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# External Evaluation and Review Report

MediTrain Limited

Date of report: 5 April 2019

# About MediTrain Limited

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*MediTrain offers first aid courses in workplaces including schools and early childhood education centres. The courses are generally one to two days long and are paid for by participants. The head office is in Auckland, with a number of independent instructors located in Christchurch, Otago, Bay of Plenty, Gisborne and Manawatu.*

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Type of organisation:	Private training establishment
Location:	21 Church St, Onehunga, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 20,613 (2017), 13 per cent Māori and 5 per cent Pasifika International: nil
Number of staff:	Six full-time equivalents and 45 instructors nationwide
TEO profile:	See: <a href="#">NZQA – MediTrain Limited</a> First Aid provider
Last EER outcome:	Highly confident in educational performance Highly confident in capability in self-assessment
Scope of evaluation:	Workplace First Aid
MoE number:	8648
NZQA reference:	C31530
Dates of EER visit:	27 and 28 November 2018

# Summary of Results

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*MediTrain is effectively meeting the most important needs of its key stakeholders. Key contributing factors include the skill and experience of the instructors, management attention to effective processes, and support to students. However, management monitoring of training quality across all sites needs improvement.*

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- **Confident in educational performance**
  - MediTrain students gain the skills, knowledge and confidence required to competently provide first aid in emergency situations. Most students achieve well (on average 98 per cent of all students pass the course). Instructors are well qualified to teach and assess first aid. However, assessment practice could be improved.
- **Confident in capability in self-assessment**
  - While there is some evidence of valued outcomes, including testimony from students who have used first aid in emergency situations, the gathering and analysis of this data could be improved.
  - Courses are offered at times and venues that suit clients. Student feedback is systematically collected, analysed and used to make timely and effective improvements.
  - Educational processes are good, with evidence that instructors are supported with comprehensive course delivery materials, teaching and assessment advice and support, and annual reviews of performance. The administration and management of the courses is sound.
  - Governance and management are mostly effective in managing organisational performance. There are gaps in how well the quality of training nationally and compliance issues are being managed.

# Key evaluation question findings<sup>1</sup>

<b>1.1 How well do students achieve?</b>	
Performance:	<b>Marginal</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students achieve well at MediTrain. Almost all students (98 per cent on average for the past three years) demonstrate the skills and knowledge required to pass the course they attend. This level of achievement is common across the first aid training sector, with most students requiring first aid to fulfil employment responsibilities.</p> <p>Analysis of completion rates, including achievement for Māori and Pasifika students, is undertaken annually, formally reported and shared with management and staff. Through its own analysis, MediTrain has identified that students achieve and have the same level of satisfaction with the course irrespective of their ethnicity. Achievement results are also collated and analysed by instructor and shared in performance and development reports produced six-monthly. Performance goals are also set, monitored and closed off once achieved.</p> <p>Internal moderation of assessment occurs on a scheduled basis and is documented but is not used by all instructors as an educational opportunity to improve assessment practice. External moderation occurs through the Skills Industry Training Organisation, and this moderation did not meet requirements in 2017 and 2018. While changes have been made to assessment guides and course materials, the moderation results compromise the reliability of achievement results.</p>
Conclusion:	<p>MediTrain performs well, as shown by student feedback and high course completions for all students. However, performance is compromised by variability in the quality of processes, including assessment and moderation practices which require closer management and improvement.</p>

<sup>1</sup> 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:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>There is good evidence that MediTrain is committed to ensuring their communities have the basic skills to administer first aid. MediTrain provides first aid training to a range of client organisations, most of which are in the education sector (specifically schools and early childhood centres). Some MediTrain instructors provide training free or at reduced rates to community-based and voluntary organisations as a valued contribution to their local communities. Such activities are recorded and acknowledged in six-monthly instructor reports and collated into the annual report.</p> <p>Employer feedback to evaluators complimented the training provided by MediTrain, noting specifically the professional service and quality of training as points of difference.</p> <p>MediTrain has some systems in place for collating evidence to support self-assessment, including a log of community and employer feedback, but this has not been maintained. The evidence of value gained for students and stakeholders is therefore small and includes unsolicited testimonials provided by past students and employers, stakeholder feedback received by the instructors and the sales manager, and repeat business. Self-assessment of valued outcomes occurs during management meetings and during the annual instructor conference each year.</p> <p>MediTrain also provides First Responder Certificates to graduates who have used their first aid skills in emergency situations, but the data on this is not collated.</p>
Conclusion:	MediTrain contributes value to a range of organisations nationwide. However, the comprehensiveness of the evidence could be improved to inform self-assessment.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>MediTrain is meeting the needs of students and stakeholders. MediTrain provides a mix of public courses and workplace training tailored to the needs of the employer. Course materials are sent in advance of the training to enable participants to review the material and complete the worksheets. The programmes appear well administered and resourced, with classes kept small to ensure good tutor-student engagement.</p> <p>Instructors have suitable qualifications and experience that meet first aid training requirements. Student feedback consistently rates tutor approachability and competency as very good. Instructors complete a thorough induction involving observing an experienced instructor and co-tutoring prior to leading training by themselves.</p> <p>Comprehensive feedback from students shows well-matched needs and a very high degree of satisfaction with the instructors and the techniques and resources. This is complemented by opportunities for instructors to review courses and their delivery.</p> <p>Students receive immediate feedback and correction on practical activities. Assessments are internally moderated every six months. However, MediTrain has not met Skills moderation requirements for two years, mostly related to assessment materials. Improvement plans are in place and changes have been made to course materials and assessment records. Samples will be internally moderated early 2019 and then externally moderated by Skills.</p> <p>The manager visits instructors at least once a year to observe and share practice. However, the visits are not documented or used to inform professional development. Management needs to strengthen the evidence for quality teaching and assessment.</p>
Conclusion:	MediTrain programmes meet the needs of stakeholders. Feedback on programme content and delivery is comprehensive and used to make improvements. Monitoring delivery and assessment across instructors nationwide requires improvement.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The degree to which students are involved and supported in their learning on short courses is relatively limited. However, MediTrain is particularly diligent about ensuring the registration/enrolment process is well managed and that instructors and students receive information, including compulsory pre-reading material and worksheets, in a timely fashion. There are clear timeframes for instructors to report results so credits can be reported to NZQA and certificates issued to students. This process is a strength.</p> <p>Student feedback collated over the past three years shows that satisfaction with the course, tutors and venue is consistently high. These surveys are the key formal self-assessment mechanism, in addition to more informal discussions between students, instructors and management. Annual reports show that complaints raised by students are addressed.</p> <p>Course materials and assessments were reviewed as a result of Skills feedback with instructor input. A PowerPoint has been distributed to all instructors to use in their training to ensure consistent information is being delivered to students. Both the student learning pack and the PowerPoint is dense with information and, while robust in its coverage, may be challenging for individuals with a range of literacy ability. Ensuring the content is pitched to the level of the unit standard is an area for further consideration.</p> <p>Learning supports are available to students, including an opportunity to give oral answers to written assessments; individualised support from the instructor; and English literacy support by some employers.</p> <p>Students receive feedback at the time of the assessment. Student evaluations show that tutors are approachable and competent (in both theory and practical work).</p>
Conclusion:	Effective processes are in place to ensure students are supported to achieve competence in first aid.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>MediTrain is clear in its purpose and direction, as shown in its strategic plan, performance measures and annual reports informed by a range of data and made available to all staff. Resourcing for academic quality has been strengthened since the last EER. This supports the ongoing improvements to academic processes and communications across all instructors and sites. There are, however, some important areas that require strengthening, including assessment practices and compliance.</p> <p>Staff are supported to attend an annual conference which is an opportunity for instructors across sites to share practices and sector updates and engage in development activities. Other engagement and development processes include regular emails and Skype sessions. Instructors also receive a six-monthly report on their performance. However, it is not clear how the report is used as a development tool.</p> <p>Management is involved and up to date with developments in the sector through attendance at national and international conferences. The general manager seeks strategic business advice and support as needed from trusted advisors.</p> <p>Instructors work independently in their regions and are well supported. However, management could improve its monitoring of regional training to ensure consistent quality of training and assessment is occurring for all students. Resources are sufficient and MediTrain currently operates a viable and sustainable business model.</p>
Conclusion:	<p>MediTrain has a small but effective team leading the management of the organisation. Investment in resources, quality staff and instructors is a priority and a key contributor to high quality learning outcomes. Some areas of performance and self-assessment require further improvement, in particular attention to NZQA compliance and monitoring of quality across regional sites.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>MediTrain has systems to ensure it is compliant with the requirements of Workplace First Aid Training. However, there were areas of compliance that, while known, were not being managed effectively. These areas included:</p> <ul style="list-style-type: none"> <li>• meeting NZQA's requirements for site approval</li> <li>• meeting the NZQA requirement to report credits to NZQA of all unit standards assessed.</li> </ul> <p>MediTrain participated in external moderation with Skills but did not meet moderation requirements for 2017 and 2018.</p> <p>There are checks and balances to ensure regionally based instructors are compliant with programme and enrolment regulations. However, this could be strengthened through mini-audits or policy reviews or specific regulatory-based communications.</p> <p>Staff qualifications indicate that instructors meet the requirements of the NZQA's consent and moderation and Skills' <i>First Aid as a Life Skill</i>.<sup>2</sup> However, some information held on file was incorrect, undermining the accuracy of the information held by MediTrain. This needs attention.</p>
Conclusion:	MediTrain's management of compliance is variable. There are compliance gaps that require attention.

<sup>2</sup> First Aid as a Life Skill is a document produced by Skills outlining the training requirements for quality provision of unit standard-based first aid training.

## Focus Areas

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

### 2.1 Focus area: Workplace First Aid Certificate - Training Scheme

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 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 MediTrain Limited:

- Improve its monitoring of instructors nationwide to assure itself that the training meets MediTrain's expectations of quality and consistency.
- Improve its assessment practice and assessment materials to meet the requirements of the standard-setting body, Skills.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

NZQA requires MediTrain Limited to:

- Ensure all training sites are appropriately approved and/or notified to NZQA.
- Review the policy on reporting results to NZQA to ensure timely reporting of students' results in accordance with 10.1(b) of [Consent to assess against standards on the Directory of Assessment Standards Rules 2011](#).

# 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 fraud<sup>3</sup>*
- *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.*

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<sup>3</sup> 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 according to 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 for Tertiary Education, Skills and Employment.*

*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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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 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](http://www.nzqa.govt.nz)). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/ga-rules/external-evaluation-rules-2016/1/>, 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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