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External Evaluation and Review Report

Triple One Care Limited

Date of report: 14 December 2021

About Triple One Care Limited

Triple One Care offers a range of first aid training and related services throughout New Zealand to the staff of client organisations and to members of the public. Courses are contextualised to suit client, site and individual requirements.

Type of organisation:	Private training establishment (PTE)
Location:	1 Tokomaru Place, Wakatu Estate, Nelson
Code of Practice signatory:	No
Number of students:	Domestic: (2020) 12,776 individual students (approximately 184 equivalent full-time students) Student ethnicity (2020): Māori 9 per cent; Pasifika 2 per cent International: nil
Number of staff:	Full-time:17; part-time/casual: eight
TEO profile:	See Triple One Care on the NZQA website.
Last EER outcome:	The previous external evaluation and review (EER) of Triple One Care, held in March 2019, resulted in summative judgements of Confident in educational performance and Not Yet Confident in capability in self-assessment
Scope of evaluation:	First Aid Training – all courses delivered are related to first aid ¹
MoE number:	7916
NZQA reference:	C45437
Dates of EER visit:	9 and 10 November 2021

¹ Includes Triple One Care Comprehensive Workplace First Aid (Training Scheme) (level 2)

Summary of Results

There is good evidence that Triple One Care is delivering quality first aid education and training, and that capability in self-assessment going forward will develop the organisation further. Triple One Care has strong achievement, and the outcomes are highly valued by students and their respective organisations or workplaces.

Confident in educational performance

- Triple One Care has typically high course completions, and very positive client and student satisfaction with the training. The value of the outcomes for students is evident in the long-term relationships with client organisations.
- Programmes are taught by experienced and qualified trainers who draw on their wide professional and training experience to ensure the training is relevant and engaging. Training is contextualised and delivered to match the needs of key stakeholders and students.

Confident in capability in self-assessment

- Programmes and delivery are regularly reviewed. Staff are involved in some reviews, but greater participation in evaluation and discussion about teaching practice could assist with continuous improvement of teaching.
- The organisation has responded positively to substantial changes in the past two years. It is responsibly managed and has a clear philosophy and purpose which is reflected throughout the operation. Training delivery is well planned and resourced, and important compliance accountabilities are now being effectively managed.
- Many of the contributing processes that lead to Triple One Care's good performance – and the self-assessment practices that underpin them – are recently established and are yet to be fully embedded and refined over time. The next challenge is to formalise and deepen self-assessment processes and use findings insightfully to make improvements, and to sustain and build on current levels of achievement and valued outcomes.

Key evaluation question findings²

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are achieving excellent results at Triple One Care, and are acquiring valuable and meaningful skills and knowledge, as supported by analysis of feedback from students and clients. Almost all students on Triple One Care courses successfully complete. Achievement rates for Māori students are fractionally higher than for other ethnicities. Even with this high level of achievement, Triple One Care goes to some effort to understand why a small number of students have not yet achieved, and puts in place strategies to remove any potential barriers for these students.</p> <p>The clients spoken to during the EER were very satisfied with the value they received from the training provided by Triple One Care. This feedback has been corroborated in a more structured way through regular client surveys which are universally positive with regards to the value of Triple One Care courses.</p> <p>Triple One Care is strongly customer focussed and committed to ensuring that students and client organisations receive high value from the training. Interviews with external stakeholders indicate that the students are acquiring useful skills and knowledge contextualised to the students' individual needs or workplace and applicable both personally and professionally.</p> <p>A survey of graduates, undertaken in early 2021, indicated that in the two years following their first aid training, 33 per cent of graduates had applied first aid, including 5 per cent for serious incidents. The results also showed that more than 1 per cent of graduates used an automated external defibrillator (AED)</p>

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

	during this time. As a result, Triple One Care increased the emphasis on AED training in their programmes.
Conclusion:	Triple One Care regularly monitors and analyses achievement data to identify areas of potential enhancement. Students are achieving strongly across the courses it delivers. Triple One Care students and client organisations receive good value from the programmes and services they deliver.

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>Mechanisms such as ongoing contact with clients and students, student satisfaction surveys, client surveys, end-of-training discussions and participation in professional organisations such as the New Zealand Resuscitation Council (NZRC), ensure that Triple One Care’s regular and ongoing interaction with its stakeholders remains a strong feature of the organisation.</p> <p>Triple One Care schedules the training around the needs of clients and delivers training where and when it is needed. Customer service staff and trainers work with client organisations to develop teaching scenarios contextualised to the potential first aid needs of their organisation.</p> <p>Triple One Care’s aspirations and efforts to embrace the principles of Te Ao Māori in their operations and training through use of te reo and tikanga are commendable, and enhance the likely inclusiveness of the learning environment.</p> <p>Triple One Care trainers have extensive professional experience and a natural passion and ability to engage with a range of students. In the past year, three training staff have either attained, or are studying towards, adult teaching qualifications. More frequent and regular opportunities for staff to discuss teaching practice and share ideas would help them to keep their teaching strategies current and ultimately lead to an improved experience for students – this could easily be managed ‘virtually’. Ongoing professional development for teaching staff is supported, although it is predominantly centred around first aid and compliance rather than teaching and learning. Increased</p>

	<p>opportunities for participation in professional development related to teaching would be beneficial to staff and students.</p> <p>After a recent history of fundamental gaps in assessment practice³, assessment practice has improved significantly. The provider now has sound assessment tools and a robust moderation process used to confirm that assessment outcomes are valid. Assessment materials are externally moderated by relevant industry training organisations⁴ through participation in required external post-assessment moderation, the results of which have been positive throughout 2020-21.</p>
Conclusion:	<p>Triple One Care courses are effectively designed and delivered to match the needs of the students, their sponsor organisations and the emergency care profession. Conformity with external expectations around assessment quality has significantly improved.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Triple One Care teaches small groups of students (most classes are around 10 to 15 students) which enables them to have a good understanding of both their progress and learning barriers, and to provide individual support when needed. From experience, the trainers have developed a comprehensive appreciation of the needs of students and have developed teaching strategies to address those needs.</p> <p>The support services that Triple One Care provides are appropriate to the context of the courses delivered and the immediate needs of the students attending. Pre-course materials and communications ensure that intending students come prepared.</p> <p>The development of online theory materials, created initially in response to client requests for more efficient delivery, has proved valuable throughout the COVID-19 restrictions. The</p>

³ Refer 2018 and 2020 EER reports.

⁴ Triple One Care delivers unit standards moderated by: The Skills Organisation and Skills Active Aotearoa Ltd.

	online material is high quality and interactive, and feedback from students and client organisations has been positive and encouraging. Further analysis of the efficacy and success of the online components would be useful.
Conclusion:	From initial enrolment through to course completion, students receive appropriate learning and social support from Triple One Care training and administrative staff, in keeping with the short duration of training time.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Triple One Care is a privately owned and operated training provider which employs and retains qualified and experienced staff whose experience and know-how are valued. Monitoring of staff performance is transparent and open and systematically applied. A planned approach is taken to staff professional development, although as previously discussed, a stronger focus on teaching practice, linking professional development to performance appraisal, would be constructive.</p> <p>The organisation has sound leadership and a clear vision and understanding of its core business. The business model is sustainable, evident in nearly two decades of successful operation and growth. Triple One Care management's long-term commitment to its staff is evidenced in the way all staff were retained through the COVID-19 lockdowns in 2020 and 2021.</p> <p>Triple One Care has developed and embedded effective systems for monitoring student achievement, and for supporting staff to improve outcomes. Administration and management systems and procedures are well established, with ethical practices. The recent development of online enrolment and reporting has been a positive step.</p> <p>The national leadership team meets weekly (online and in person) where educational achievement is always on the agenda. A similar opportunity for training staff to meet on a regular basis would be a positive step.</p>

	The PTE is well equipped with physical and learning resources for the current number of courses it offers. The number and quality of teaching resources – e.g. first aid manikins – meets professional and industry guideline requirements.
Conclusion:	Triple Once Care has a clear vision and understanding of its enterprise, and leadership committed to providing effective support for educational achievement. The regular and effective monitoring of performance within Triple One Care is a work in progress.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance is overseen by the national operations manager who uses a bring-up system linked to the quality management system to identify compliance deadlines and ensure the most important obligations are met and can in turn be monitored by the managing director. Non-compliance issues identified at the last EER⁵ have been addressed.</p> <p>All recommendations from the 2019 EER have been satisfactorily addressed. Importantly, all subcontracting arrangements were ceased in 2019 and assessment and moderation practice has improved.</p> <p>Triple One Care completed a self-review of its implementation of the interim domestic Code⁶, and submitted an attestation to this effect to NZQA before 1 March 2021 as required. The self-review was a team effort involving a range of staff. A plan is in place to continue building the capability of the organisation in the two areas that were identified as not already well implemented.</p> <p>Courses are delivered as per programme approvals, and regular communication is maintained with NZQA to ensure that understanding of compliance requirements remains current. Some students' results in 2020 were reported late to NZQA, but</p>

⁵ The 2019 EER identified that subcontracting arrangements had not been approved in accordance with NZQA Programme and Accreditation Rules 2018.

⁶ The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

	Triple One Care identified the problem as caused by a change of student management system and rectified it. Resources and staffing meet CMR ⁷ and NZRC requirements.
Conclusion:	Compliance management at Triple One Care has improved since the last EER. The PTE now has systems in place to ensure that compliance accountabilities are managed effectively, although these are yet to be tested through a full cycle of compliance reporting.

⁷ Consent and Moderation Requirements

Focus Areas

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

2.1 Focus area: First Aid Training – includes all first aid training delivered by Triple One Care Ltd

Performance:	Excellent
Self-assessment:	Excellent

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 Limited:

- Continue to strengthen capability in internal and external moderation processes and assessment practice.
- Investigate and support ongoing opportunities for training delivery staff to further develop their teaching practice through short courses and workshops.
- Investigate the possibility of regular online meetings of training staff to discuss and share ideas to enhance teaching and learning.
- Closely monitor systems and processes for the timely and accurate reporting of results.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁸*
- *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.*

⁸ 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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