

Report of External Evaluation and Review

Triple One Care

Confident in educational performance

Confident in capability in self-assessment

Date of report: 4 April 2014

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Final Report

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:	1 Tokomaru Place, Wakatu Estate, Nelson
Delivery sites:	Nelson, Auckland, Wellington, Christchurch. In addition, NZQA has approved two subcontracting arrangements which operate out of Bay of Plenty and Marlborough.
First registered:	29 September 2009
Courses currently delivered:	<ul style="list-style-type: none">• Workplace First Aid and Refresher• Outdoor Management First Aid• Pre-Hospital Emergency Care• Other stand-alone specialist first aid courses designed and delivered as requested
Code of Practice signatory?:	TOC is not a signatory to the Code of Practice for the Pastoral Care of International Students.
Number of students:	Domestic: 19,000 students in 2012, 85 per cent of whom enrol on the Workplace First Aid and refresher courses.
Number of staff:	11 full-time equivalents and a number of casual trainers
Scope of active accreditation:	Accreditation covers the courses listed above. TOC is also accredited for Health/Health

Studies/First Aid (level 2), and Health/Emergency services/Pre-Hospital Emergency Care (level 3).

Distinctive characteristics: In addition to providing first aid and other related training, TOC's business also includes the sale of first aid supplies and the auditing of first aid equipment, and it provides first aid consultancy work and medics for sporting and community events.

TOC offers an online workplace first aid and refresher course: TOOL (Triple One On Line). Approximately 1 per cent of learners complete the first aid course or refresher using this method. There are two components to this course. After successfully completing the online learning and assessment, the learner attends a practical course with a reduced face-to-face timeframe where the first aid practical components and cardiopulmonary resuscitation (CPR) are assessed.

Recent significant changes: During 2013 there was a restructure of the organisation with the aim of moving from a small to a medium-sized business and establishing a clear succession plan. Each region now has a regional manager appointed and either already has a permanent base or is about to move into premises. A general manager is about to be appointed.

TOC reports that there has been a 28 per cent growth in the business this financial year.

Previous quality assurance history: A previous external evaluation and review (EER) visit by NZQA was conducted in August 2012. The summative statements of confidence were Confident in educational performance and Not Yet Confident in capability in self-assessment.

NZQA external moderation and The Skills Organisation (industry training organisation) requirements for 2013 indicate that TOC has met the required standards. Assessor judgements were also upheld. This is an improvement on the 2012 external moderation results.

2. Scope of external evaluation and review

Following a review of submitted documents and a scoping telephone call between the lead evaluator and the director of TOC, the following focus areas were agreed for inclusion in the EER:

- Governance, management and strategy – this is a mandatory focus area.
- Workplace First Aid and Refresher training – these are the most frequently delivered courses for each region and for TOC as a whole, making up approximately 85 per cent of all the training delivered. One key stakeholder makes up half of these learners.

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 TOC over two days. During the visit, the evaluation team interviewed the managing director/owner, regional managers, the office manager and trainers. Telephone interviews were also conducted with some key external stakeholders and a franchisee. While on site, the evaluation team viewed a range of documents.

Summary of Results

Statement of confidence on educational performance

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

TOC is meeting the most important needs of its learners and key stakeholders, as evidenced by a number of factors, including:

- Strong learner achievement; 99 per cent of all learners attending first aid and refresher courses achieve the unit standards or certificate.
- Learner achievement of first aid knowledge and skills required for employment or personal development.
- Ongoing and increased stakeholder engagement in the form of repeat business, an increase in requests for delivery, and the continuation and extension of existing first aid training contracts.
- Employment of experienced and qualified trainers who provide first aid and medic services at community events and meet NZQA trainer and qualification requirements for first aid trainers, as outlined in the NZQA document: *First Aid as a Life Skill: Training Requirements for Quality Provision of Unit Standard-based First Aid Training*.

The evaluation team was convinced that these educational and performance outcomes are being achieved, the validation of which is through TOC's systematic reviews, although some of TOC's own validation evidence could be clearer. Externally these outcomes are verified through stakeholder feedback and positive external moderation with NZQA and The Skills Organisation. Stakeholder feedback – including from the New Zealand Police, TOC's most significant client, which makes up at least half of all workplace first aid learners – attests to TOC's ability to tailor first aid training to meet stakeholder requirements for delivery and achievement.

The first aid courses may also be achieving other valuable outcomes, and it would be beneficial for TOC to consider these in order to gain a better understanding of its educational performance and effectiveness.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Triple One Care**.

The quality and validity of self-assessment information at TOC has improved since the previous EER, particularly with respect to moderation and management's internal communication, and is currently effective at monitoring ongoing educational performance.

Over the past 12 months, TOC has been developing systems and processes which have now mostly been implemented organisation-wide in each region. Feedback processes have improved to enable understanding of the quality of what is being delivered, and achievement data is accurately collected and reviewed. There is an uneven application of some quality assurance processes around teaching and learning. Some of these processes are working very well; others are not being systematically implemented across the regions. The evaluators and TOC recognise that this is, in part, a capacity issue as a result of growth and the almost-completed organisational restructure.

Those processes that are working well are important and look at priority areas of the PTE such as course satisfaction by learners and stakeholder feedback from TOC's key client, the New Zealand Police, and feedback from TOC trainers. The latter two processes are systematic and effective, resulting in changes to courses and trainer delivery to improve outcomes. This demonstrates that TOC has processes that can quickly detect any issues, and there is evidence to suggest that these changes are responded to effectively through the improved organisational communication networks.

For TOC's remaining learners and stakeholders, the evidence for quality assurance activities is not as robust. This, and TOC's application of its own processes to determine the quality of teaching, requires strengthening to ensure the sustainability of the very good achievement of learners and the value key stakeholders gain from the training.

Findings¹

1.1 How well do learners achieve?

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

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

Learners who enrol in workplace first aid training with TOC make up 85 per cent of the PTE's learners and are seeking relevant unit standards and associated first aid knowledge and skills. Course completion data, which is accurately collected and closely tracked, demonstrates that these outcomes are almost always achieved, with 99 per cent of learners achieving.

TOC has a good understanding that non-achievement relates mostly to learners not attending the required course hours. Recent closer analysis of non-achievement has provided some useful information, enabling TOC to engage with a stakeholder, in this case a school, to determine what changes need to occur to ensure learners achieve. Embedding this practice is important in order to understand achievement and non-achievement across regions and trainers.

External moderation by NZQA and The Skills Organisation has validated that assessment and assessor judgements in 2013 are to the required standard. This is an improvement on 2012 results and indicates that TOC's improved internal moderation processes have been effective.

TOC has begun verifying the learners' acquisition of knowledge and skills through collecting data that indicates that the learners consider themselves capable of administering first aid techniques. This data could be further utilised and collection made more expansive to provide further evidence of the acquisition of skills and knowledge, in addition to the gaining of the unit standards and first aid or refresher certificates.

A very small number of learners – approximately 1 per cent; a more exact figure is not available – complete the theory component of the workplace first aid or refresher course via the online facility, TOOL (Triple One On Line). The achievement of these learners, over the four years the online facility has been offered, has not been reviewed independently of other training. To do so would benefit TOC – which believes this medium will be more significant to the organisation in the future – and would verify the achievement of this very small but unique learner cohort.

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 **Good**.

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

For the majority of learners, achieving the unit standards and workplace first aid certificates fulfils first aid requirements for employment to meet workforce and health and safety compliance requirements. The unit standards learners acquire can also form part of a course leading towards a national certificate and enhance pre-employment and life skills. For TOC stakeholders (employers, employees and school students), the first aid skills acquired also provide a valuable outcome for the wider community.

Although TOC is convinced of the value of its courses, the PTE would benefit from an even more comprehensive view of the outcomes being achieved and those that could be achieved. This is feasible as TOC has a number of established stakeholders – one of whom TOC provides training to nationwide – and further exploration of the outcomes would provide mutual benefits.

Further indications of the value of the training provided are repeat business and an increase in new business clients, up 28 per cent in 2013. Stakeholder feedback from TOC's primary stakeholder has recently been formalised and collated, with careful attention being paid to any anomalies, and there is good evidence of changes made to course content and trainers' delivery to improve the experience of this stakeholder's learners. It was not evident to the evaluators that other stakeholders are as systematically engaged. Although some collection of information is occurring for these stakeholders, the value of the data collected and its utilisation are less robust than for the primary stakeholder. Applying the same purposeful practices to these stakeholders, including their employees, would strengthen and further validate the evidence that TOC is providing valued outcomes.

TOC contributes toward community development through the provision of other non-PTE functions such as the sale of first aid supplies, auditing of first aid equipment, and providing first aid medics to sporting and community events. At times, first aid training and these other services are provided at a reduced or no cost to community groups.

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 **Good**.

TOC is mindful of learner and employer needs when delivering workplace first aid training. Clear information is provided to learners about the course, and guidance is available to ensure that the workplace first aid course is the most appropriate course for learner or employer needs. Prerequisites such as evidence of a current first aid certificate or successful completion of pre-course online assessments are authenticated prior to commencing the course.

TOC has sound processes that ensure the success of learners and meet the needs of employers. An assessment risk matrix at the beginning of training assists trainers to identify possible issues that may hinder achievement prior to commencing class, such as an inability to physically demonstrate CPR. Priority is given to flexibility in training locations and timetabling to suit stakeholders, and the prompt reporting of NZQA unit standards.

Workplace first aid courses are tailored for key stakeholders to include specific activities and scenarios that are relevant to the sector and role of the learner. Over half of the workplace first aid and refresher courses TOC delivers are to the New Zealand Police, and TOC has ongoing communication and consultation to ensure the course content meets the requirements and needs that are unique to the various areas of police work. The survey for these learners is thorough but not analysed fully, and doing so may provide useful information to TOC about the trainer, sequence of delivery and relevance of scenarios in assisting learning.

TOC has systems to understand how well it is meeting the needs of the remaining learners and stakeholders, although these systems could be strengthened. Learners are surveyed and currently TOC has an average rating of between 90 and 95 per cent satisfaction in these surveys, which is very good. Any course with a rating below 80 per cent triggers an immediate and effective response from TOC. However, the learner survey is basic and has the potential to be developed further to gather more useful information. The organisation has a good example in the New Zealand Police survey, which it could utilise further for all learners.

For the very small number of TOOL learners, it appears that this is a useful mode of delivery with a comprehensive set of resources, possibly meeting the specific needs of a learner group. TOC needs to strengthen its quality assurance processes to provide better evidence about how well all learner needs are being met.

Specialty courses, which make up the remaining 15 per cent of all the courses TOC delivers, are designed and developed for groups such as Surf Life Saving New Zealand and Land Search and Rescue. The requirements of each group, the

content of courses and learning scenarios are carefully constructed. Trainer selection and expertise is well matched. Ongoing engagement and feedback from these specialty stakeholders indicate that the courses are meeting their unique needs.

1.4 How effective is the teaching?

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 teaching and delivery at TOC are effective and demonstrated through successful learner achievement, the continued engagement of key clients, an increase in requests for training, positive external moderation for 2013, and the engagement of trainers who have the NZQA-required qualifications and experience.

TOC has a number of quality assurance processes to monitor and review the effectiveness of teaching, such as an annual tutor forum, improved internal moderation process, weekly conference calls and review of learner surveys. All of these processes are useful and systematic. However, the implementation of other important processes such as trainer observations, orientation of new trainers and oversight of assessment practices is uneven, and some quality control mechanisms, such as the learner survey, are not sufficient to fully understand the effectiveness of the teaching.

The systematic oversight of teacher effectiveness needs to be strengthened, and while it does occur, it occurs unevenly and gaps may occur. This is important as trainers mostly deliver courses alone and these processes are the most significant verification of the quality of delivery and teaching.

TOC and the evaluators recognise that these shortcomings may in part be due to the rapid growth of TOC and the recent changes that are still being embedded in the organisational structure. The evaluation team recognises that the changes that are still being embedded and the internal monitoring of these processes will over time more fully validate the effective delivery currently evidenced externally. It is important to establish reliable application of processes and comprehensive analysis of data collected while TOC continues to grow in order to ensure consistency in teaching practice and quality.

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 **Good**.

The support for learners needs to be considered in the context of one-day workplace first aid courses. In this context, TOC organises the training quickly and effectively in accordance with stakeholders' needs. Efficient reporting of unit standard credits enables stakeholders to recognise and utilise achievement promptly. This is expedited through clear and reliable communication from TOC to stakeholders.

TOC recognises that learners require most support for the reading and writing components of the course, or where the learner may have a sensitivity due to a personal experience. TOC addresses these needs through the use of a risk assessment matrix at course introduction and through discussions at the annual TOC tutor forum, where strategies are shared. During the course, learners with reading and writing difficulties are able to complete the assessment verbally or practically. Additional support is provided one-to-one if required, usually during breaks, to enable participants to practise the demonstration of techniques. TOC has a clear process to deal with complaints, and the recent analysis of common low-level complaints has been a useful mechanism to identify areas for improvement. Communication and strategies to address issues have been successfully implemented via a weekly conference call and quarterly management meetings.

Assessing the effectiveness of the support for learners on such short courses can be difficult. As evidence, TOC cites successful course completions and knowing the reasons why the few learners do not succeed in completing the course.

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 **Good**.

A clear direction has been set by the managing director in response to and with the intention of continuing the substantial growth experienced in the past two years. The current period of transition from a small to a medium-sized business has required systems and processes to evolve to cope with and meet the changing needs of the organisation. The managing director has been proactive in driving the changes and gaining new skills, such as improving capability through the engagement of a mentor.

A planned organisational restructure, which has devolved responsibility to the regions with support from central office, is almost complete. Regions are at differing stages of maturity, and regional managers, who were previously trainers, have had varying time and experience in their new role. It is clear that there is some support for regional managers in their development as a way to strengthen the management team.

There is anecdotal evidence of the initial success of these changes, in that staff report that they feel more involved in decision-making, better informed and reliably communicated with, including having an improved understanding of TOC's key processes. Formally, the engagement of staff in internal moderation and positive external moderation results for 2013, and a renewed contract with the New Zealand Police following review indicate that the changes are having a positive impact. Furthermore, the annual tutor forum and quarterly management meetings provide opportunities for review and feedback. It is important that the effectiveness of the new structure is monitored in an ongoing and purposeful way.

TOC is looking to and has begun a more comprehensive analysis of the data collection that has always occurred. It is important that TOC continue this analysis in order to understand overall educational performance within and across regions, and within and across courses, as TOC grows. Of some concern, as noted previously, is the capacity across the organisation for oversight of the teaching and learning processes and specifically the consistency of implementing quality assurance processes systematically across all regions.

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 **Good**.

2.2 Focus area: Workplace First Aid and Refresher

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

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

Recommendations

NZQA recommends that, with a view to validating the very good educational outcomes and authenticating the experience of stakeholders and learners, Triple One Care:

- Apply quality assurance processes consistently across the organisation, including with stakeholders and learners.
- Review the quality assurance tools to ensure the collection of useful and meaningful feedback.

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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