



A1 First Aid Ltd

9A Waipareira Avenue

Henderson

Waitakere City

Auckland 0652

Self-review Report 2023

Learner Wellbeing and Safety

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Self-review report

The following report summarises the A1 First Aid self-review of performance against the requirements of the Code.

A1 First Aid does not provide student accommodation or enrol international learners, therefore this self-review and report addresses Outcomes 1-4 only.

A1 First Aid was established in 2009 and is a Category 1 NZQA registered tertiary education provider (PTE).

TEO information

TEO Name	A1 First Aid (2009) Ltd		MoE number	7907	
Code contact	Name	Wendy Pringle	Job title	Director	
	Email	wendy@a1firstaid.co.nz	Phone number	021 651964	
Current enrolments	Domestic learners 1st Jan 2023 – 30th Sept 2023	Total #	3742	18 y/o or older	3552
				Under 18 y/o	190
	International learners	Total #	# Nil	18 y/o or older	#Nil
				Under 18 y/o	#Nil
Current residents	Domestic learners	Total #	#Nil	18 y/o or older	#Nil
				Under 18 y/o	#Nil
	International learners	Total #	#Nil	18 y/o or older	#Nil
				Under 18 y/o	#Nil
Report author(s)	Wendy and Ian Pringle (Directors)				

Stage of implementation for each outcome

The following ratings against key outcomes indicate the stage of implementation that most reflects A1 First Aids current level of understanding and practice for each outcome, based on NZQA guidelines.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

About A1 First Aid

A1 First Aid (2009) Limited, Trading as A1 First Aid is a limited liability company, incorporated on 19th November 2008 (2190557) NZBN number 9429032479447. NZQA registered in 2009 we are a Category 1 (EER 2019) Private Training Establishment and work with a range of stakeholders including secondary schools, workplaces, WINZ and recently trade apprenticeship programmes.

We also run public workshops for people who wish to add First Aid to their life skills, either for their work or their extra-curricular activities such as sport and so forth. Our 2023 learners are predominantly employed and we have a strong representation of Māori and Pasifika learners.

Our mission and purpose

These support our passion as an organisation for supporting our staff, our learners and our stakeholders to achieve their goals. Our key message is **“There for you, so you can be there for others”**

Our mission:

Improving safety in the workplace, outdoors and home through reputable, professional & innovative First Aid Training courses and providing quality first aid supplies.

Our purpose:

To provide a comprehensive range of First Aid Training courses to assist individuals and organisations in gaining knowledge and skills to deal with accidents and emergencies in the home, outdoors and/or workplace.

Our programmes

A1 First Aid’s courses meet all NZQA and industry requirements. Our courses are delivered to NZQA unit standards and include Workplace First Aid and refresher workshops; Electrical Competency Refresher workshops; CPR and refresher workshops.

Course delivery is done by highly qualified instructors. A1 First Aid instructors all have an Emergency Care Instructors certificate at Level 2 (ECI2), as specified in the New Zealand Resuscitation Council guidelines and as per the training requirements from NZQA’s ‘First Aid as a Life Skill’ document.

What our learners say about us...

“Remarkably professional. Time efficient. Excellent delivery of words and information” Joon, September 2023 (Google reviews)

“Great First Aid course, lots of great practical advice – very knowledgeable instructor” Sharon, September 2023 (Google reviews)

“The best First Aid training I have ever received.” Michelle, September 2023 (Google reviews)

“It was very detailed and well explained. Lots of practical tips were given.” Victoria, September 2023 (Google reviews)

“Training provided in our workplace. Made First Aid interesting and informative. Learnt more in this course than in others previously taken. Highly recommended.” Anata, September 2023 (Google reviews)

“Did a First Aid training course today with Kat (tutor) and can highly recommend it for everyone. Information was presented in an interesting, relevant and informative way. Had others on the course doing a refresher and they all said it was the best course they have attended so far.” Lisa, October 2023 (Goggle reviews)

What our clients and stakeholders say about us...

“I just want to say a massive thank you to the instructor who was out here last week doing the course at THL. The team here have been raving about how great she was and demanded that we always have her in future. She went in-depth into a lot of the topics, and they definitely learnt a lot.” Sabrina, THL, May 2023

“We are so happy that we moved to A1 First Aid from St Johns as we are having great feedback from the team about your trainers. Thank you.” Elizabeth, MOTAT, August 2023

“A huge thank you from all of us for arranging the First Aid training today, all 14 of us that attended had a fantastic time and learnt a lot. The First Aid trainer (Ev), was highly engaging, informative and had a great sense of humour, so much so that we need her back when our First Aid refresher training is due!” Bethany. ID New Zealand, November 2022

“I just wanted to let you know that the team from yesterday’s First Aid training are absolutely raving about our instructor, Ev. Ev did a phenomenal job at teaching us and really made the day so enjoyable. We just wanted to say a massive thank you to you and Ev for an incredible session.” Meg, TVNZ, June 2022

“I would just like to emphasise my feedback on our tutor Kat, at yesterday’s First Aid course at Lincoln Green. There doesn’t seem to be enough words to extend my appreciation of the effort Kat went to in order to ensure we had a good day. Kat has a difficult job, as I’m sure many people turn up to these

courses as an employment requirement, even though we do want to actually know the content, our motivation is mostly in the 'I have to' basket. Kat made sure we were laughing and enjoying ourselves, which embedded our learning deeper into our brains and hopefully it's more instinctive if we have to use it in real life. I know we've filled out the paper survey, but I wanted to make sure it's known to A1 First Aid what an asset they have in Kat, as a trainer and how valuable she is to your organisation. With great appreciation of a well delivered course." Pam, Chemfeed, July 2022

Continuous improvement

A1 First Aid has a culture of learning and self-review embedded in its practices. As a small organisation we communicate easily and can respond quickly. We are always on the look-out for ways to improve our learner and client experiences and with First Aid and CPR being a key health and wellbeing life skill we are passionate about the safety and wellbeing of our learners.

We monitor Continuous Improvement to support review and implementation...and then further review. This is how we live our key message...

"There for you, so you can be there for others"

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	<p>Well implemented</p> <p>A1 First Aid has a strong focus on learner safety and wellbeing. This is evident in their day to day practices and supported by systems, policies and processes which ensure learners and their employers/stakeholders are:</p> <ul style="list-style-type: none"> • Well informed on course requirements • In a safe and healthy training venue that supports learners to have a safe and enjoyable learning experience, with up to date equipment and regular breaks to refresh • Well supported with course learning resources, learning and assessment activities, teaching practices that enable learning for all, appreciates diversity and encourages inclusion • Achieving with parity monitored monthly as relevant to programmes, delivery modes and stakeholders <p>A1 First Aid undertakes strategic and business planning and regular reviews. This is implemented to business operations including support learner and staff wellbeing and safety.</p> <p>A1 First Aid is committed to Continuous Improvement and has an active CI cycle.</p>	<p>A1 First Aid is a Category 1 PTE and the 2020 Final EER Report ratings of Highly Confident in Capability in Self Assessment and Highly Confident in Educational Performance demonstrate the effectiveness of its learner support, ability to meet learner and stakeholder needs and provide safe, inclusive learning environments for a diverse group of learners. Ratings in these areas were all Excellent and there were no recommendations for improvement from NZQA.</p> <p>Venues are checked for learner safety and wellbeing requirements prior to a course commencing. Changes of venue are arranged where required.</p> <p>Learning resources and equipment are regularly (and as required) reviewed and improvement actions are implemented and monitored.</p> <p>Learner achievement results are actively monitored by the Academic Board with results charted to analyse achievement rates and parity of achievement.</p> <p>The strategic plan is developed 3 yearly with an annual business plan.</p>

		<p>Continuous Improvement is informed by learner feedback, stakeholder feedback, internal feedback and review.</p> <p>QMS policies support the process from enquiry to enrolment, through to learner achievement. Our QMS is reviewed regularly.</p>
<p>Outcome 2: Learner voice</p>	<p>Well implemented</p> <p>A1 First Aid has systems, processes and ‘just in time’ opportunities for learners to provide feedback.</p> <p>Learner feedback is considered key to continuous improvement. Learners can give feedback to their tutors during the course and more formally at the end of their course through course feedback tools. They can also give feedback at any time to staff and through a range of mediums.</p>	<p>The A1 First Aid programmes have a variety of learner audiences and many employed learners have active roles as First Aid responders in their workplaces.</p> <p>To suit learner groups we have a mix of methods for capturing learner feedback and ensuring learner needs inform our programme reviews, our support systems, our teaching practices, our venues and “how our learners best learn”.</p>

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Well implemented</p> <p>A1 First Aid “walks the talk” when it comes to health and safety and the wellbeing of its staff and learners.</p>	<p>A1 First Aid processes monitor, record and evaluate training venues and the learner experience.</p>

	<p>Health and Safety management is in the day to day practice and supported by a Health and Safety Plan and NZQA requirements for training venues.</p> <p>Course information includes Health and Safety site specific information for emergencies and any site hazards and safety requirements.</p> <p>Learner support needs are identified for disability, learning or health and wellbeing needs. Tutors are trained to identify and support holistic wellbeing.</p>	<p>No incidents or near misses reported for staff or learners have been reported YTD in 2023.</p> <p>Health and Safety instructions are communicated to learners and stakeholders.</p> <p>A1 First Aid tutors complete professional development courses annually.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>Well implemented</p> <p>The subject and procedures in learning and giving First Aid can be triggering for some people. A1 First Aid tutors are trained to support learners who may experience triggers of emotions related to past experiences.</p> <p>Tutors undertake bi-cultural and multi-cultural development opportunities to support learners culturally.</p> <p>During Covid times the Ministry of Education policy and processes as well as guidelines from the NZ Resuscitation Council have been followed to ensure learners and staff attending courses were safe and well through a range of mechanisms and support tools.</p> <p>From a ‘general wellbeing’ perspective, learners are advised to eat, drink water and take breaks at regular intervals, stay home if unwell and adhere to site safety procedures.</p>	<p>Mental Health Awareness and the triggering of emotions in learning and giving First Aid is a very real situation. Tutors discretely support learners 1:1 in these situations.</p> <p>Cultural communication and awareness is part of ongoing professional development and demonstrated in tutors daily teaching practices.</p> <p>Whilst COVID is no longer a Ministry required response by providers, for A1 First Aid it is about ensuring health and wellbeing. Guidance is provided to staff and learners and safe practices are maintained in training venues.</p> <p>Supporting the holistic wellbeing of learners ensures learners all have a safe environment in which to learn.</p> <p>A1 First Aid website is where learners and their stakeholders/employers access information and enrolment applications and the support available to them, along with complaints and appeals procedures www.a1firstaid.co.nz</p>

Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Our next stage of development will include a Learner Success Plan, Disability Action Plan and further review of the QMS will be undertaken as we develop these for 2024. Our website and student handbook will also be reviewed and updated to align to these plans.
Outcome 2: Learner voice	Our courses are mostly only a day so we only have our learners with us for a short time. Our website review and update will ensure ease of use and increase interactivity for learners, employers , whānau and other stakeholders.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Our learning facilities are already well managed, however to further strengthen this area we will be formalising agreement with our client workplace training venues to ensure the best possible learning environment and compliance with NZQA site approvals. We will collaboratively further strengthen our use of Te Reo Māori and Te Ao Māori in our website, teaching practices, learner resources and advisory groups for 2024.
Outcome 4: Learners are safe and well	Being part of the health sector we are passionate about the wellbeing and safety of our learners and our staff. This is already emphasised in our teaching and courses however, to strengthen this further we will review (for inclusion) additional tools and guidelines in the areas of health, safety and wellbeing.

Summary of action plan

Include information on how actions will be monitored for implementation and success.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Development of: <ul style="list-style-type: none"> Learner Success Plan Disability Action Plan Review and update: <ul style="list-style-type: none"> QMS policies and procedures Website and student handbook 	Director with Academic Board Website developer	Progressively develop Nov – Feb 2024	Project plan – key tasks and dates; progress monitored by Academic Board weekly meetings	<ul style="list-style-type: none"> QMS aligns to Learner Success Plan and Disability Action Plan developments. All learners and stakeholders have easy access to up-to-date information supporting inclusivity, learner support, wellbeing and health and safety of self and others Learning environments are accessible, safe and support a connected and inclusive learning experience
Outcome 2: Learner voice	Review and update website interactive communication tools	Director with Academic Board Website developer	Progressively develop Nov – Feb 2024	Project plan – key tasks and dates; progress monitored by Academic Board meetings	<ul style="list-style-type: none"> Learners and stakeholders are aware of, and utilise interactive communications opportunities via website

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Review and update: <ul style="list-style-type: none"> Workplace agreement Cultural review of website 	Director with Academic Board Director with Academic Board Māori & Pasifika advisors and learner reps Website developer	Progressively develop Nov – Feb 2024	Project plan – key tasks and dates; progress monitored by Academic Board meetings	<ul style="list-style-type: none"> Workplace Agreement process and tools updated. Website is collaboratively updated and cultural improvements are endorsed by learners and stakeholders
Outcome 4: Learners are safe and well	Review of learning and communication tools and guidelines in the areas of health, safety and wellbeing.	Director with Academic Board and learner reps	Progressively develop Nov – Feb 2024	Project plan – key tasks and dates; progress monitored by Academic Board meetings	<ul style="list-style-type: none"> learning and communication tools and guidelines are updated by Q1 2024.

