



A1 First Aid Ltd

9A Waipareira Avenue

Henderson

Waitakere City

Auckland 0652

Self-review Report 2025

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 AI First Aid self-review of performance against the requirements of the Code.

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

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

TEO information

TEO Name	AI First Aid (2009) Ltd			MoE number	7907
Code contact	Name	Wendy Pringle		Job title	Director
	Email	wendy@alfirstaid.co.nz		Phone number	021 651964
Current enrolments	Domestic learners 1 st Jan 2025 – 30 th Sept 2025	Total #	4502	18 y/o or older	4231
				Under 18 y/o	271
	International learners	Total #	# Nil	18 y/o or older	#Nil
				Under 18 y/o	#Nil
Current residents	Domestic learners	Total #	4502	18 y/o or older	4231
				Under 18 y/o	271
	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 AI 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 2024) Private Training Establishment and work with a range of stakeholders including secondary schools, workplaces and WINZ.

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 2025 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 NZ First Aid Certificate, Foundation First Aid and refresher programmes; Electrical Competency Refresher programmes and CPR programmes.

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...

Great first aid class. It was presented very clearly, and I now feel equipped to help someone in an emergency. (Google review, 2025)

A1 First Aid course was highly educational and well-structured. The instructor demonstrated excellent knowledge and made complex information easy to understand. I feel more prepared to respond effectively in emergencies. (Google review, 2025)

The first aid course was one of the best that I have done, instructor was clear and made us think about what matters when needed. (Google review, 2025)

A1 First Aid course was highly educational and well structured, the instructor demonstrated excellent knowledge and made complex information easy to understand. I now feel more prepared to respond effectively in emergency situations. (Google review, 2025)

I recently completed a first aid course and found it very valuable. The instructor was knowledgeable, professional, and explained the material clearly. The training was well-structured, practical, and gave me confidence in applying first aid skills when needed. (Google review, 2025)

What our clients and stakeholders say about us...

More than happy with the tutors and the coordinators staff. I have been following the refresher course for several years with this excellent training company (Google review, 2025)

Excellent refresher course quite a bit more information added since the last one (Google review, 2025)

Course was extremely valuable offering detailed explanations and hands on practical; instructor use of diverse examples kept the sessions both engaging and enjoyable (Google review, 2025)

Making a difference for our learners – a 2025 learner experience...

I completed the A1 First Aid Training a couple of weeks ago, and I honestly can't recommend it enough. It's not the first time I've done this training so the 5-star review really is because our facilitator, Ev, was amazing – so passionate, lively, and engaging. She kept us focused all day, even though first aid courses can sometimes feel long and repetitive. What stood out most was her constant reminder that we are more likely to use these lifesaving skills at home with our loved ones, rather than in the workplace.

That lesson became very real for me yesterday. I had brought home a \$1 bag of mixed lollies from the dairy, and my 5-year-old shared one with her baby sister, who is just 1½ years old. We didn't realise at first, but the lolly was too big for her to chew, and she ended up swallowing it whole. Within seconds, she was choking and struggling to breathe.

In that terrifying moment, the first thing that came to mind was Ev. Her clear instructions during training gave me the confidence to act quickly. I told my husband to call an ambulance while I positioned my daughter exactly as Ev had shown us. I stayed calm and followed the steps, and after about a minute the lolly projected out of her mouth. Just like that, she was breathing, talking, and playing again – as if nothing had happened.

The shock hit us afterward, but so did the gratitude. I realised how different the outcome could have been if I hadn't done this training. I can honestly say that because of Ev's passion, knowledge, and teaching style, I was able to save my daughter's life.

Thank you, A1 First Aid, and especially thank you, Ev. What you do is more than just training – it's giving people the skills and confidence to protect the ones they love most.

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 2024 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 and logged for monitoring in our annual and ongoing Venue Log 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. Annual programme review in 2025 includes updates to the Learner Handbook, learner resource information and equipment.</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 against any NZQA updates or changes such as the Critical Incident Management policy and procedures and the 2025 Maintaining PTE Registration Rules. For 2026 actions a Risk Management Plan and regular monitoring is also being introduced for continuous improvement.</p>
Outcome 2: Learner voice	<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 Instructors 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”. Improvements made to learner feedback processes, website and forms in 2024 have significantly improved the responsiveness of learner feedback.</p>

Wellbeing and safety practices for all tertiary providers

	<p>Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)</p>	<p>How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)</p>
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<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>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. Instructors are trained to identify and support holistic wellbeing.</p>	<p>A1 First Aid processes monitor, record and evaluate training venues using our 2025 logging system and the learner experience feedback improvements.</p> <p>No incidents or near misses reported for staff or learners have been reported YTD in 2025.</p> <p>Health and Safety instructions are communicated to learners and stakeholders.</p> <p>A1 First Aid Instructors complete professional development courses annually. Over 2024-2025 our Instructors have undertaken professional development in Mental Health First Aid, Neurodiversity learner support and Te ao Māori cultural development.</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 Instructors are trained to support learners who may experience triggers of emotions related to past experiences.</p> <p>Instructors undertake bi-cultural and multi-cultural development opportunities to support learners culturally.</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. Instructors discretely support learners 1:1 in these situations.</p> <p>Cultural communication and awareness is part of ongoing professional development and demonstrated in Instructors daily teaching practices.</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, wellbeing support tools and enrolment applications and support</p>

		available to them, along with complaints and appeals procedures and Critical Incident management policy and procedures www.a1firstaid.co.nz
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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 QMS, website and student handbook will be further reviewed as part of annual reviews and updated as required for the 2026 academic year. A comprehensive risk management policy and procedures will also be developed and implemented in Q1 2026.
Outcome 2: Learner voice	<p>Our courses are mostly only a day so we only have our learners with us for a short time.</p> <p>Our ongoing website reviews and updates will continue to ensure ease of use for learners, employers , whānau and other stakeholders.</p>

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	<p>Our learning facilities are already well reviewed and managed and this was further enhanced in 2025 with our Venue Log system.</p> <p>We have collaboratively strengthened our use of Te Reo Māori and Te Ao Māori in our communication, teaching practices, learner resources such as Te Whare Tapa Whā. This approach will be ongoing for 2026.</p>
Outcome 4: Learners are safe and well	<p>Being part of the health sector we are passionate about the wellbeing and safety of our learners and our staff.</p> <p>This is already emphasised in our teaching and courses however, in 2024-2025 we have strengthened this further, including additional tools and guidelines in the areas of health, safety and wellbeing. In 2026 we will use our Learner Wellbeing Log (2024-2026) and our Continuous Improvement Log (2023-2026) to continue to meet and anticipate learner needs for ongoing safety and wellbeing.</p>

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	Annual review and update: <ul style="list-style-type: none"> QMS policies and procedures Website and student handbook Venue Log Learner Wellbeing Log CI Log 	Director with Academic Board Website developer (where required)	2026 (ongoing)	monitored by Academic Board quarterly meetings	<ul style="list-style-type: none"> QMS is kept current against NZQA requirements. 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	Monitor website interactive communication tools and their use	Director with Academic Board	2026 (ongoing)	monitored by Academic Board quarterly 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	Monitor entries to the following logs for continuous improvement: <ul style="list-style-type: none"> • Learner Wellbeing Log • Venues Log • CI Log Annual Professional Development plans for Instructors (2026 Plan)	Director with Academic Board Director & Instructors	2026 (ongoing) Q4 2025 Planning for 2026 implementation	progress monitored by Academic Board quarterly meetings	<ul style="list-style-type: none"> • Logs are monitored and actions taken to ensure safe, inclusive and accessible environments. • Instructor PD Plans support learner safety, inclusivity and accessibility outcomes (ongoing outcome).
Outcome 4: Learners are safe and well	Annual Review of learning and communication tools and guidelines in the areas of health, safety and wellbeing.	Director with Academic Board and learner rep	2026 (ongoing)	monitored by Academic Board quarterly meetings	<ul style="list-style-type: none"> • learning and communication tools and guidelines are updated where required and response rates on learner feedback remain high in 2026.

