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Report of External Evaluation and Review

TriEx Health Safety and Wellness
Limited trading as TriEx

Confident in educational performance

Confident in capability in self-assessment

Date of report: 15 June 2017

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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:	TriEx Health Safety and Wellness Limited trading as TriEx
Type:	Private training establishment (PTE)
First registered:	22 February 2011
Location:	49 Carlyle St, Sydenham, Christchurch
Delivery sites:	As above and periodically at client company sites
Courses currently delivered:	In addition to first aid courses, TriEx delivers a range of short courses of one to four days duration in asbestos and health and safety.
Code of Practice signatory:	No
Number of students:	Approximately 2,000 students per year on short courses No international students
Number of staff:	42 staff in total across the organisation, mostly involved in the delivery of health and safety services (see below) Two full-time staff delivering first aid training and one full-time equivalent delivering other health and safety and asbestos courses
Scope of active accreditation:	TriEx holds accreditation for delivery of first aid unit standards and has one training scheme approved (First Aid Training Level 2).

Distinctive characteristics: TriEx's core business is the delivery of a range of advice and services supporting safe and healthy workplaces, including: hazard management; manual handling; compliance; task analysis; vaccinations; occupational health assessments; asbestos identification and management; drug and alcohol testing and advice; pre-employment checks and ergonomic checks.

The training side of the company offers training in first aid, health and safety management and a range of short courses associated with the awareness, identification and management of asbestos hazards.

Recent significant changes: The company has moved its head office to the current site in Sydenham.

Previous quality assurance history: The previous external evaluation and review (EER) of TriEx, held in January 2013, resulted in summative judgements of Confident in educational performance and Confident in capability in self-assessment.

TriEx holds accreditation to deliver courses leading to British Occupational Hygiene Society (BOHS) asbestos surveying, and asbestos management qualifications, throughout New Zealand.

2. Scope of external evaluation and review

This EER included first aid training and asbestos short courses. In effect, this evaluation reviewed the whole of the organisation's approved training activities.

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>.

Prior to the EER, the lead evaluator visited the TriEx site and discussed the visit with the organisation's first aid and business development manager. The evaluation team of two evaluators spent one and half days at the TriEx office in Christchurch, where they reviewed an extensive range of documentation and met

with one of the directors, tutors and the first aid manager. The evaluation team also interviewed students attending a first aid course on site.

The evaluation team was able to review a sufficient range of evidence to reach evaluative judgements.

During the site visit, TriEx provided the evaluation team with a range of operational documentation, including training and planning materials, quality management policies, enrolment information and policies, student achievement records, student evaluations, collated analysis of student satisfaction levels, and course delivery and assessment materials. This documentation complemented the self-assessment information that had been pre-submitted by the organisation. The evaluators reviewed all materials tabled.

Summary of Results

Statement of confidence on educational performance and self-assessment

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **TriEx Health Safety and Wellness Limited**.

TriEx is meeting the most important needs of its students and other key stakeholders, and there is good evidence of effective processes that contribute to learning.

- Students are achieving good results at TriEx. For instance, in 2016 all but two students successfully completed their respective first aid courses and, in one cohort, 100 per cent of students were successful in their BOHS examinations.
- The students are acquiring useful and meaningful skills and knowledge, as supported by analysis of feedback from students and employers.
- The organisation engages well with employers, community and regulatory bodies and uses information gained through this network to keep course delivery current and ensure stakeholder needs are met.
- There is good evidence that the organisation has addressed recommendations from the last EER and continues to make ongoing improvements to the quality of delivery and assessment.
- The organisation is soundly and sustainably managed. It has systems for monitoring its obligations to ensure that important compliance accountabilities are understood and well managed. However, the way in which TriEx has been promoting workplace first aid is misleading and implies that students completing this certificate will have attained the unit standards referenced on it (refer Findings 1.6).
- TriEx is a small company and uses a combination of informal and formal feedback processes to monitor and evaluate how well it is meeting its student and client company needs. These processes indicate that TriEx is identifying and meeting student and client needs well.

While the focus of TriEx's self-assessment has centred on identifying and responding to customer needs – which has resulted in a sound reputation with its customers – the ongoing challenge for TriEx is to focus its efforts towards increasing its understanding of educational performance to sustain current levels of achievement by embedding systematic, whole-of-organisation analysis and ensuing action from self-assessment activities.

Findings¹

1.1 How well do students 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**.

The organisation, through its management and staff, has a strong focus on student achievement. The first aid courses that TriEx delivers are structured with the presumption that every student will pass, which is supported by the high pass rates achieved. Not all students and/or client organisations wish to have the first aid unit standards reported and so choose to only receive a certificate of completion. TriEx has an alternative assessment for these students to differentiate between them and those that do require the first aid unit standards on their record of learning.

Although the assessment is valid, there is some concern raised by the evaluation team that the alternative pathway may not be compliant in other respects (see Findings 1.6 for further details). Student achievement on first aid courses is very good, with only a handful of students not passing, usually due to external factors. The achievement rates for Māori and Pasifika are similar to the cohorts as a whole.

Successful achievement on a recent BOHS course was 100 per cent which was well above BOHS's own expectations. Assessments for BOHS qualifications are externally invigilated and marked, confirming the independence and validity of the assessments.

Staff at TriEx demonstrated a good understanding of the factors that lead to student achievement and regularly discuss ideas for improving achievement. Typically, the demographic that struggles to achieve the first aid assessments are students for whom English is not their first language. The organisation has developed strategies to assist these students, such as having an interpreter available, translating course notes into Filipino, emailing course notes beforehand, and allowing assessment re-sits free of charge.

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?

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**.

TriEx's main focus is to ensure that 'people are safe, productive and healthy at work'. The organisation's self-assessment processes confirm that students and client organisations are highly satisfied with the training, as shown by repeat business. In addition, there is a growing body of evidence from unsolicited and anecdotal feedback that past students have been able to apply their skills and knowledge in emergencies and during incidents.

TriEx's client focus is typified in the way courses are scheduled around the needs of clients and training is delivered where and when it is needed. Outside of Christchurch, teaching premises are hired on a casual basis or provided by the corporate client. TriEx has systems and processes to ensure that premises are fit for purpose and that the learning environments it creates are suited to the needs of the students. Instructors also work with client organisations to develop teaching scenarios contextualised to the workplace environments of the students. For instance, when they contract to a new client or a new site, a TriEx instructor will contact the site to familiarise themselves with the plant and accident history so that teaching can be contextualised to it.

TriEx also adds value to its community by, for instance, providing free first aid courses to not-for-profit organisations such as the Student Volunteer Army. TriEx has also developed Teen Aid, a specialised first aid course for teenagers. This course is offered free of charge for up to 200 students per year. Feedback to TriEx from participants, parents and teachers has been hugely positive regarding this initiative.

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

TriEx's regular and ongoing interaction with its stakeholders is a very strong feature of the organisation. Mechanisms include ongoing contact with clients and students, student satisfaction surveys, client surveys, and participation in industry and community forums.

Instructors and students generally relate very well to each other. The students interviewed spoke highly of TriEx's teaching staff, and written student evaluations

confirmed this. They liked the open, friendly and varied style of delivery and the fact that instructors had significant personal experiences to call upon. They found the range of learning activities engaging and highly relevant. Studying in a small class ensures students have constant access to the staff and can participate actively and easily in discussions and practical activities. Students noted, and student feedback forms validated, that staff were responsive to questions relating to the course or other issues raised.

TriEx has sound assessment tools and a good moderation process to confirm that assessment outcomes are valid. TriEx participated in NZQA's moderation processes in 2014 and 2015², during which assessments were approved for ongoing use, albeit with some modifications. The representatives from the new standard-setting body, The Skills Organisation, commented that they had not yet carried out moderation of TriEx assessments but intended to do so this year. In the absence of formal external moderation, voluntarily engaging with other providers to conduct reciprocal moderation would demonstrate good practice.

The delivery and assessment of first aid courses at TriEx meets Resuscitation Council guidelines, including the latest version, January 2016.

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

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**.

TriEx does not face the same student support requirements as providers of longer courses, but what support services they do provide are appropriate to the courses delivered. Learning support is focused on enabling students to achieve immediate success. Students with reading and writing difficulties are able to complete the assessment verbally, one-to-one with the trainer. The use of translated resources is an example of the way that TriEx understands the needs of students and employs strategies to address them. Simple things like translation of the term 'shock', which Filipino students took to mean electrical shock, have made a positive difference to students' understanding and success.

Pre-course information and guidance is appropriate to the programmes offered, and learners commented that they found the enrolment process very friendly. Students are provided with pre-course reading of approximately an hour, and a self-test which is realistic given the length and depth of the courses. The self-tests are checked and discussed at the beginning of the course. Students commented that

² Responsibility for standard-setting for first aid training was moved from NZQA to The Skills Organisation in 2015.

they found the pre-course reading and the test useful and helped them to focus their preparation for the course.

1.5 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**.

TriEx has a very good understanding of its core business. Its purpose and direction are clear and articulated throughout the organisation. The business has adopted a set of core values embedded into everyday practice and culture. The organisation enthusiastically encourages opportunities for reflection on its role and how to better meet stakeholder needs. Evidence indicates that the owners actively seek feedback from many sources to use as a learning and improvement tool, and that the ongoing success and sustainability of their business depends on it. Long-standing relationships with key clients and returning students are testimony to the PTE's success.

The organisation has, over time, employed, developed and retained a competent, well-qualified and dedicated group of staff whom it supports effectively to improve educational achievement.

Effective resourcing is planned and provided for all courses. The quality of course material is good and the training environments support learning. The number and quality of teaching resources, e.g. first aid manikins, meet industry guideline requirements.

The focus of TriEx's self-assessment has centred on identifying and responding to customer needs – which has resulted in a sound reputation with its customers. The next challenge for TriEx is to focus its efforts towards developing a greater level of understanding of educational performance and value added as a result of the training, and bringing about consequent improvement in student outcomes by a more systematic, whole-of-organisation analysis and ensuing action from self-assessment activities.

1.6 How effectively are important compliance accountabilities managed?

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**.

As a small business in New Zealand, TriEx has compliance accountabilities to a number of agencies and regulatory bodies. The organisation has a bring-up system to identify compliance deadlines, and there was no indication that accountabilities are not being met. As previously discussed, moderation is up to date and meets required standards.

NZQA attestations and returns have been submitted within required timeframes. The courses are being delivered consistent with NZQA approvals. However, nobody on site at the time of the EER could locate a copy of TriEx's only approved training scheme; nor did staff seem familiar with its existence. The move to new unit standards in the near future will require approval of a new training scheme. TriEx will need to ensure that staff have access to a copy of it and are delivering the courses accordingly.

TriEx has a practice of offering a version of first aid training which, although covering the same material as the unit standards, is not directly assessed against the standards. Students instead are offered a simplified assessment which, according to TriEx, meets Resuscitation Council requirements but not the unit standard(s) in entirety. Students are then awarded a certificate which states 'First Aid Covering Unit Standards XXX'. Many people would take this to imply that students completing this certificate will have attained the unit standards referenced on it. As such, the wording is misleading. Additionally, NZQA's position on such representation is that if a course is designed around unit standard(s), they should be assessed against the unit standard and the results reported to NZQA so they can be recorded on the student's record of learning. TriEx accepted this finding and undertook to remove all reference to unit standards on non-unit standard courses immediately.

Apart from the breach above, TriEx generally has a good understanding of their compliance accountabilities and these are managed effectively to ensure obligations are met.

Focus Areas

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

2.1 Focus area: First Aid Training

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: Other Workplace Training

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 TriEx:

- Ensure that teaching staff have ongoing access to, and awareness of, the new training scheme about to be submitted to NZQA for approval.
- Remove reference to unit standards on Workplace First Aid certificates and materials.
- Investigate and effect ongoing opportunities for instructors to further develop their teaching qualifications and practice.
- Provide adult education professional development opportunities for staff involved in managing and reviewing the training to ensure the organisation has appropriate educational leadership for the ongoing development, delivery and review of training.

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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