

Report of External Evaluation and Review

MediTrain Limited

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 25 September 2013

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	MediTrain Limited (MediTrain)
Type:	Private training establishment (PTE)
Location:	21 Church Street, Onehunga, Auckland
Delivery sites:	One permanent site in Onehunga, Auckland, as well as community facilities and on-site training
First registered:	31 May 1995
Courses currently delivered	<ul style="list-style-type: none">• Workplace first aid covering unit standards 26551 and 26552 as well as 6400, 6401, and 6402• Provide first aid for young children covering unit standard 25459
Code of Practice signatory?	No international students and not a signatory
Number of students:	Domestic: approximately 20,000 learners in 2012
Number of staff:	Eight full-time and 24 part-time staff
Scope of active accreditation:	Domain: First Aid to level 2 Domain: Pre-Hospital Emergency Care to level 4 <ul style="list-style-type: none">• 6400 Manage first aid in emergency situations (level 3)• 6401 Provide first aid (level 2)• 6402 Provide resuscitation level 2 (level 1)• 497 Demonstrate knowledge of workplace

health and safety requirements (level 1)

Distinctive characteristics:	<p>Most courses last for a day.</p> <p>Self-directed learning and written assessment material is sent out in advance of all workplace first aid courses.</p>
Previous quality assurance history:	<p>MediTrain received a positive external moderation report in 2009, but most of the assessment materials submitted for external moderation in 2010 and 2011 were either not approved or required modification. The results of the latest external moderation by NZQA in November 2012 indicate that the concerns about moderation are not so significant but have still not been resolved.</p> <p>MediTrain was most recently evaluated by NZQA in 2011, which resulted in NZQA being Confident in MediTrain's educational performance, and Not Yet Confident in MediTrain's capability in self-assessment. An improvement plan resulting from the evaluation was requested and was submitted in October 2011.</p>

2. Scope of external evaluation and review

In accordance with NZQA policy, the mandatory focus area of governance, management, and strategy was included in the scope of this external evaluation and review (EER). The other focus area selected was workplace first aid training courses as these are the principal courses delivered by this provider.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER was conducted over two days by two NZQA evaluators at the office in Onehunga, Auckland. The evaluation involved interviews with:

- The managing director
- The strategic manager
- Two first aid classes
- Five instructors via phone
- A range of clients (businesses that contract MediTrain to deliver courses for their staff) via phone.

The evaluation also involved a review of relevant documentation such as: written feedback from clients; NZQA post-moderation reports; a draft review of current status, performance, and focus areas for the period from January to October 2012 undertaken by the strategic manager; course evaluation forms; instructor performance and development reports; assessment records; self-directed learning material; and other correspondence.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **MediTrain Limited**.

MediTrain's workplace first aid courses make a contribution to a range of positive outcomes. However, the quality of these outcomes is offset by NZQA concerns about the format of the courses, which do not meet NZQA requirements (see further comments below).

Learners and the clients who enrol the learners benefit from the confidence and the skills to deal with emergency situations that the learners acquire from the courses. The community also benefits from having more people trained in first aid as the capacity to deal with emergency situations is increased. MediTrain's contribution to the community is enhanced by the free first aid training it provides to some community groups. Approximately 20,000 learners a year successfully complete the courses, which have a 99 per cent rate of completion.

The positive feedback and the high levels of satisfaction are testament to the perceived value of MediTrain's courses. One of the main reasons for the high level of positive feedback is the care taken to tailor the courses to the needs of the learners. MediTrain manages this aspect well, and at the same time ensures a high level of consistency throughout all its courses. The learners are also provided with a good level of support. The instructors are well qualified and come from a variety of backgrounds, including the armed services, the ambulance service, and search and rescue operations.

MediTrain adapted the improvement plan of October 2011. Some of the worthwhile changes from the original document have not had the desired effect. For example, the review of the 'pre-course work requirement and its effectiveness in ensuring that the training process covers 12 productive hours' has not satisfied NZQA. The 12-hour requirement applies to the unit standards 6400, 6401, and 6402. The evaluation team heard from two classes of learners that the self-directed learning sent out before the courses took between five minutes and one hour instead of the four hours it should be taking. This variation in the learning time taken by trainees does not meet NZQA's requirements for training in the first aid sector.

A number of changes other than those listed in the improvement plan have been made this year. The managing director and the strategic manager have overseen the changes but it is still too early to assess the effects of them.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **MediTrain Limited**.

This year has seen a number of changes take place in the way MediTrain operates. One of the main changes has been the introduction of a new system of collecting and analysing self-assessment data. Detailed performance and development reports for each instructor were completed in October 2012. These bring together the feedback from learner evaluations, internal moderation, and letters from clients. Actions are taken in response to any negative feedback, but the processes for monitoring the effects of those actions are not clear.

Unfortunately, reports using the self-assessment data were only produced in the few weeks before the EER, so it was difficult to assess the effectiveness of the self-assessment processes. There are systems for collecting data and analysis is taking place. However, the data itself is limited by weaknesses in the evaluation form being used for the collection of some of this data. According to the improvement plan, the form was going to be reviewed and revised, but even though it seems to be one of the cornerstones of the self-assessment system, it is still providing data that is limited in its relevance and usefulness.

The driving force behind most of the changes made by MediTrain this year seems to have been a response to meeting compliance issues. The self-assessment that has been done is not sufficiently comprehensive to have had a perceptible impact on the organisation's educational performance. There was little evidence, for example, of the influence of the first aid courses on the learners. The influence could have been gained through surveying a random sample of learners or surveying learners returning for refresher courses to discover which elements of previous courses have proved to be the most valuable. The percentages of learners returning for refresher courses were not known for the current year or previous years. These are two examples of data that MediTrain might find useful to review its performance. Once decisions have been made about the data that would be useful, MediTrain will be in a position to utilise the findings from the data to effect improvements.

Findings¹

1.1 How well do learners achieve?

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

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

The learners on MediTrain's workplace first aid training courses achieve very high rates of course completion, with a completion rate above 99 per cent for the period from January to June 2012. There are very few occasions when a trainee does not successfully complete the course. This is usually due to factors outside the control of MediTrain, such as family crises.

The evaluation team interviewed learners on two courses. One of the groups described how each set of skills was covered three times: first when they learned how to deal with a certain incident, secondly when they put this learning into practice, and lastly when they reviewed the appropriate reactions to each incident. The learners appreciated this thorough coverage and emphasised how the course increased their confidence in their capacity to provide first aid measures when required.

Although a major motivation for the learners to undertake the course is the requirements of their employment, the learners appreciated how useful the skills and the knowledge were to their lives outside their jobs. A good example of this was provided by a group of learners who claimed that one of the reasons MediTrain was selected as the training organisation was its inclusion of first aid for infants.

MediTrain has accurate records of its course completions and reviews its overall rates every six months. As the number of non-completions is so low, the organisation knows the specific reasons for each one. The unit standards being assessed are of a low credit value. In this context, the self-assessment is effective as the completion rates are analysed and summarised so the managers and instructors have a full understanding of them. Unfortunately the issue of the minimum duration of first aid training and assessment has still not been resolved. This is a large component of the course and accordingly has an impact on the ratings.

¹ 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 learners?

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

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

The need for workplace first aid training courses is determined by the need for employers to meet occupational health and safety regulations. The very high rates of completion therefore indicate that this outcome is being achieved. The outcome is not only significant to the organisations employing the learners but also to the learners themselves. Employers ensure that they are meeting their health and safety obligations at the same time as they are increasing the knowledge of first aid in the community.

The learners gain unit standards and the skills and confidence to deal with emergency situations. They have higher levels of self-confidence as they know they can contribute to a safer workplace and to a safer environment outside the workplace. MediTrain recognises the value of the outcomes by providing First Responder awards to learners who have demonstrated their first aid skills in a real-life environment. The company recognises the importance of these awards and continues to support learners who have found themselves in situations where their first aid skills have been required.

MediTrain also helps the community through its provision of first aid training to community groups for a reduced charge or no charge at all. A community services leader for Plunket in Manawatu/Whanganui listed examples of the positive feedback gained after a series of free first aid sessions run by MediTrain for people caring for babies and toddlers. An ambassador for McDonald's in Dunedin described how MediTrain supplied prizes for mystery balloons to raise money for Ronald McDonald House in Christchurch. These are two examples of MediTrain's contribution to community well-being.

MediTrain acknowledges the importance of increasing efforts to contact clients where learners have had to deal with incidents requiring their first aid training. However, MediTrain is not utilising many of the possible ways it could be exploring the effectiveness of its courses. Learners who return to complete refresher courses, for example, are not surveyed about the ways in which they have used the material learned in the previous course. Similarly, there is no sampling of learners a few months after a course to ascertain its effectiveness. The evaluation team suggests that MediTrain considers a range of methods such as these to enhance its ability to assess the outcomes being achieved.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

MediTrain delivers courses throughout New Zealand that meet the needs of learners to gain first aid certificates. Although it recognises the importance of consistency, it appreciates that courses should be tailored to different regions and sectors. In the forestry sector, for example, an instructor described the additional assistance she provided and how she sometimes enlists the learners' managers to supplement the support structure. MediTrain also provides a focus on early childhood first aid when requested. These are examples of programmes being adjusted to match the needs of learners.

MediTrain has not yet resolved the issue of the minimum duration of first aid training and assessment that was raised during the previous EER. According to the NZQA publication, First Aid as a Life Skill, unit standards 6400, 6401, and 6402 require a minimum of 12 hours training and assessment. MediTrain's courses for these unit standards consist of eight hours of class time and a self-directed reading and written assessment document to be completed in the learners' own time. Learners are asked to answer the questions in the self-directed learning material. After these questions have been covered in the course and the learners are confident that they understand the correct answers, they are asked to sign the assessment document and leave it with the instructor.

Learners in one of the classes spoken to by the evaluation team said the self-directed learning took approximately one hour, while learners in the other class claimed it took between five and 30 minutes. The same self-directed learning material is used for learners undertaking first aid courses based on the newer unit standards 26551 and 26552, where NZQA has a policy requirement of a minimum of eight hours training and assessment. MediTrain's courses covering these unit standards involve six hours of class time along with the self-directed learning material. This format of programme delivery does not meet NZQA's requirements and consequently has a significant impact on the rating for this question.

The evaluation team could find no evidence that MediTrain has fully considered the importance of the length of time taken by the learners to complete the self-directed learning material. The positive feedback about the way in which the courses match the learners' needs is outweighed by the fact that a minimum requirement is not being met.

1.4 How effective is the teaching?

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

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

The standard of teaching provided on MediTrain's courses is very good. Feedback from learners interviewed by the evaluation team and from clients endorsed the high standard. The training manager of a large energy firm that has annually sent over 500 trainees on MediTrain's first aid courses over the last seven years, summarised the courses as, 'consistently conducted to high quality standards and delivered by very professional, approachable, and friendly instructors'. An area manager of an industry training organisation praised the course content and practical scenarios for being, 'always up-to-date and relevant for our apprentices in the workplace. We have found MediTrain instructors to be very knowledgeable in what they teach'.

A comprehensive PowerPoint presentation covering theory, assessment, and review is the basis of the courses. This ensures a consistent standard throughout all courses. Further work is undertaken to ensure consistency through visits by the managing director to courses run by the instructors. The visits take place on a systematic basis and are followed by feedback to each instructor. The consistency is enhanced by the changes to internal moderation which have taken place. Although the results of the latest external moderation by NZQA in November 2012 indicate that the concerns about moderation are not so significant, they still have not been resolved.

Many of the instructors have first-hand experience in providing first aid in environments such as the armed services, ambulance services, and search and rescue operations. They hold the qualifications required and are supported by a generous level of resourcing. A comprehensive performance and development report was compiled for each instructor in October 2012 covering the period from January to June 2012. This new development includes the learners' evaluation reports and other aspects of each instructor's involvement with MediTrain. For the period covering the first six months of 2012, 98 per cent of the learners rated the presentation of the courses as excellent or very good and over 96 per cent gave the same rating to both the theory and the practical components of the courses.

New systems of self-assessment are being implemented. Careful consideration is paid to both the positive and negative comments received about each instructor. In the case of the latter, follow-up actions are taken and recorded. The data for each instructor is available and is collated to provide an overview of the teaching. Unfortunately, one of the cornerstones of the new system is an evaluation form that urgently needs the revision suggested in the previous EER report and planned for in MediTrain's post-EER improvement plan. While the provider believes that the form currently meets its needs, the evaluation team is strongly of the opinion that the questions asked do not canvass the depth or breadth of information from

learners that is needed to contribute to good self-assessment. Some of the questions seem to overlap and the question ostensibly used to provide the overall course evaluation, asks about the presentation of the course. These factors limit the usefulness of the data.

1.5 How well are learners guided and supported?

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

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

MediTrain has a well-deserved reputation for the efficiency of its administration and for the support it provides. The enrolment process is efficient and learners receive reminders about the course in which they have been enrolled. The area manager for an industry training organisation praised the 'innovative ideas for reminding students' and the 'prompt delivery of training records' which 'provide our training advisors with detailed information on course attendance and completion'. The self-directed learning material is sent in advance for the courses and is a useful guide for the learners as it ensures they are appropriately engaged in the topic when they start.

MediTrain appreciates the physical limitations of some learners and takes steps to ensure they face no barriers to successful completion. Allowance is made for assessing learners who have serious arthritic conditions. In exceptional cases, such as a learner who was a tetraplegic, MediTrain provides a certificate of attendance rather than one for completion.

Assessing the effectiveness of the support for learners on such short courses can be difficult. However, MediTrain was aware of the specific reasons why any learner did not successfully complete a course. In addition, the learner evaluation form includes a question on the approachability of the instructor, and the written comments from the learners are perused to check the effectiveness of the support provided.

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

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

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

Responsibility for the functions of governance and management is shared between the managing director and the strategic manager. MediTrain holds an annual conference attended by all the instructors and also holds regional meetings for them twice a year. The professional development embedded in these activities is

supplemented by the provision of support to attend other relevant courses. The managing director has a good understanding of the market, and the record of staff involvement is good. The instructors were heavily involved, for example, in the revision of the PowerPoint presentation used in the courses and expressed to the evaluation team that they felt management listened to their concerns.

Planning for the future is dominated by a new organisational self-assessment programme. This is still in the early stages of development and it is too early to judge its effectiveness. Most of the developmental work for the new programme has been undertaken by the strategic manager. The managing director is aware of the risks associated both with the dependence on the strategic manager and the dependence on himself as the sole director. The latter risk has been discussed and possibilities for succession have been canvassed. Responsibility for successful resolution of the issues surrounding the length of the first aid courses rests with governance and management. The current impasse has an impact on the rating for educational performance.

A number of changes have been made by MediTrain this year. Informal feedback prompted some of these changes. The other changes have been prompted by a range of factors including an unsuccessful tender and an external moderation report. The changes have been implemented, but it is too early to assess the improvement in outcomes. This is true also of the changes in self-assessment itself. There was a time-lag of approximately four months between the collection of the self-assessment data and the production of a report using it. Hopefully this time-lag will be reduced once the organisation becomes more familiar with the new system so that decisions can be made using the data. The evaluation team was also concerned with the relative accessibility of some of the self-assessment data as it is held off site and requires specific expertise to access.

Some of the limitations of the evaluation form are described in section 1.4. MediTrain is certainly responsive to negative feedback, and a wider range of questions on the evaluation form would allow feedback to be elicited that would help MediTrain to have a better understanding of educational performance. At the moment, the self-assessment data is not being used as a basis for bringing about many worthwhile improvements. MediTrain is showing its commitment to self-assessment by collecting more data, but the data is not yet sufficiently comprehensive. It is difficult to know whether the self-assessment is compliance-driven or whether it is motivated by an appreciation of the role it has to play in improving educational performance. Once there is confidence about the latter, the self-assessment can be embedded and play its full part in ensuring that educational performance is maximised.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Workplace first aid training courses

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

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

Recommendations

NZQA recommends that MediTrain:

- Review the pre-course self-directed learning to ensure that all requirements outlined by NZQA are met.
- Improve the depth and breadth of self-assessment data collected, particularly that collected via the student evaluation form.
- Ensure that robust systems are in place for monitoring the effects of changes.

Requirements

In order to maintain compliance with unit-standard-based training requirements, NZQA requires that MediTrain:

- Review the pre-course self-directed learning to ensure that all requirements outlined by NZQA are met.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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