



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Meditrain Limited

Date of report: 4 April 2023

About Meditrain Limited

Meditrain Limited (Meditrain) has provided first aid training at workplaces, childcare centres and public venues since 1995. Autonomous regional teams provide this training throughout New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	21 Church Street, Onehunga, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 2021, 22,063 students (424.43 EFTS – equivalent full-time students); 8.5 per cent Māori, 3.3 per cent Pasifika 2022 (to 31 August 2022) 14,559 students; 14 per cent Māori, 4 per cent Pasifika; disabled learner figures not collected International: nil
Number of staff:	Eight full-time staff, eight part-time staff
TEO profile:	Meditrain's provider page on the NZQA website
Last EER outcome:	In the 2018 external evaluation and review (EER), NZQA was Confident for both educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">Workplace First Aid Certificate (Training Scheme) ID: 114883-2. The Workplace First Aid Certificate training scheme awards successful students with the first aid certificate required by legislation in all New Zealand workplaces. It is the only training scheme delivered by this tertiary education organisation.
MoE number:	8648
NZQA reference:	C50987
Dates of EER visit:	5 and 6 December 2022

Summary of results

Meditrain delivers the relevant skills, knowledge and confidence that assist individuals, communities and workplaces in emergency situations. Well-resourced training and practical assessment scenarios provide students with experience that can be applied to multiple contexts. Teaching staff are well managed and valued.

Highly Confident in educational performance

- Students are achieving and learning first aid skills and knowledge that have proven to benefit their workplace, communities and personal lives. Collecting data on learners with disabilities will provide greater insights in this area.
- Students and client organisations are gaining valued outcomes. Courses are structured and delivered to meet the needs of students and clients.

Confident in capability in self-assessment

- Regular interaction with stakeholders ensures programme delivery is relevant to their contexts, current to the latest guidelines, and meets the evidence requirements outlined in the unit standards.
- Learning activities are varied, enabling students to be engaged and gain skills and knowledge in order to be assessed when ready. Comprehensive moderation validates the assessor decisions and student achievement.
- Students are well supported in their immediate and emerging needs.
- The organisation's goals are clearly stated and achieved. Reviews are informed by stakeholder feedback and listening to staff experiences.
- Professional development for staff is supported. Accessing training in cultural and disability needs would support consistent practice and review.
- Important compliance accountabilities are being managed and met.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Over 99 per cent of Meditrain’s students successfully complete the training to gain a first aid certificate. This provides workplaces with trained personnel who can save lives, and enables the PTE to meet current legislative requirements.</p> <p>Meditrain actively fosters achievement beyond unit standard credits and the nationally recognised workplace first aid certificate (resulting from successful completion of the training scheme). Students and employers attest to the development of transferable skills such as confidence to react in emergency situations and working in teams.</p> <p>Meditrain disaggregates the collected achievement data for self-assessment purposes. Meditrain knows anecdotally about learners with disabilities and delivers training to groups with various impairments. However, this data is not collected for analysis and review. Such activity could strengthen the self-assessment currently undertaken. The continued embedding and use of electronic management systems will support this and other decisions being made.</p> <p>The reasons behind the very small number of students not completing are understood. Meditrain engages with each individual to support completion opportunities at later dates. The PTE has also introduced alternative methods of tuition and altered resources as a result of the understanding they have gained.</p>
Conclusion:	Strong achievement of a nationally recognised certification and related transferable capability provides students and workplaces with important skills and knowledge. Better analysis of information related to priority group learners will further strengthen current levels of self-assessment.

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 students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Feedback indicates that Meditrain provides valued training that enables workplaces and individuals to gain skills and knowledge that can save lives in emergency situations. They also assist workplaces to meet their legislative health and safety requirements. Tutorial staff have regular engagement with workplaces. This adds value through the identification of workplace-specific needs and hazards. These aspects are incorporated into training delivery. Longstanding relationships and repeat business attest to clients being satisfied with the Meditrain training product and its value to them.</p> <p>Meditrain captures feedback from each student after the completion of the training, providing a good qualitative source of information around value. Until recently, other stakeholder feedback (employers, graduates) was anecdotal. Since September 2022, workplaces are being contacted to complete surveys. All feedback is now captured within the student management system, and recommendations or negative comments are analysed and acted on. Requesting feedback from graduates (after a period of time) in the use of the skills and knowledge gained in their workplace or personal lives, would provide further insights for decision-making purposes.</p> <p>Meditrain currently provides first aid training to Māori and Pasifika communities and groups of disabled or impaired persons. These relationships have been built by individual tutors, and feedback attests to these being of value and providing much-needed skills to isolated and rural communities. These tutors' experiences could provide Meditrain with information for self-assessment purposes.</p>
Conclusion:	<p>Meditrain understands and provides training of high value to workplaces and communities. Expansion of the formal feedback received from employers is providing further insights for decision-making purposes. Engaging formally with communities and graduates could provide greater sources of information to support future reviews of training provision.</p>

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:	Excellent
Findings and supporting evidence:	<p>As the first aid training programme is essentially prescribed by the unit standards that lead to certification, Meditrain focusses on reviewing the effectiveness, relevance and currency of their delivery, resources and practice. Regular interaction with clients, the advisory committee² and industry standard-setting bodies ensures prompt updating of materials as changes or needs emerge.</p> <p>This interaction with stakeholders has led to a significant change to the workbooks, assessments and reference material to enable greater access to and understanding of the text by the students. These resources now support a variety of learning activities employed throughout training. This keeps the students engaged – highlighting the relevance of the training to their workplaces and lives. Student feedback shows that these changes are improvements.</p> <p>Once teachers feel that the student is ready, assessment can occur. Each assessment addresses a unit standard requirement and requires a practical demonstration of skill and knowledge through the completion of a scenario. Multiple versions of each scenario ensure the authenticity of each student response and facilitates re-assessment that meets the requirements of Meditrain’s policies and procedures.</p> <p>Comprehensive moderation procedures and processes are followed to ensure assessment is reliable. Internal pre- and post-assessment is scheduled annually to support the external moderation completed by the standard-setting body; these moderation reports are positive. Information coming from the reports, alongside annual observations of delivery and assessment, is discussed regularly with senior instructors. This then informs annual programme reporting and review. Ensuring that all moderators within Meditrain hold the required unit</p>

² Meditrain’s advisory committee supports their resource and programme delivery development. The committee is made up of tutors and management within the organisation.

	standard 11551 ³ would strengthen consistency of moderation practice across the organisation.
Conclusion:	Regular interaction with stakeholders enables Meditrain to use current information to inform review and maintain relevant delivery. Academic standards are maintained throughout the assessment process. Comprehensive moderation ensures consistent and valid assessment decisions.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>When Meditrain books the training (either private or public), tutorial staff spend time with the stakeholders to understand the needs and goals of the individuals and the organisation. Welcoming emails provide the study information, reference material and the pre-course work, which is then reiterated and refreshed when students arrive on course.</p> <p>Impairments to learning that are known by each student's workplace are identified to Meditrain prior to learning. This enables Meditrain to arrange for appropriate support to be available if needed. If a learning need arises during the training, tutors will work to accommodate this through more individualised attention, immediate feedback, extra time and alternate methods of assessment. Changes to simplify the literacy level of the written material used throughout training also assists tutorial staff in meeting common needs that arise.</p> <p>To support Meditrain's self-assessment activity, the following areas could be further developed:</p> <ul style="list-style-type: none"> • A means to capture the numbers of students with a disability and the type of disability at enrolment • Providing professional development that furthers tutorial staff capabilities in understanding and responding to learning disabilities.

³ The requirement for all the lead moderators within an organisation is outlined in the consent and moderation requirements CMR 021.

	<p>Small classes with learning activities that rely on small group work and discussion can address cultural learning styles. To develop a consistent, organisation-wide knowledge of engaging with Māori and Pasifika learners to better enable cultural and learning needs to be met, appropriate professional development should be completed and appropriate review undertaken.</p> <p>Meditrain recognises that first aid training can trigger recall of traumatic events. This is addressed at the commencement of every training with students invited to share with the tutor or the group situations where first aid was required. Staff have completed in-house training and use a mental health plan to address or support any issues that may arise. Such understanding has supported Meditrain as they self-review against the first four outcomes of the Code of Practice for pastoral care.</p>
Conclusion:	<p>Meditrain interacts early with clients to understand the goals and needs of the organisation and the individual learner. In responding to the requirements of the Code of Practice and communities in general, Meditrain has developed aids to support tutorial staff to address potential health-related situations. Further development of skills and knowledge of learning disability and cultural needs would support future review.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>A change of ownership since the last EER has allowed Meditrain to recognise and institute significant change. In line with the clear organisational purpose, Meditrain has developed a strategic plan. An annual report for the governing body documents formally actions that are being taken towards achieving the PTE's strategic goals. This enables planning for the future and effective gap analysis to be completed. The delaying effect of Covid on the projected business growth has been recognised and goals adjusted appropriately.</p> <p>Achievement data and stakeholder feedback are used to inform effective decision-making. New computer-based management systems have supported streamlining and efficiency in administration and collating information for review purposes.</p>

	<p>Feedback and staff reflection have led to improved teaching and learning materials. Up-to-date physical resources are held in each region, ensuring students learn and practise with equipment that better reflects real situations.</p> <p>Meditrain has updated its staff management mechanisms. A cycle of observations and appraisals ensures consistent practice across all regions as well as providing management with a source of interaction with staff, where staff reflections and practice can be captured and used to inform review. Staff attest to feeling valued and heard as a result. Having a structure for the peer observations of teaching separate to that of the assessment process could support consistency of observation as well as enable more information for development and review.</p> <p>Professional development opportunities are provided, starting with a comprehensive induction for new tutorial staff. Annual hui enable staff from all regions to meet and undertake relevant training to update and align with industry skills. Meditrain is aware of the staff qualifications required and records these for annual review. A decision to ensure all staff have the relevant qualifications as stated, rather than following the previous practice of determining equivalency, is commended. As mentioned in 1.4 of this report, targeted professional development could further enable Meditrain's staff to meet the changes occurring in the education sector.</p>
Conclusion:	<p>A clear organisational purpose and a monitored strategic plan has meant Meditrain management has improved resources and staff development while maintaining the business. Providing targeted professional development and structures will increase the consistency of practice across the organisation while furnishing greater input into review.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Meditrain monitors its compliance accountabilities by tracking important submission dates through the use of a computerised calendar that links to the booking system (student management system). This allows for the reporting of credits for submission within the month following training. Any reasons for late submissions are understood, and systems have been improved in response.</p> <p>With such a strong focus on health and safety, this organisation has mechanisms in place to ensure risks and near misses are tracked. Forms for checking the suitability of the training venue and identifying hazards are completed and filed before every course.</p> <p>Meditrain updates its policies, procedures and documentation (including the website), informed by feedback and interaction with stakeholders. Meditrain holds regular discussions with its advisory committee around compliance expectations, ensuring understanding across the organisation and the timely management of compliance accountabilities.</p> <p>The Code of Practice self-reviews and attestations are completed and are fit for purpose for short duration first aid courses. Reviews are informed through observations, regular reporting, the annual review of the organisation's strategy, and discussions between the general manager and the financial officer. Meditrain is reminded that it is expected to publish a summary of its self-review report on the website, as discussed.</p> <p>The compliance requirements to external bodies are met and updates occur promptly so that training stays current and legal. Information arising from external moderation informs reviews.</p>
Conclusion:	Meditrain monitors and manages its compliance accountabilities to ensure timely submissions are made. Information relating to compliance accountabilities is used to inform self-assessment.

Focus areas

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

2.1 Workplace First Aid Certificate Training Scheme

Performance:	Excellent
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 Meditrain Limited:

- Collect and analyse data on learners with disabilities to inform understanding and achievement and the review of programme delivery.
- Request feedback from graduates and employers around the use of the skills and knowledge gained, in the workplace or personal lives, and analyse to gain further insights for decision-making purposes.
- Undertake targeted professional development that furthers tutorial staff capabilities in understanding and responding to learning disabilities, tertiary teacher training, moderation and engaging with different cultures. This is to further enable Meditrain's staff to meet changes occurring in the education sector.

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.

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 fraud⁴*
- 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.*

⁴ 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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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