Note:
NZQA External Evaluation and Review (EER) system has been replaced by NZQA Integrated Quality Assurance Framework (iQAF) 2026.

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Triple One Care Limited

Date of report: 13 August 2025

About Triple One Care Limited

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

Type of organisation:	Private training establishment (PTE)
Location:	1 Tokomaru Place, Wakatu Estate, Nelson
Eligible to enrol international students:	No
Number of students:	Domestic: 14,526; 172 equivalent full-time students (EFTS); in 2024, 21.86 per cent of learners identified as Māori/Pasifika International: nil
Number of staff:	Full-time equivalent staff: 21.3 (this includes the 15 permanent staff, medics, warehouse, administration and IT personnel)
TEO profile:	See NZQA: Triple One Care Triple One Care provides first aid training, and product and consultancy services nationwide. Staff are based in Auckland and Nelson and travel to deliver courses throughout New Zealand. Significant changes since the last EER include recruitment of key leadership staff: general manager, quality assurance coordinator, national training manager, operations team leader.
Last EER outcome:	In 2021, Triple One Care was found to be Confident in both educational performance and capability in self-assessment.
Scope of evaluation:	Unit standards: 6400 - Manage first aid in an emergency situation; 6401 - Provide first aid; 6402 - Provide basic life support
MoE number:	7916
NZQA reference:	C58000
Dates of online EER visit:	1 and 2 July 2025

Summary of results

Triple One Care is an exemplary training provider. Excellent systems and processes, training resources and shared team values attract and enable well-qualified and motivated trainers to provide highly effective training to a diverse range of trainees in a variety of situations. Self-assessment is comprehensive and embedded in all aspects of the business.

Highly Confident in educational performance	• Trainees succeed due to a number of factors: highly skilled and experienced trainers, small classes, close attention to trainee needs, and appropriate pastoral support that reduces barriers to learning. • Trainees and workplaces highly value first aid certification. Customised training meets diverse industry needs for first aid certification.
Highly Confident in capability in self-assessment	• Engagement by key staff with the standard-setting body has contributed to the revision of the 6400 series of unit standards. The PTE has reviewed and developed a suite of resources that align with these new standards. • The governance and management team has been strengthened by recent key leadership appointments that have contributed significantly to the quality of the teaching and learning. • Self-assessment is well understood and embedded across all aspects of the PTE. The organisation is high performing and future-focused.

Key evaluation question findings[1]

1.1 How well do trainees achieve?

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Achievement rates are over 99 per cent, typical for short courses in the first aid sector. Most trainees are enrolled in Foundation First Aid (unit standards 6402 and 6401) or Comprehensive First Aid (unit standards 6402, 6401 and 6400). Triple One Care also customises first aid courses to meet respective clients' needs. However, the '6400 series' is where most trainees are enrolled. Positive pre-assessment and external moderation with the relevant workforce development council validates achievement. Success rates for Māori students are on a par with other trainees. Triple One Care attributes success with Māori/Pasifika learners to its inclusive teaching approach and positive learning environment. Students with additional learning needs are well supported to succeed. The online student management software records trainees with a result of Not Yet Achieved (NYA) for future reflection and improvement of processes. NYA data shows that in 2024, only eight students did not achieve – three were due to illness, four were due to incomplete online content, and one was a college student who withdrew from their college studies, thereby not completing their first aid training. All NYAs are discussed in the weekly national support office meeting, and potential barriers are minimised to improve trainee success. Graduates' use of skills is systematically analysed and used to inform programme content. Triple One Care understands the value of effective first aid training and contributes meaningfully to the communities it serves. The PTE achieves this through provision of first aid medics at

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

	events, and confident, trained first aiders for workplaces and the community.
Conclusion:	Trainees gain first aid certification, confidence and skills in first aid and emergency management. First aid certification is a requirement of many roles and is highly valued by employers.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Programme design, delivery and assessment comprehensively meet stakeholder needs. The 6400 series of first aid unit standards was updated recently and has been used in training since December 2024. Resources have been updated to align with the new standards. The review and update have led to improvements that have benefited training, assessment and trainer confidence. New resources, such as cards and posters, lesson plans, assessment scenarios and updated PowerPoints ensure consistency across trainers and alignment with the revised unit standards. Courses are delivered with a focus on practical activities to support the theoretical learning. Triple One Care trainers are all trained to minimum requirements. However, Triple One Care policy is to ensure further training and professional development that exceeds minimum requirements. The principles of effective teaching and learning underpin programme delivery. All trainers have extensive clinical experience across a range of environments. Triple One Care encourages trainers to incorporate this experience into the training context. Trainees appreciated the way trainers incorporated their experience and knowledge into the training through storytelling and the use of context-relevant scenarios. Trainees said they found the training interactive, and that they were able to retain content because it was relevant and engaging. The interactive training approach includes the trainer 'reading the room'

	and responding to individual trainee needs, including those with neurodiverse and disability needs. There are clear processes to ensure authenticity of assessment. Blended learning includes online theory and formative assessment with quizzes. The summative assessment, where skills are demonstrated, is always assessed face to face in class. When required, Triple One Care will schedule two trainers to assess a class. Triple One Care has a product sales and consultancy arm. This helps to maintain strong relationships with customers. Bespoke course design tailored to individual employers/clients is a growth area for the organisation. Employers and external clients noted that Triple One Care is highly responsive to their needs and that the training product is excellent.
Conclusion:	Triple One Care has used stakeholder feedback effectively to shape the redevelopment and delivery of the new curriculum and teaching resources. Trainers are knowledgeable, highly skilled and experienced practitioners. Training is tailored to each context to ensure it is relevant to trainees.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Student support is comprehensive and highly effective. Contributing factors include passionate, highly skilled trainers using their extensive first aid experience to engage the students as well as the student experience, to make the training content relevant. A comprehensive student handbook is sent to trainees, outlining the course structure, student complaint process, and detailing any requirements such as comfortable clothing for practical assessments. Implementation of the online student management system is effective. The system provides information about trainee needs, such as disabilities, to enable trainers to plan effective course delivery and appropriate support. In 2024, 85 per cent of trainees completed an in-class paper

	evaluation form. The average satisfaction score was 97 per cent. The blended course model for refresher training works well for participants and their employers, who have taken many refresher courses over the years. They value the more streamlined and efficient online learning process. Knowledge can be assessed through online participation, which is then combined with short, practical scenarios. Both first aid and first aid refresher students are formally assessed in class by a qualified assessor.
Conclusion:	Triple One Care has appropriate pastoral care for both its short and longer courses. The learning environment is inclusive; students receive useful and timely feedback on their progress, and there are opportunities to apply their knowledge and skills in a variety of contexts.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The organisation is guided by key values that inform and support staff interactions with trainees and external stakeholder engagement. Triple One Care has a highly effective governance and management structure. Since the last EER in 2021, Triple One Care has moved to a corporate management structure. Training responsibilities are completed by the newly appointed national training manager, and quality assurance and compliance by the recently appointed quality assurance coordinator. The quality assurance coordinator works closely with training staff, workforce development councils (Toi Mai, Toitū te Waiora) and NZQA, to design and implement programmes that are current and well structured. This person is on the board of the Association of Emergency Care Training Providers (AECTP), a first aid peak body. Triple One Care is active in a wide range of organisations, which keeps them informed and engaged with current developments. It also strengthens their professional and community engagement and ability to

	contribute effectively to sector initiatives and developments. The last EER included several recommendations: to investigate and support ongoing opportunities for training delivery staff to further develop their teaching practice through short courses and workshops; and to investigate the possibility of regular online meetings of training staff to discuss and share ideas to enhance teaching and learning. In response to these recommendations, Triple One Care has instituted quarterly hui for all staff, a monthly trainers' hui, a bi-weekly staff newsletter which keeps dispersed staff engaged and informed, and an annual staff conference/hui that encourages collaboration and socialisation. Triple One Care uses observations of trainers to plan and deliver appropriate professional development. There is a strong focus on both clinical and adult education development for trainers. Trainers are well resourced, new staff are well supported, and induction is comprehensive. The Code of Practice self-review is thoughtful and indicates ways to demonstrate ongoing improvements to student wellbeing.
Conclusion:	Governance and management changes, including a clear succession plan with recent leadership appointments, support educational achievement, corporate growth and continuation of the business.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Triple One Care's focus is on both compliance and continuous improvement. Compliance is effectively managed by: • The quality management system (QMS) accessible to all staff. • A QMS calendar that is reviewed monthly to ensure accountability and action. • Distributing accountability for compliance across the senior management team. • Discussing compliance at weekly national support office meetings, monthly trainer hui, quarterly hui, an annual conference and quarterly management meetings. • Engagement with key sector bodies. • The staff onboarding system that ensures staff are aware of their responsibilities and expectations and how to fulfil their role. • A comprehensive Consent and Moderation Requirements document showing staff qualifications, appraisal information, upcoming planned professional development and staff expertise. • The development of an ebook available to staff with an overview of the company, links to Triple One Care policies and procedures, and information regarding standard operating procedures and logistics within the company. • Submitting the Code of Practice attestation to NZQA on time, plus an action plan to improve student wellbeing. • Ensuring courses are delivered as per NZQA programme approvals; and updating delivery sites to NZQA weekly. • Regular communication with NZQA to ensure that the PTE's understanding of compliance requirements remains current.

	• Continuing to strengthen capability in internal and external moderation processes and assessment practice (a recommendation from the 2021 EER) through engagement with workforce development councils and ensuring all resources have been reviewed to match the evidence requirements of the revised unit standards.
Conclusion:	Shared accountability for compliance and significant recent senior management staff appointments provide assurance to NZQA that Triple One Care will continue to manage its compliance accountabilities effectively.

Focus areas

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

2.1 Foundation First Aid (formerly known as Workplace First Aid) + Refresher (6402, 6401)

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.2 New Zealand First Aid (formerly known as Comprehensive First Aid) + Refresher (6402, 6401, 6400)

Performance:	**Excellent**
Self-assessment:	**Excellent**
Conclusion:	

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.

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

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 fraud*[2]
- *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.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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