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External Evaluation and Review Report

Triple One Care

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 7 May 2018

Triple One Care at a Glance

Type of organisation:	Private training establishment (PTE)
Code of Practice signatory:	No
Location:	1 Tokomaru Place, Stoke, Nelson First aid training courses are provided throughout New Zealand.
Courses:	First Aid Training (Training Scheme) (Level 2)
Number of students:	16,629 (2017) – approximately 17 per cent Māori and 3 per cent Pasifika
Number of staff:	17 full-time plus three part-time
Scope of evaluation:	<ul style="list-style-type: none">• Workplace First Aid, Comprehensive First Aid and refresher courses• Governance and Management
MoE Number:	7916
NZQA Reference:	C27705
Dates of EER visit:	22 and 23 February 2018

Summary of Results

Triple One Care provides first aid training courses throughout New Zealand to approximately 17,000 students annually.

Not Yet Confident in educational performance

- The outcomes of training provided by Triple One Care are valued by students and industry and contribute to workplace and community safety.
- Triple One Care has a clear and effective focus on meeting industry and student needs.
- Almost all students successfully complete their courses. However, issues identified in recent external moderation reduce confidence in the validity of this pass rate.

Not Yet Confident in capability in self-assessment

- There are weaknesses in assessment and moderation that must be addressed. In particular, internal moderation is weak.
- Understanding of educational achievement is largely anecdotal and could be strengthened by systematic data analysis.
- Good support is provided for students given the short nature of the courses. Tutors are effective at engaging students in their learning.
- The effectiveness of the management is inconsistent across the range of activities that are required of the provider. This has an impact on the training and education provided.
- Triple One Care's management of compliance obligations is inconsistent. Processes for identifying and managing important compliance matters require strengthening.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance: **Adequate**

Self-assessment: **Adequate**

Reasons for ratings:	<p>Almost all students successfully complete their first aid course and gain the appropriate unit standards. However, the quality of assessment is not confirmed by either external or internal moderation, and this reduces confidence in the validity of the high pass rates.</p> <p>Although pass rates are very high, there is still an opportunity to monitor and better understand achievement. For example, Triple One Care does not systematically monitor the achievement of Māori or Pasifika learners or across locations or subcontracts.</p>
Supporting evidence:	<p>Triple One Care provided participation and completions data for the students. A small number of students do not complete the courses, usually because of external factors. They are given an opportunity to complete through subsequent courses.</p> <p>Māori and Pasifika achievement is not monitored, although Triple One Care believes that the achievement of these students is comparable to that of others.</p> <p>A new student enrolment system is being implemented that Triple One Care is confident will provide better access to achievement and outcomes data.</p> <p>Moderation is further discussed in 1.3.</p>
Conclusion:	<p>Evidence provided was inconsistent. Pass rates are high but external moderation identified significant weakness in assessment. Systematic analysis of achievement data would improve understanding of achievement.</p>

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: **Good**

Self-assessment: **Good**

<p>Reasons for ratings:</p>	<p>There are valued outcomes for students, employers and the public. Employers have confidence that trained staff can ensure that the public and staff are kept safe and first aid responses are appropriate. Employers gain trained first aid staff who contribute to meeting the health and safety expectations of the workplace.</p> <p>Students report gains in confidence in dealing with first aid situations both in the workplace and in their personal lives.</p> <p>From frequent engagement with employers, Triple One Care has developed an understanding of the value of the outcomes of the training, although this is not a systematic process. Triple One Care works collaboratively with relevant employers to ensure that value is enhanced by using training and assessment scenarios that are relevant to work contexts.</p>
<p>Supporting evidence:</p>	<p>Most students are in current employment and the training is supported by their employer to improve workplace safety. A major nationwide employer – with approximately 5,000 people participating in Triple One Care first aid courses each year – is confident that the courses contribute to keeping both staff and the public safe. Another large national employer who has contracted Triple One Care as their first aid provider requires all work-shifts at all sites to have a staff member with a current first aid certificate.</p> <p>Renewal/rollover of large national contracts provides evidence that the training and service provided by Triple One Care is valued by employers.</p> <p>Student evaluations confirm increased levels of confidence in the provision of first aid in life-threatening situations.</p>
<p>Conclusion:</p>	<p>The outcomes of the training provided by Triple One Care are valued by students and industry and contribute to workplace and community safety.</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: **Adequate**

Self-assessment: **Adequate**

<p>Reasons for ratings:</p>	<p>Programmes are designed and delivered to effectively engage students and to provide the opportunity to learn and refresh knowledge and the practical application of first aid skills. This delivery is supported by appropriate resources. Triple One Care is responsive to industry needs in scheduling courses and ensuring the relevance of the training to workplaces using relevant examples and scenarios. There is ongoing engagement with community groups and Māori trusts which is used to inform delivery.</p> <p>In late 2017, external moderation identified several weaknesses in the assessment of first aid unit standards. Additionally, internal moderation is weak and processes to ensure that assessments meet current requirements are not sufficiently robust. Significantly, these factors limit NZQA's confidence in the quality of assessment. Triple One Care has very recently started to make changes aimed at improving assessment. The changes are not yet fully implemented and their effectiveness is not yet evident.</p>
<p>Supporting evidence:</p>	<p>Post-course surveys of students indicate high levels of satisfaction in course delivery and structure. Triple One Care responds to surveys where the satisfaction is below the benchmark or where negative comments are included. Approximately half of Māori students are enrolled through one subcontractor. Triple One Care is using this subcontractor's experience in working with Māori to inform teaching practice across the organisation.</p> <p>External moderation results have been variable (see Appendix 1). The most recent external moderation by The Skills Organisation identified that assessment did not meet the requirements for validity, fairness, sufficiency or consistency. Internal moderation is currently done by a check-sheet completed by the tutors and moderated by the managing director. The check-sheet was often completed inaccurately and did not provide sufficient evidence to enable robust moderation.</p>
<p>Conclusion:</p>	<p>Triple One Care has a clear and effective focus on meeting industry and learner needs. However, the needs of quality assurance bodies are not well met, and processes and understanding of expectations require strengthening.</p>

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

Performance: **Good**

Self-assessment: **Good**

Reasons for ratings:	<p>The support for students is sufficient and effective given the short duration of the courses (up to 12 hours). Delivery is tailored to engage students through relevant examples and practical learning. Clear expectations are set for students to ensure a safe learning environment.</p> <p>Triple One Care fosters an inclusive learning environment and can identify and accommodate the learning needs of students</p>
Supporting evidence:	<p>Students are asked to identify learning barriers on their enrolment form. This information is available to tutors and used to guide and support students. For example, students with difficulties in literacy may bring a support person and are guided to the more practical first aid unit standards.</p> <p>Students interviewed by the evaluators spoke very highly of trainers' ability to engage learners. Key areas that contributed to this were the currency of the tutor's experience and student participation in scenarios.</p> <p>Appropriate attention is paid to ensuring students are comfortable with the level of touching required in some practical exercises and assessments.</p> <p>For students who cannot complete a course, Triple One Care provides a level of flexibility that enables students to complete through subsequent courses within three months.</p>
Conclusion:	<p>Good support is provided for students given the short nature of the courses. Tutors are effective at engaging students in their learning.</p>

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

Performance: **Adequate**

Self-assessment: **Adequate**

<p>Reasons for ratings:</p>	<p>There is a clear focus on identifying and meeting student and industry needs, and staff are engaged, resourced and supported to effectively do this. Subcontracting arrangements are well integrated into the organisation and managed effectively. Staff are valued and appropriate professional development opportunities are provided.</p> <p>Triple One Care uses an external business advisory group to support the managing director in business-related decisions.</p> <p>However, other areas are not as strong. Academic leadership – particularly in assessment and moderation – requires strengthening. Overall monitoring of performance and the use of data to understand educational performance could be strengthened. There is some inconsistency in the management of compliance obligations.</p>
<p>Supporting evidence:</p>	<p>Since the last EER, Triple One Care has restructured its management. The PTE recognised that the restructure did not provide the intended outcomes, and further changes have been made. A training manager with responsibility for managing compliance and delivery of training (including assessment and moderation) has just been appointed. The effectiveness of the change in structure is not yet evident.</p> <p>There is limited understanding by management of Triple One Care's data, in particular the achievement and outcomes for students. Data could be used more effectively to understand the impact of training.</p> <p>A recent staff survey has been used to identify areas for improvement, and resulted in changes such as the introduction of a fatigue policy to support staff. Excellence in teaching is celebrated in an annual teacher of the year award. There is regular communication with staff and an annual staff conference provides professional development and qualification refreshers.</p> <p>Assessment and moderation is covered in 1.3. Compliance obligations are covered in 1.6.</p>
<p>Conclusion:</p>	<p>The effectiveness of the management of Triple One Care is inconsistent across the range of activities that affect training and education and are required of the provider.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance: **Adequate**

Self-assessment: **Adequate**

Reasons for ratings:	Triple One Care does not systematically identify and monitor its compliance obligations. This has led to gaps in compliance that have been identified in this evaluation. Compliance obligations that management is aware of are generally well managed.
Supporting evidence:	<p>A review of course delivery hours found that Triple One Care was meeting delivery hours requirements for first aid unit standards.</p> <p>The evaluators identified a weakness in Triple One Care’s management of compliance with NZQA’s requirements for site approval. For example, there is not a process in place to ensure temporary sites are fit for purpose and safe before they are used.</p> <p>The qualifications of a sample of staff were reviewed. Although appropriate qualifications were not always recorded in their personnel files, additional evidence was provided to confirm that qualification requirements for the delivery of first aid unit standards were met.</p> <p>Triple One Care is not operating a coherent system that ensures assessment and moderation requirements are met (see 1.3). The organisation has recognised the weakness in this area and very recently implemented changes to address this.</p>
Conclusion:	Triple One Care’s management of compliance obligations is inconsistent. Processes for identifying and managing important compliance areas require strengthening.

Focus Areas

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

2.1 Focus area: Workplace First Aid, Comprehensive First Aid and Refresher Courses

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

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

2.2 Focus area: Governance and Management

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

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

Recommendations

Recommendations are not compulsory but their implementation will improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent EERs to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Triple One Care:

- Improve the systematic analysis of data to better monitor and understand educational performance and outcomes.
- Strengthen processes for the identification and management of compliance requirements.

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 Triple One Care to:

- Implement a coherent system to ensure assessment and moderation requirements are met.
- Comply with NZQA's site approval and notification requirements.

Appendix 1

About Triple One Care

Distinctive characteristics:

Triple One Care provides first aid training. The organisation also provides training through two subcontractors: Triple One Care Marlborough and Triple One Care Bay of Plenty.

Triple One Care provides training to approximately 17,000 learners per year. The PTE has contracts with several large employers for delivery of first aid training and refresher courses which account for much of its provision. Triple One Care also provides other services such as the provision of first aid supplies and first aid cover for events.

Recent significant changes:

Changes have recently been made to the management structure with the appointment of a training manager who has responsibility for compliance and the delivery of training including assessment and moderation.

Since the last EER, the provision of services other than training has become a more significant component of the business.

Previous quality assurance history:

The previous EER of Triple One Care was completed in March 2014. NZQA was Confident in both the organisation's educational performance and capability in self-assessment.

The Skills Organisation has conducted external moderation of Triple One Care's assessment of first aid unit standards:

- 2015 post-moderation, three unit standards all approved, met the national standard
- 2016 pre-moderation, six unit standards, three approved, met the national standard, three required modification
- 2016 post-moderation, six unit standards, all approved, at the national standard
- 2017 observed moderation of two unit standards, both did not meet assessment requirements.

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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) 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.

Two NZQA evaluators visited Triple One Care's national office in Nelson for two days. The site visit included interviews with the managing director, managers, subcontractors and teaching staff. Staff teaching at other sites, industry stakeholders and students were contacted by telephone. Documentation provided by Triple One Care was also reviewed on site.

Prior to the site visit, the lead evaluator and managing director of Triple One Care agreed on the focus areas. Information provided by Triple One Care was used to inform the selection of focus areas and the planning for the evaluation.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud²*
- *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.*

² 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.

Appendix 2

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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