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External Evaluation and Review Report



Triple One Care Limited

Date of report: 10 January 2020

About Triple One Care Training Limited

Triple One Care offers a range of first aid training nationally to the staff of corporate clients and members of the public.

Type of organisation	Private training establishment (PTE)
Location:	1 Tokomaru Place, Nelson 7011 (Head office) 5B Beatrice Tinsley Crescent, Rosedale Auckland 250 temporary delivery sites across New Zealand
Code of Practice signatory:	No
Number of students:	Domestic: 16,507 students – approximately 243 equivalent full-time students; 10.87 per cent Māori, 1.5 per cent Pasifika International: nil
Number of staff:	15 full-time, two part-time
TEO profile:	See: Triple One Care Limited . Training is delivered by Triple One Care tutors and subcontracted trainers.
Last EER outcome:	In 2018 NZQA was Not Yet Confident in Triple One Care’s educational performance, and Not Yet Confident in its capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Training Scheme – Triple One Care Comprehensive Workplace First Aid (expires end of 2019); includes unit standards 26551 and 26552 and delivered primarily for BCITO¹.• First Aid training – for the 6400, 6401 and 6402 unit standards, which includes the most students.
MoE number:	7916
NZQA reference:	C35529
Dates of EER visit:	20 and 21 March 2019

¹ Building and Construction Industry Training Organisation

Summary of Results

The majority of students gain the confidence to use first aid skills and knowledge. Teaching resources are well planned to help ensure consistency of training across sites. However, there are issues with assessment, and the organisation is not yet managing its compliance accountabilities effectively.

Confident in educational performance

- Triple One Care is working to address all matters identified at the previous NZQA evaluation through its improvement plan. However, because the improvements are still in the early stages, insufficient time has elapsed to confirm that all changes have led to robust improvements. This includes how well compliance requirements are managed.

Not Yet Confident in capability in self-assessment

- Value is demonstrated through the confidence expressed in student end-of-course surveys to apply the knowledge and skills gained.
- High completion and achievement rates are typical of first aid courses, with high rates across all sites, averaging 99 per cent. Māori and Pasifika are achieving similar results.
- Assessment tools and decisions are appropriate and regular quality checks are carried out. Issues identified with post-assessment external moderation have recently been addressed by the organisation.
- Programmes are well resourced. Tutors provide an engaging experience, enabling students to gain a depth of understanding and the time to embed practical skills.
- Students' needs are identified at the time of enrolment, and learner feedback and achievement results confirm these needs are met.

Key evaluation question findings²

1.1 How well do students achieve?

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Over 99 per cent of students achieve success and gain competency in the unit standards attached to the short programmes. While this is high, this is usual for first aid courses. There are only minor variations across the multiple sites and across all tutors. Māori and Pasifika students achieve at the same rate as others. Similarly, all students gain value from their training: the confidence to use the knowledge and skills they have learned if required to in an emergency.</p> <p>Moderation of first aid assessments is checked internally as well as externally by the standard-setting body, The Skills Organisation. The organisation external moderation results show that Triple One Care did not meet the national standard in 2018. However, it has since met requirements for 2019.</p> <p>Triple One Care provided many examples of adding value to communities through the provision of first aid facilities at community events; for example, by providing an ambulance and first aid personnel at community or sports events.</p> <p>Achievement data is collected across all sites and analysed for any emerging issues, patterns and parity of achievement. This collation and analysis of data has improved from the previous evaluation.</p>
Conclusion:	Student achievement is providing some value to the students and key stakeholders, beyond enabling stakeholders to meet workplace compliance requirements.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The sole training scheme was delivered as approved to 22 participants in the last year. Triple One Care has updated the current training scheme, replacing the expiring first aid unit standards.</p> <p>Programmes may be delivered face to face or with an online learning component. A recent moderation visit by The Skills Organisation, the standard-setting body for first aid unit standards, found that the course duration in some instances did not meet good practice guidelines.</p> <p>Triple One Care has continued to subcontract training as well as use its own tutors. Tutors are appropriately experienced and qualified to teach first aid and pre-hospital emergency care training. The organisation also carries out annual in-house refresher training.</p> <p>End-of-course surveys are used to monitor the student experience and provide strong indicators of satisfaction with the programme, support provided, tutor knowledge and assessment. Examples were given where tutors draw on real-life experiences to strengthen the link between theory and practice and provide a context for the training. Some staff are current ambulance and fire service volunteers, which supports their currency with good practice.</p> <p>Two staff have been trained in moderation to improve internal moderation practices. The organisation has also improved the quality management system policies and procedures. The organisation has addressed 2018 post-moderation issues, and has met 2019 external moderation requirements set by The Skills Organisation, which indicates that activities have led to improved assessment quality.</p>
Conclusion:	Triple One Care is providing programmes that closely match the needs of students. However, compliance with other stakeholders' training requirements needs to be addressed.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are given effective support appropriate to the context of the short courses, which enables them to engage in-depth in the learning and gain the confidence to apply their skills and knowledge if needed.</p> <p>Extra time is provided where students need it to fully gain competency or confidence. In some cases, the workplace or client can provide a translator for students who do not have English as their first language.</p> <p>Triple One Care engages closely with its clients to ensure the specific needs of their employees are identified and a supportive environment is developed where students develop first aid techniques.</p>
Conclusion:	Support is provided based on an understanding of students' needs. This is appropriate and effective in engaging students in the training.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Triple One Care has a single owner-director who is establishing a group of business mentors to provide advice and support. This group includes financial, legal, business and educational input to provide governance oversight and management under a subcontracting arrangement. Triple One Care's subcontracting agreement stipulates that the PTE will monitor the subcontractors' compliance with NZQA quality standards.</p> <p>Appropriately experienced staff have been hired to ensure the administration and training functions are effective. Organisational goals and purpose are communicated to staff. Ongoing communications across staff and subcontractors is maintained</p>

	<p>with monthly conference calls when staff can share good practice and discuss challenges in their training environment.</p> <p>A training manager has recently been appointed to support and improve the quality and effectiveness of the training. Repeat business and client satisfaction are regularly monitored through face-to-face meetings, and any emerging matters are recorded and shared with staff. Annual professional development forums are arranged for all staff to ensure changes in first aid good practice are reviewed and updated.</p> <p>As noted, the organisation's improvement plan developed in response to the previous NZQA evaluation, and a number of improvements to monitoring performance have been implemented. Some processes are established; others are more recent in response to issues identified externally, so further time is required to determine the effectiveness of the self-assessment activities.</p>
Conclusion:	Triple One Care has made changes to improve its oversight and management functions in response to the previous evaluation. It is too early to see how effective the changes are and if they lead to valid outcomes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Triple One Care has endeavoured to strengthen its monitoring of compliance matters and implemented its improvement plan to address compliance monitoring concerns identified at the previous NZQA evaluation.</p> <p>The managing director and training manager have undertaken training in the moderation of assessment and reviewed the quality management system for monitoring compliance matters.</p> <p>The organisation operates a quality management system calendar with monthly items which are reviewed to ensure ongoing improvements are made to business and compliance matters.</p> <p>Previous franchise arrangements for the subcontracting of</p>

	<p>training have been changed to subcontracting arrangements as required by NZQA and now has one approved subcontracting arrangement in place.</p> <p>As noted, an application has recently been approved by NZQA for a new training scheme.</p>
<p>Conclusion:</p>	<p>Improvements have been put in place to address the areas identified at the previous NZQA evaluation. It is too soon to confirm that they are consistently applied or to provide evidence of comprehensive compliance monitoring.</p>

Focus Areas

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

2.1 Focus area: Training Scheme – First Aid 26551, 26552

Performance:	Good
Self-assessment:	Marginal

2.2 Focus area: First Aid 6400, 6401, 6402

Performance:	Good
Self-assessment:	Marginal

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 Triple One Care:

- Improve the quality of assessment with robust monitoring of the assessments the organisation reports credit for.
- Develop processes for demonstrating the value of training to the workplace.

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 that Triple One Care:

- Ensure an approved subcontracting arrangement is in place in accordance with [NZQF Programme Approval and Accreditation Rules 2018 – Part 7 Miscellaneous requirements, 16.](#)

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 fraud³*
- *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.*

³ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). 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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Final report