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External Evaluation and Review Report

MedAire New Zealand Limited

Date of report: 15 December 2020

MedAire New Zealand Limited

MedAire New Zealand Limited offers first aid training for the New Zealand maritime sector. It is part of a worldwide parent company called International SOS.

Type of organisation:	Private training establishment (PTE)
Location:	Level 26, PWC Tower, 188 Quay St, Auckland
Code of Practice signatory:	Not a signatory
Number of students:	Domestic: 363 student enrolments in short courses International: nil
Number of staff:	Four full-time and three part-time equivalents
TEO profile:	See: NZQA – MedAire New Zealand Ltd
Last EER outcome:	<ul style="list-style-type: none">• Not Yet Confident in educational performance• Not Yet Confident in capability in self-assessment
Scope of this evaluation:	Work Place First Aid: unit standards 6400, 6401 and 6402
MoE number:	7666
NZQA reference:	C39367
Dates of EER visit:	15 and 16 October 2020

Summary of results

MedAire New Zealand Limited has a long history of providing quality maritime-focussed emergency medical training. Previous gaps in governance and educational management have now been resolved.

Confident in educational performance

- MedAire complies with NZQA training scheme requirements for maritime-focussed first aid training. Most learners meet competency for first aid training.
- Course content is closely matched to client and student needs: coastal yachties and coastguard volunteers being prepared to respond to medical emergencies at sea.

Confident in capability in self-assessment

- Trainers are suitably experienced and credentialed to meet the New Zealand Resuscitation Council guidelines and requirements for assessing against first aid unit standards.
- Client organisations have contracted with MedAire for up to 10 years and say they value and trust the quality of the training.
- MedAire has consistently met Skills Org¹ external moderation requirements. Internal moderation is mostly informal and would benefit from strengthening to further validate learner achievement.
- Significant compliance requirements not met at the previous EER have now been resolved to NZQA's satisfaction.

¹ Industry training organisation

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The majority of learners successfully complete their course. Learner evaluations and interviews with client organisations showed a high level of satisfaction with the training. Weaknesses in assessment and moderation of assessment, identified at the previous EER, have now been mostly rectified.</p> <p>MedAire has consistently met Skills Org external moderation requirements. Internal moderation is largely informal. Peer observation and team teaching contribute to teaching consistency.</p> <p>The imminent appointment of another trainer will enable the training coordinator to reduce teaching commitments and concentrate on supervision of the trainers and training.</p> <p>Ethnicity is now recorded at enrolment, as recommended at the previous EER. However, an achievement rate of close to 100 per cent indicates that there is little prospect of disparity across ethnic groups.</p> <p>MedAire's records and documentation of learner achievement are thorough. A system of 'smartsheets', accessible worldwide, allows education teams based overseas to view MedAire's training outcomes in real time.</p>
Conclusion:	<p>Student achievement is validated by external moderation outcomes and ongoing informal communication between staff and the training coordinator. Internal moderation could be further strengthened. Self-assessment processes have improved since the previous EER.</p>

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

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>All courses are short, between one and two days. Students gain valued maritime credentials: Coastal Medic, Search and Rescue (SAR) Medic, and Maritime Medic. These credentials provide the required first aid and emergency medical skills for recreational yachties, volunteer roles with Coastguard New Zealand, and onboard crew for large vessels. Students gain the knowledge and skills to provide medical assistance at sea.</p> <p>The STCW course (Standards of Training, Certification and Watchkeeping) was not approved for delivery by the New Zealand regulator Maritime New Zealand, as identified at the previous EER. It is no longer offered by MedAire, rendering this non-compliance redundant.</p> <p>Client organisations and students are very satisfied with the value gained from MedAire's courses, with some clients having longstanding relationships of 10 years or more. The students, who are volunteers, commit many hours to the training. Clients noted that these students return to their roles enthused about the training and its practical value and application to their roles.</p> <p>MedAire's clients survey the students after each course. MedAire receives a summary of survey results and uses this information to make changes to aspects of the training where required.</p> <p>High client satisfaction, evidenced by long-term contracts and anecdotal feedback of satisfaction, indicates that MedAire training is valued by students and their client organisations.</p>
Conclusion:	Students gain the knowledge and skills to provide medical assistance at sea. The PTE is current with industry requirements.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Courses are tailored for client organisations' specific needs and contexts. They are effective in engaging students and providing scenarios relevant for practising the knowledge and skills involved. The main assessment process is through practical demonstration, appropriate for the context that students will find themselves in at sea.</p> <p>Resources are up-to-date, relevant to the training offered, and reflect the reality that students will face providing first aid and medical care at sea, in situations where land-based rescue may be some hours or days away.</p> <p>All tutors hold New Zealand Resuscitation Council Instructor Certificate (Level 2) or equivalent, and have completed unit standard 4098 <i>Use standards to assess candidate performance</i>. The latter is an improvement from the previous EER.</p> <p>MedAire has processes to reflect on programme design and learner engagement, and to refresh and renew resources, teaching material and scenarios. The International SOS education team provides support to MedAire as needed. A recent review of the off-shore course, involving all stakeholders, led to changes to the course to better match student needs.</p> <p>Capturing student progression (in their roles), to demonstrate the added value of MedAire training and to elicit future training opportunities, would inform MedAire's self-assessment activities.</p>
Conclusion:	<p>Scenario-based training strengthens the teaching and learning. Ongoing formal and informal engagement with stakeholders around programme design and delivery ensures that MedAire is matching stakeholder needs well. Ways to capture qualitative feedback from clients and students could be strengthened.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Teaching resources and scenarios are appropriate for the maritime-focussed training, and engage students well, as feedback and survey results show. Students get immediate feedback on their competence while on the course, as is appropriate for first aid training.</p> <p>MedAire has been well informed and highly responsive over 2020 during the COVID-19 restrictions. Safety measures have included reduced class numbers to enable social distancing, and cleaning equipment between each trainee. MedAire intends to continue these added safety measures, to both provide added assurance for clients and to lessen the potential disruption of the changes required at different COVID-19 levels. When on site at a client's workplace, MedAire adheres to the safety, emergency plan and protocols of the on-site organisation.</p> <p>Trainers noted that they were well supported by the training manager, who ensures that equipment is delivered to them on site in a timely way, and that it is complete and ready for use. This allows trainers to concentrate on the teaching, engagement and support of students.</p> <p>Gaining feedback from trainers is an area that could be explored to support review of the teaching and assessment material through their experience of its use.</p>
Conclusion:	MedAire checks, monitors and manages learner needs well. The trainers' enthusiasm engages students and fosters student involvement. Review of teaching and assessment could be improved by more formally gathering trainer feedback.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>MedAire is well supported by its parent company, Singapore and Australian-based International SOS Ltd. This support includes governance and management, an education team and financial backing.</p> <p>Programmes are well resourced, and MedAire is well stocked with teaching materials and related training aids. The organisation uses Smartsheet software to record and track organisational performance. This is accessible worldwide, facilitating easy reporting and communication.</p> <p>The organisation's quality management system and supporting documents have improved since the previous EER in 2018.</p> <p>Clear reporting lines between the various levels of governance are evident. The imminent employment of another tutor acknowledges the training workload of the training coordinator. This will enable the training coordinator to focus more effectively on supporting the trainers and considering ways to continue to improve self-assessment across the MedAire team.</p>
Conclusion:	<p>MedAire has a strong focus on supporting educational achievement in the context of maritime first aid. Staff are valued. Data analysis could be used more effectively to demonstrate MedAire's contribution to maritime training in the New Zealand context.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Significant lapses in organisational self-assessment have been successfully addressed since the previous EER.</p> <p>MedAire now systematically notifies NZQA of all temporary training sites as required. It has also developed a form to ensure sites are fit for purpose.</p> <p>MedAire delivers its training scheme as approved in a range of situations to suit client organisations' contexts and requirements.</p> <p>MedAire has reported students' credit achievements for first aid unit standards 6400, 6401 and 6402, within the required three months.</p>
Conclusion:	Lapses in the management of compliance found at the previous EER have been successfully addressed. Self-assessment processes are now sufficiently developed for NZQA to be confident that MedAire is able to self-identify any potential gaps in compliance.

Focus areas

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

2.1 Focus area: Work Place First Aid

Performance:	Good
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that MedAire New Zealand Limited:

- formalise internal moderation processes to further validate learner achievement
- systematically capture qualitative feedback from clients and students to guide the focus of training and to identify emerging training issues over time
- capture student progression (in their roles) to demonstrate added value for students from the training
- formally gather trainer feedback to inform teaching and assessment practices
- use data analysis to better demonstrate MedAire's contribution to maritime training in the New Zealand context.

Requirements

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud³*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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