

Report of External Evaluation and Review

MediTrain Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 10 June 2015

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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

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| Name of TEO: | MediTrain Limited |
| Type: | Private training establishment (PTE) |
| First registered: | 1995 |
| Location: | 21 Church Street, Onehunga, Auckland |
| Delivery sites: | In addition to delivery at its Auckland site, MediTrain delivers first aid training throughout New Zealand. |
| Courses currently delivered: | MediTrain delivers first aid training courses across New Zealand, which includes: Workplace and Childcare (full and recertification courses), Basic First Aid, Basic Life Support (CPR), and Child First Aid. The majority of training relates to Workplace and Childcare first aid. |
| Code of Practice signatory: | N/A |
| Number of students: | 21,744 ¹ (2014) |
| Number of staff: | Four full-time, five part-time, plus 43 active instructors across New Zealand |
| Scope of active accreditation: | MediTrain is accredited to deliver the Workplace First Aid Certificate Training Scheme, together with a range of unit standards related to health and safety, including first aid unit standards 6400, 6401, 6402, 26551, 26552, 25459. Full details can be found on the NZQA website: |

¹ The majority of students attend short courses (e.g. one day).

<http://www.nzqa.govt.nz/providers/details.do?providerId=864805001>

| | |
|-------------------------------------|--|
| Distinctive characteristics: | Courses are delivered largely at workplace and childcare sites over one day. All courses are self-funded (no government funding). |
| Recent significant changes: | No significant changes in courses delivered, locations and ownership. |
| Previous quality assurance history: | <p>At the 2011 external evaluation and review (EER) conducted by NZQA, MediTrain received statements of Confident in educational performance and Not Yet Confident in capability in self-assessment.</p> <p>The focused review of MediTrain's compliance with first aid requirements was carried out in November 2014. Prior to the EER visit, it was confirmed that, based on the evidence available, MediTrain had met all the compliance requirements.</p> <p>The 2014 national external moderation results show that MediTrain met all external moderation requirements.</p> |

2. Scope of external evaluation and review

The scope of the EER included:

- Mandatory focus area of governance, management and strategy
- Workplace and Childcare First Aid and Recertification courses

The non-mandatory focus area was selected as this accounts for the bulk (approximately 80 per cent) of courses delivered by MediTrain.

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.

A team of two evaluators visited MediTrain's Auckland site over two days. While on site, the team met with the managing director, strategic/training manager, systems coordinator, sales manager, two instructors, and students undertaking a first aid

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course. In addition, during and immediately following the site visit, the team spoke by phone with a random selection of instructors, past students and clients (employers). A broad range of MediTrain's documentation and records (including electronic data) were also reviewed as part of this evaluation.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **MediTrain Limited**.

- Pass rates for all first aid courses delivered by MediTrain have been consistently high at over 99 per cent for the past three years. These high achievements are supported by positive course evaluation results and the 2014 external moderation results which met all requirements.
- It is evident from the course evaluation results and student interviews that students value the course training and acquire related skills, knowledge and confidence to prepare them for responding in emergency situations.
- From client interviews and documented survey results, it is evident that clients (workplace and childcare employers) also value the first aid training provided by MediTrain. Clients identified a number of situations in which their employees (past students) had responded effectively in providing first aid care in potential and actual emergency situations.
- MediTrain has a clear commitment to actively contribute first aid training skills and confidence to the wider community, which was evident from their delivery of first aid training to a number of community groups each year, which are typically delivered free or at low cost.
- Further indicators of the value for clients and students are that MediTrain has been able to maintain a consistently high ratio of recertification enrolments, together with increases in overall enrolments.
- It is evident that MediTrain's delivery of first aid training is contextualised to meet the needs of the learners and the different workplace (including childcare) environments.
- MediTrain demonstrated that it employs trained and certificated instructors to deliver the first aid courses, and is compliant with NZQA's First Aid as a Life Skill training requirements.
- From student interviews and course evaluation results it is evident that students are highly satisfied with instructor delivery, approachability and related support when needed.
- MediTrain has a comprehensive strategic plan in place, with a number of education and management goals that are assessed on an annual basis. The results show that these goals have been consistently met over the past two years.

- Overall, there was clear evidence of processes used that contribute to important outcomes, enabling NZQA to have high confidence in the organisation's educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **MediTrain Limited**.

- Course achievements and student evaluation feedback are closely monitored by instructors and the management team, which are important aspects of the data collected by MediTrain as part of its self-assessment processes.
- Client feedback is gathered both formally and informally, and all documented results are evaluated at instructor and organisation level. Evidence was provided of how this is used to identify areas for improvement, actions taken to address these, and the subsequent monitoring of the outcomes.
- A clear, systematic process is used by MediTrain to regularly collate feedback gathered from instructors, students, clients and community groups. This feedback is subsequently evaluated through the use of 'trigger points', which are performance indicators used to determine any significant issue to investigate and address. Results of this and any other professional development information are also shared with instructors at MediTrain's annual conference, and any subsequent changes initiated are monitored accordingly.
- A comprehensive process is used on a six-monthly basis to evaluate and inform instructors of their performance and development. A range of data is collated and evaluated resulting in related levels of confidence and any areas for development, which are subsequently monitored by MediTrain.
- The evaluators concluded that MediTrain has strong, ongoing evaluative processes which have been used to maintain consistently high levels of student achievement, student and client satisfaction, and instructor performance. As a result, NZQA can be highly confident in the organisation's capability in self-assessment.

Findings²

1.1 How well do learners achieve?

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**.

Student achievement for first aid courses delivered by MediTrain has been consistently high at over 99 per cent for the past three years. Given that very few students are unsuccessful (i.e. fewer than 10 in 2014), MediTrain is able to identify reasons for non-completions, which are primarily due to non-attendance. Achievements were evidenced through MediTrain's database and documents viewed, as well as interviews with instructors and past students. The achievements are also validated through systematic internal assessment moderation processes conducted every six months, together with positive 2014 external moderation results.

Students also acquire the related skills, knowledge and confidence to prepare them for providing first aid in emergency situations. This was evidenced from the sample of course evaluation forms completed by students, MediTrain's analysis of the evaluation results, and from interviews with clients and past students. When completing course evaluation forms, all students (including those undertaking recertification courses) are asked to identify their related first aid skills, knowledge and confidence, both before the course commences and after it is completed, based on a scale of one (low level) to six (high level). Recent analysis of the results showed that upon completion of the course students considered they had acquired high levels (approximately 5.5 overall) of skills, knowledge and confidence, with an overall progression level close to two points. The results for Māori students were very similar to all other students, with Pasifika student progression levels being slightly higher. As noted later in this report, a number of past students have been able to successfully use their first aid skills and knowledge in emergency situations.

Course achievements and student evaluation results are closely monitored by instructors and the management team, which are important aspects of the data collected by MediTrain as part of its self-assessment processes. Six-monthly instructor performance and development reports are sent to each instructor, which reflect the evaluative outcomes of this and other data collated and analysed by MediTrain, including any issues to be addressed.

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

It is evident that MediTrain has a strong self-assessment process, which enables it to maintain consistently high levels of student achievement across the organisation.

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 **Excellent**.

It is evident from the course evaluation results and from student interviews that students value the first aid training upon completion, which they believe prepares them well for responding to emergency situations. MediTrain recognises that effective responses in such situations are of critical importance, which they acknowledge through the award of certificates to past students who have provided such first aid support in a real situation.

It was also evident that clients (workplace and childcare employers) value the first aid training provided by MediTrain. This was confirmed from interviews with clients and past students, as well as from the documented results of a client survey conducted in 2014. The survey, sent to 100 clients (a sample of all clients) also confirmed that they highly value the training, which they believed resulted in their staff being well prepared for and confident in responding to emergency situations. A total of 14 actual instances where first aid support was needed were identified by clients, who stated that their staff had responded effectively in providing first aid care in each of these situations.

As part of their self-assessment processes, instructors are also expected to gather feedback from their clients where possible. Any information gathered from clients is forwarded to the MediTrain office, which is used by management as part of its six-monthly evaluation of instructor performance. It was evident from the documents viewed, and from interviews with instructors and clients, that client feedback is positive, although the amount of feedback instructors were able to formally gather in writing is limited. Client feedback occurs largely through phone calls and one-to-one meetings with the instructor. However, it is recognised that there are limitations on how much formal documented feedback instructors are able to obtain from clients following the delivery of a short course. An indication of this was evident from a follow-up national survey of clients undertaken by MediTrain towards the end of 2014, to ascertain their views on the continued use of surveys for gaining client feedback. The documented results showed that while clients provided very positive feedback on the value of the first aid training, they also stated that such surveys are not important to them and are largely a distraction for their staff. MediTrain is currently reviewing this.

Student enrolments are also considered by MediTrain to be a further important indication of the value of the training. A key performance indicator used by

MediTrain is that the numbers of students enrolling for first aid recertification will be within the range of 30-40 per cent of all enrolments. This has been consistently met over the past three years. In addition, all clients are notified of their employees' need for first aid recertification when the two-year expiry date is approaching. MediTrain tracks the subsequent uptake of recertification training, and any significant patterns of non-enrolments, particularly from their larger clients, are followed up. From documents viewed it was evident that when clients choose not to use MediTrain for such training, this was due to factors beyond MediTrain's control. MediTrain was also able to show that overall enrolment numbers had increased over the past two years, from 19,404 students in 2012 to 21,744 students in 2014.

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 **Good**.

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

MediTrain automatically sends out reminders to clients (employers) and past students when first aid certificates are close to expiry, which highlight the need for revalidation. Upon enrolment for both full and revalidation courses, students are provided with a comprehensive learning pack, which they must complete prior to attending the course. It was evident that completion of this is checked by instructors to ensure students meet the minimum requirements and are ready for the course training. As noted later in this report, MediTrain is compliant with the First Aid as a Life Skill training requirements, which includes meeting the minimum training hours (for pre-course and the subsequent in-class hours).

It was evident from clients, instructors and students interviewed that delivery of first aid training is contextualised to meet the needs of the learners and the different workplace (including childcare) environments. Instructors have a good understanding of the workplace context before delivering the course. If the workplace setting and context is unclear when new clients make a booking, instructors interviewed indicated that further information will be sought to ensure the range of practical scenarios used by MediTrain, together with related resources, can encompass the workplace environment. A number of examples were provided to confirm this. For courses that involve students from different workplaces, instructors engage with students during the early stages of the course to identify individual backgrounds and tailor the delivery approaches and practical scenarios accordingly.

From documents viewed and from interviews with the management team and instructors, it is apparent that MediTrain management and the instructors keep up to date with regulatory and environmental standards to inform training approaches and resources used. It was evident that resources are relevant and sufficient to

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enable students to apply knowledge and skills within their workplace or community context. It was also evident from the first aid manuals viewed that these are up to date and well structured to maximise learning.

MediTrain has a clear, systematic process in place for regularly evaluating and responding to feedback from instructors, students, clients and community groups. An example of a change recently initiated from such feedback included the upgrading of school first aid manuals to better meet the needs of high school students. Positive feedback was subsequently received from high schools, high school students and instructors. A further example included changes to the instructor checklist form (completed by instructors after each course). In response to some negative feedback from students on the quality of some venues (particularly the coldness of some), MediTrain subsequently discussed this with the instructors to try and ensure venues are of sufficient quality for the training. A new section was subsequently added to the checklist form so that instructors must now provide feedback on the quality and suitability of the venues. Further attention is intended to be given to this when reviewing student course evaluation results during the winter months of 2015.

MediTrain has a clear commitment through its strategic vision to actively contribute first aid training skills and confidence to the wider community. It was evident from documents viewed that a key aspect of this vision is included in MediTrain's goal to deliver first aid training to at least 20 community groups each year, which are typically delivered free or at low cost.

As noted in MediTrain's strategic plan, all first aid courses are open entry, but there is a requirement for students to have a minimum level of physical ability and English language ability. Currently such requirements are not always communicated to clients and students during the booking process, with reliance largely placed on clients and students informing MediTrain of any such related issues. Such issues are therefore not always picked up by the instructor until the course has commenced. It is recognised that the majority of MediTrain students are likely to have met such minimum requirements. However, ensuring these minimum requirements are formally communicated to clients and students prior to bookings being completed would be beneficial for all parties.

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 **Excellent**.

MediTrain demonstrated that it has trained and certificated instructors to deliver the first aid courses, and is compliant with the First Aid as a Life Skill training requirements. It is also evident that there is an ongoing and effective evaluation process in place to ensure high levels of staff performance are maintained (details

of which are outlined later in this report). To maintain currency in teaching practices and regulatory changes, instructors are involved in ongoing professional development activities. These include participation at MediTrain's annual staff conference, attendance at periodic 'road shows' presented across the different regions, and regular informal engagement with each other.

The results of student course evaluations clearly show high levels of satisfaction with the courses overall, as well as instructor delivery and approachability. The high level of satisfaction was validated by student and client interviews, and is consistent with the high course achievement rates. In addition, MediTrain was able to show that it has an effective internal assessment moderation process in place which involves a six-monthly check of instructors' assessment results. The effectiveness of this is evident from the 2014 external moderation results, which show that MediTrain met all moderation requirements. Standard assessment materials are also used to ensure consistency across the regions.

It was evident from student and client interviews and from documents viewed that there are high levels of student satisfaction with the first aid courses delivered by the instructors. This was consistent across the regional sites. MediTrain collates all student evaluation feedback and measures the overall results against its targets. The results show that students were highly satisfied with the course, its delivery components, and the approachability of the instructors. All ratings (of excellent or very good) were in the range of 96-99 per cent, all above internal targets.

As noted in more detail later in this report, as part of its self-assessment processes MediTrain collates and analyses the results of the student course evaluations on a monthly basis. Positive and negative results are shared individually (as part of the instructors' performance and development report) and, subject to its evaluated level of importance, across the organisation as a whole as part of its annual conference professional development sessions. Examples of resulting beneficial changes made were able to be provided, including an instructor enhancing their awareness of student engagement and having a greater focus on related social and soft skills. Instructors are able to contact management with any day-to-day issues that arise and obtain timely response.

MediTrain also tries to maximise consistency in the quality of delivery across the regions. When evaluating student feedback in 2012, a theme identified a need for improved resources. As a result, a standard PowerPoint display was introduced. This is used by all instructors and covers a broad range of information of relevance to the course. Documents viewed showed that student satisfaction rates significantly increased the following year and have remained at these rates since. Periodic observations of instructors are also carried out by senior instructors to provide feedback on their performance. Management stated that these processes will be reviewed regularly and fine-tuned as necessary.

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**.

To prepare for the first aid training courses, students must complete a comprehensive student learning pack. These are subsequently checked to ensure they have been completed prior to the commencement, and are compliant with the First Aid as a Life Skill training requirements. The results from the completed learning pack are also used by instructors to identify any students who may need support with English literature/writing issues.

Students who need support will either request help, or this will be identified by the instructor during the early stages of the course. It is evident that full one-to-one support is provided when needed, including additional attention during class time, during the lunch break, or at the end of the day. Responding to students' needs was also supported by the course evaluation results, which showed that over 98 per cent of students felt that the instructors were approachable. A contributing factor that enables instructors to provide any required support is that most class sizes involve fewer than 15 students. On the few occasions when enrolment numbers may exceed 20, a second instructor will be expected to be involved in the training and assessment.

Where clients identify a need for student support prior to the course commencing, instructors will provide the support as needed. In some cases, for example students who have English language difficulties, it is evident that MediTrain encourages the client to provide an interpreter where possible.

The use of group work, involving practical scenarios, provides valuable additional learner support. For example, one student will be a patient, another will provide emergency support, and another will peer observe and provide feedback on what they believe worked well and what needed to improve. Roles are then rotated so that all students are able to give and receive peer support and feedback. The instructor will also rotate around the groups and observe and provide relevant formative feedback. Taken together, this was viewed by all parties as providing a valuable supportive environment to enhance students' learning.

MediTrain's review and analysis of student and client evaluations, together with course achievement results, has enabled it to have a clear picture of whether students have received sufficient support to successfully complete the first aid courses. Given that the majority of students are current employees of clients making the bookings, it is recognised that they are most likely to have a sufficient levels of skills, knowledge and cognitive abilities to complete the course; therefore very few will need additional class support. The high student achievement levels, together with their very positive feedback and the identified increase in their skills, knowledge and confidence, are therefore strong indicators that students have had the required level of guidance and support needed to succeed.

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

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 comprehensive strategic plan in place with three main goals: to achieve successful student educational outcomes, successful stakeholder relationships, and strong organisational capability. Achievement of these goals is assessed through a broad range of performance measures with related targets, which are reported in MediTrain's annual report. From documents viewed, there was sufficient evidence to show that related data had been collated and analysed, with 2014 results showing that 20 of its 21 performance measure targets had been achieved. It was evident that the one performance target that was only partially met, within MediTrain's goal of achieving a strong organisational capability outcome, has since been addressed.

Information captured in the annual report is also shared with all staff at the annual conference. The annual conference provides feedback on any common themes emerging from student and client feedback. Through its clear and systematic self-assessment process, such feedback is collated on a monthly basis, and is evaluated through the use of performance indicators (referred to by MediTrain as 'trigger points'), which are based on set criteria to determine low, medium or high levels of importance. If a medium or high trigger point is determined, this is investigated further to determine its significance. This may be addressed individually, or if necessary a working group will be set up to undertake a more thorough investigation and to identify solutions. A number of examples of triggered investigations were able to be provided to show subsequent changes initiated and their beneficial outcomes. All triggered investigations, together with any other important themes that emerge from the organisation's evaluative processes, are shared with staff at the annual conference.

It is evident that the management team has created strong self-assessment processes, enabling it to monitor, analyse and share subsequent results with its staff. As a result of its self-assessment processes, MediTrain is introducing changes to the online data system to further enhance cross-regional communication processes. The evaluators acknowledge that the organisation had intended to implement the system sooner, but had been delayed due to matters beyond its control.

From interviews with the management team and instructors, together with documents viewed, it was evident that MediTrain has clear and effective policies and processes in place for staff recruitment, induction, performance monitoring and ongoing professional development (including maintaining currency of qualifications). For example, performance monitoring is undertaken on a six-monthly basis for all instructors. From the collated data gathered, instructor performance is then

evaluated across four main categories: educational performance, educational capabilities, educational development, and community involvement. The results are captured within an instructor performance development report, which is subsequently sent to the instructor. This includes the data collected and the conclusions reached to identify the level of confidence MediTrain has in the instructor, together with any areas for improvement. Overall results and supporting evidence viewed indicated that instructors are performing well, with the majority receiving high levels of confidence.

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 **Excellent**.

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

2.2 Focus area: Workplace and Childcare First Aid and Recertification courses

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

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

Recommendations

NZQA recommends that MediTrain Limited:

- Amend enrolment/booking processes to ensure clients and students are fully aware of MediTrain's minimum enrolment requirements.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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