

Report of External Evaluation and Review

Triple One Care

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 24 October 2012

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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:	Triple One Care (TOC)
Type:	Private training establishment (PTE)
Location:	Stoke, Nelson
Delivery sites:	North Shore in Auckland and Whakatane
First registered:	29 September 2009
Courses currently delivered	<ul style="list-style-type: none">• Workplace First Aid• Outdoor First Aid• Pre-Hospital Emergency Care• Advanced First Aid, Wilderness First Aid, and Marine Medic as stand-alone specialist courses
Code of Practice signatory?	No international students and not a signatory
Number of students:	Domestic: approximately 12,000 learners (53 equivalent full-time students) in 2011
Number of staff:	11 full-time equivalents
Scope of active accreditation:	Accreditation covers the courses listed above. TOC is also accredited to provide unit standard 25459 <i>Provide first aid for young children</i> .
Distinctive characteristics:	TOC is running its business through its employees, agents, and franchises. It has submitted an application to have its subcontracting arrangements approved by NZQA.

The head office is in Nelson, which is a permanent delivery site.

TOC also has an office at North Shore, Auckland (with a permanent delivery site) and franchises in Bay of Plenty (with a permanent delivery site in Whakatane) and Marlborough.

Representatives are based in Wellington and Christchurch.

Agents are based in Dunedin and on the West Coast.

Regional employees have monthly target assessments and franchisees submit a three-monthly target report which is benchmarked against previous performance.

Most of the courses are Workplace First Aid courses (old and new versions).

Approximately 10 per cent of the courses are Outdoor First Aid and a further 5 per cent are Pre-Hospital Emergency Care moderated by ETITO (ElectroTechnology Industry Training Organisation).

The maximum length of any course is three days.

TOC sells first aid supplies as well as specialist resuscitation and rescue equipment.

TOC also audits first aid equipment, does first aid consultancy work, and provides first aid services for a variety of events.

Recent significant changes: The revenue from TOC's training courses grew by 23.4 per cent in 2011.

Previous quality assurance history: In November 2011, none of the 18 samples of trainees' assessments submitted for moderation by NZQA, covering six unit standards, were verified. An action plan was requested and accepted in February 2012.

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. 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 external evaluation and review was conducted over two days by two NZQA evaluators at the head office in Stoke, Nelson. The evaluation involved interviews with:

- The managing director
- Two trainers
- Fourteen trainees from a public course
- A contractor assisting with internal moderation
- Two franchisees and trainers via phone
- The northern region manager via phone
- A range of clients via phone

The evaluation also involved a review of relevant documentation such as the business plan, post-moderation reports, peer assessment forms, course evaluation forms, meeting agendas and minutes, self-assessment reports, and associated correspondence.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Triple One Care**.

TOC is an effective training organisation. Close to 100 per cent of the learners successfully complete the courses, and the training side of the business has grown at a very fast rate over the last two years. In 2011 the growth rate was 23.4 per cent and indications are that this growth will be repeated in 2012. A number of nationwide organisations, including public sector ones, use TOC as their first aid trainer and hold TOC in high regard. The feedback given by learners is overwhelmingly positive, as is the feedback from the clients.

The courses are carefully tailored to the individual needs of each client organisation, such as the need for back country first aid for the Department of Conservation. Such tailoring means that TOC can be confident that its courses are producing valuable outcomes. The value of the outcomes is further enhanced by the close relationship TOC has with other stakeholders in allied areas, such as the Mountain Safety Council and the Search and Rescue Institute.

The training is delivered by experienced trainers who use an appropriate balance of theory and practice. The scenarios included as part of the courses are realistic and the trainees interviewed by the evaluation team appreciate the support they receive throughout the course. This positive feedback is reinforced by the trainees' written evaluations which generally record satisfaction levels well in excess of 80 per cent. The whole operation is well supported by the managing director who also ensures that TOC supports the wider community in a number of ways, such as through the provision of free first aid training to hospice personnel.

Steps have been taken to deal with weaknesses in assessment identified as part of external moderation. It is too early to be certain about the sustainability of the changes, but the results of the sets of material submitted for moderation in July 2012 provide grounds for optimism.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Triple One Care**.

TOC uses the learners' evaluations of the courses as its main guide to their effectiveness. The evaluations are nearly always positive, but they are checked for each course. On the odd occasion when the levels of trainee satisfaction fall below 80 per cent, the forms are forwarded to the managing director for investigation. This has resulted in a decision not to use a part-time trainer again and a discussion with another trainer about his use of casual language.

The fast growth of the business is also used as a guide to the effectiveness of the training. However, this self-assessment information needs to be refined before its validity can be ascertained, as a number of factors other than effective training might have contributed to this growth.

There is scope for more useful self-assessment to take place when trainees return to TOC for refresher courses, in the form of discovering which elements of previous courses have proved to be the most valuable. The issues surrounding assessment and moderation were not identified by internal systems but by external moderation. There is also scope for more useful reflection to take place during the cycle of conference calls each Monday morning. The structures are there for effective self-assessment to take place. TOC needs to improve its review of educational performance so that decisions can be made based on accurate and comprehensive data.

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 **Adequate**.

Most of the workplace first aid courses run over one day. Close to 100 per cent of the learners successfully complete the course. Reasons for the rare cases of non-completion include a teacher who had to leave the course to attend to a school-related matter and the occasional person who has left after hearing about the assessment that would be taking place.

The evaluation team saw a course in operation and heard positive reports from the learners about what they had achieved. These positive comments about the levels of achievement were reinforced by the managers who had enrolled trainees on the courses. They and the trainees recognised the value of the skills being acquired and appreciated the experienced backgrounds of many of the trainers. TOC is committed to providing good resources and goes one step further by not only mentioning the use of defibrillators but also demonstrating how to use them.

There have been some concerns with moderation of assessments in the past, resulting in the need to send NZQA a plan in January 2012 listing the actions to be taken to improve processes. Part of an in-house, two-day course in March 2012 for TOC trainers and assessors was supposed to focus on the assessment and moderation process, but the minutes for this meeting revealed this was only a small part of the proceedings. The material submitted for external moderation in July 2012 showed a definite improvement. Moderation processes have been strengthened and these improvements will need to be sustained.

TOC appreciates the importance of its very high course completion rates and is aware of the circumstances surrounding people who do not successfully complete the courses. The provider pays special attention to its benchmark of 80 per cent for trainee satisfaction ratings and takes action on the odd occasion when the ratings have been lower. These have included advising a trainer on how some of his comments are viewed as off-hand, and not renewing the contract of a part-time trainer. There was no evidence of measuring the percentages of trainees who move on to complete refresher courses. Similarly, there was little evidence of any comparison on a regional basis of aspects such as levels of trainee satisfaction.

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 **Good**.

TOC is committed to delivering a course that is valued by the trainees. Its 80 per cent benchmark for trainee satisfaction is usually achieved. The value of TOC's Workplace First Aid courses is endorsed by many of TOC's clients. A representative from the ranger service of the Department of Conservation concluded after the course that, 'we all came away with the knowledge that should we become involved in an emergency situation we would all definitely know what to do'. A senior police officer confirmed that TOC's first aid training for the police received a high satisfaction rating of 87 per cent from the trainees. Another senior police officer described the Pre-Hospital Emergency Care training provided by TOC to armed offenders squads as 'leading edge and world class'.

TOC recognises that it has a role to play in helping the wider community. Not only does its training provide benefits to the community, but TOC also provides other services to the community for no tangible financial reward. Examples of these services are the provision of free first aid training to hospice personnel and packages of first aid materials for schools involved in fundraising.

The provider has a good record of engagement with its stakeholders. Its close involvement with the New Zealand Police has already been mentioned. TOC is also involved in providing courses to the Mountain Safety Council and the Search and Rescue Institute.

As has been stated, TOC recognises the importance of verifying that its courses are producing valuable outcomes. It emphasises the 80 per cent benchmark for trainee satisfaction, and all occasions where this benchmark is not achieved are referred to the managing director for further investigation. This is an effective form of self-assessment as it takes action when the level is not reached. Although TOC uses the information gained from industry feedback forms sent out every six months, it realises that many of these are not completed, so ensures that email contact with clients is maintained in order that remedial actions can be taken when necessary. Further self-assessment on the value of the outcomes gained from previous courses could be undertaken when TOC is delivering refresher courses. This would provide additional insights into the effectiveness of previous courses.

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 **Adequate**.

TOC provides both general courses geared to the needs of learners to gain an update on first aid procedures and specific courses tailored to the needs of a particular group of learners. This demonstrates that the provider ensures the programmes are matching stakeholders' needs. The New Zealand Police, for example, stressed how well the TOC course is adapted to the police curriculum and appreciated advice about how to deal with the management of intoxicated persons. The representative from the ranger service of the Department of Conservation praised how TOC's instructor met the request for more content on back country first aid and 'tailored this course to suit our needs efficiently'.

The courses are geared to the needs of the learners and their learning styles. This was supported by the manager of a hardware chain who described the use of realistic scenarios and the practical nature of the courses. Positive feedback to this effect from the students was seen by the evaluation team in written form and was heard verbally through an interview with one class. Some of the learners expressed how the first aid skills will be useful in their homes, and in this and other ways will help to meet community needs. The team saw some activities, such as car crash simulations, being undertaken in a course and observed the high levels of learner engagement.

TOC has grown at a fast rate since it was established. In 2011 the training side of the business grew by 23.4 per cent and a similar rate is being achieved so far in 2012. The provider uses this growth as evidence that it is meeting the needs of its stakeholders. Although this is an effective means of self-assessment, it is not yielding all the information that could assist TOC. The industry feedback forms could be redesigned to make them more user-friendly so that a higher return rate from clients is achieved. More information about the quantity of repeat business could also be useful.

TOC does not have a comprehensive system for collecting feedback from stakeholders about the extent to which their needs are being met, although informal feedback from the clients is providing some useful information. The organisation is currently working through a process with a major client to deliver online training. The client has requested that TOC peer review its training to help ensure consistent delivery, but the client is not yet convinced that such a review system is being used as effectively as it would like. Better evidence of the response to the request would demonstrate effective self-assessment.

1.4 How effective is the teaching?

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**.

The teaching on TOC's courses reaches a high standard. There is a good combination of theory and practice, uniformity is assisted by the use of the same course material distributed by the head office, and the level of learner engagement is high. The evaluation team saw positive written feedback to this effect and received similar verbal feedback from the class in operation during the evaluation. A client from a civil engineering firm confirmed that TOC pitched the content of its courses at an appropriate level.

A positive moderation report was received from ETITO for the assessment material submitted for a Pre-Hospital Emergency Care unit standard. In March 2012, TOC employed a contractor to work alongside the managing director to conduct internal pre-assessment moderation on the assessment material for the Workplace First Aid unit standards. This was in response to concerns raised by external moderation in 2010 and 2011. Improvements have resulted, as witnessed by the external moderation on material submitted in July 2012. The moderation confirmed that all the assessment material submitted for six unit standards met national external moderation requirements and nearly all the assessor decisions were verified.

Systems have been established for post-assessment moderation. Trainers' course packs of assessments are moderated each month by one of the regional managers, the franchisees, or the managing director. The contractor, who is a specialist in assessment, then checks three random samples from the trainers' course packs of assessments each month. A half-day workshop on assessment and moderation led by the external contractor was held for all the tutors in early September 2012. This covered the changes that have been made and focussed on the use of the new assessment schedules. It is too early to know whether these improvements are sustainable.

TOC's self-assessment of the effectiveness of the teaching is undertaken through evaluations by the learners, peer reviews of the trainers, and informal feedback from the clients. Nearly all the data accumulated by these methods has been positive and there has consequently not been a widely demonstrated need to make changes. Nevertheless, a need for more role-play was identified and TOC included this as an item on the agenda for the tutor forum in September. The peer review process consists of short visits by the managing director or a senior trainer and could be extended to provide more meaningful feedback. Limited evidence was seen by the evaluation team of self-assessment identifying concerns with the marking of assessments. The methods described in the previous paragraph are a step in the right direction.

1.5 How well are learners guided and supported?

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 **Adequate**.

The amount of learner support provided by TOC is appropriate for the short courses it delivers. The learners spoken to by the evaluation team appreciated the guidance they were given, particularly through the many practical aspects of the courses. Continuous verbal feedback is provided by the trainer.

Additional assistance with any learning problems, such as with literacy, is offered at the beginning of each course, and most of the trainers are experienced in detecting when it might be needed. One trainer, for example, transcribed the answers given by a trainee who was blind.

TOC is committed to helping the trainees in a variety of ways. Reminders are sent to the learners about courses for which they are enrolled. There have been instances when feedback from the learners has resulted in a change of training venue, but there are few other examples where data has been collected and analysed or where self-assessment has resulted in improved outcomes in the area of learner support. TOC seems to regard its fast growth rate as a sign that it is providing effective support. More thought could now be given to exploring how to assess the effectiveness of the support so that TOC can be confident that it is providing sufficient and realistic support.

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

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 **Adequate**.

The managing director displays commitment, experience, and passion for the training delivered by TOC. He and his wife are the directors and use a business plan to guide the organisation. This plan is updated each year and consists of a list of objectives and a list of projects to achieve those objectives. The plans show the different strands of TOC's business and reflect the start of a drop in the percentage of the business related to first aid training from a level of approximately 60 per cent.

Ambitious growth targets are set by the managing director for the different strands of the business and these are usually being achieved. At the same time, he appreciates the importance of balancing continuity with innovation. The latter is exemplified by the new first aid products being marketed by TOC and the current proposal for a comprehensive first aid manual to be available on its website.

Measures are being taken to reduce the dependence on the managing director. These involve developing the capacity of other management personnel at TOC and establishing efficient systems. The managing director seeks external advice by participating in a business mentoring programme. His personal target of working a two-day week by 2014 will entail an increase in the level of staff involvement in management issues. Currently there is a lack of widespread staff involvement in the changes to moderation procedures.

Effective procedures are followed for the induction and performance management of staff. New trainers, for example, are required to attend at least two shadow sessions, each involving close observation of a trainer, before they take a course. Nearly all the trainers already have unit standard 4098 *Use standards to assess candidate performance*, and the one known exception has almost completed it. The trainers are subject to an annual review in April or May involving self-review, goal-setting, and management input.

There is no clear evidence of a comprehensive approach to assessing the effectiveness of management in supporting educational achievement. Emphasis is placed on the trainees' evaluations of the courses and the trainers' views of the success of each course, but there is nothing specific about the part played by management. When negative feedback is received, remedial action is quickly taken by management, such as improvements in the delivery of the certificates after concerns had been expressed about delays in this process. More use could be made of the cycle of conference calls that take place each Monday morning to check the effectiveness of management, with a view to making improvements when deemed advisable.

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 **Good**.

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

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

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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