, s 9(2)(b)(ii), s 9(2)(j)

s 9(2)(b)(ii)

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Recommendations

The obvious dedication and commitment of the WW Paramedicine programmes staff to their profession, and their strong ongoing connections to their industry area, are recognised and commended.

The following are recommended for consideration:

s 9(2)(b)(ii)

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