



A1 First Aid Ltd

9A Waipareira Avenue

Henderson

Waitakere City

Auckland 0652

Self-review Report 2026

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 was a Category 1 NZQA registered tertiary education provider (PTE) and will be completing NZQA Self Review in February 2027.

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 1 st Jan 2026 – 30 th Sept 2026	Total #	4961	18 y/o or older	4638
				Under 18 y/o	323
	International learners	Total #	# Nil	18 y/o or older	#Nil
				Under 18 y/o	#Nil
Current residents	Domestic learners	Total #	4961	18 y/o or older	4638
				Under 18 y/o	323
	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 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.

2026 Stakeholder Feedback Highlights

What our learners say about us...

End of course review extracts

“Instructor was informative, giving fabulous reasons behind all the treatments, making it easy to understand, delivered with humour” **Lynette, January 2026**

“Best first aid course I have had so far really engaging, and Ev went above and beyond to educate/Explain” **Emily, September 2026**

“Course was well constructed and trained in a clear approach. I felt comfortable to speak up and share my answers” **Barry, April 2026**

“Good mix of practical and theoretical good discussion of scenarios good explanations of reasoning why things are done” **Teresa, August 2026**

“Awesome instructor, clear and precise with good sense of humour, made the course very enjoyable and I felt confident after being there” **Alex, February 2026**

“Great pace good balance between stories. Best CPR and choking training I have had” **Samantha, May 2026**

Google review extracts

“I enjoyed the first aid course as it was just not factual, but it included the how and why of everything that you do in first aid. There were many personal experiences shared to make it more effective”. – **Ian, March 2026**

“This was my fourth time completing a first aid course with A1 First Aid, and they continue to impress. I attended a refresher course most recently and had Kat as instructor — she was fantastic. Knowledgeable, engaging, and kept the energy up throughout the day, making what can be a dense subject genuinely enjoyable. The time flew by, and I left feeling confident and well-prepared. There’s a reason I keep coming back. A1 First Aid consistently delivers quality training in a way that actually sticks, and the instructors clearly know their stuff. Kat is a great asset to the team. Already looking forward to my next refresher in two years. Highly recommend to anyone needing first aid training or a refresher — you won’t be disappointed”. **Nic, May 2026**

“My very first time doing this first aid course I was a bit nervous at first, but my trainer David was super helpful and made sure we all understood before he moved on to the next subject. Highly recommend A1first aid especially” **David, August 2026**

What our clients and stakeholders say about us...

Client survey and feedback extracts (Note the organisation names are not disclosed for privacy reasons)

“Company was great to work with, very responsive and easy to communicate with. We really appreciate the smooth collaboration” – **Health Provider September 2026**

“The team has been very supportive ensuring that our team members get the required training on time, it is such a pleasure working with them” – **Iwi organisation, February 2026**

“Staff feedback regarding the recent first aid training has been exceptionally positive. The group specifically commended the trainer for his engaging delivery and approachable style. Participants noted that he took the necessary time to ensure everyone thoroughly comprehended the material creating a comfortable and highly effective learning environment” – **Sth Auckland School, April 2026**

“The facilitator who came for the session knows us well and delivers a programme with our multi-cultural staff very well” – **North Shore School, April 2026**

“We loved the interactive style of teaching as it was engaging it kept us on our toes and alert. We love the instructor she keeps it real” – **Education Centre, May 2026**

“We have used A1 First Aid for our workplace first aid needs for the past 20 years. We find the instructors engaging and love that they humanize the course content. A good balance of book learning and interactive learning. I would highly recommend them for all your First Aid needs”. – **Google Review, Janine, May 2026**

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	Well implemented 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: • 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 up to date course learning resources, learning and assessment activities, teaching practices that enable inclusive learning for all, appreciates diversity and supports learner wellbeing • Achieving with parity monitored monthly as relevant to programmes, delivery modes and stakeholders 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. A1 First Aid is committed to Continuous Improvement and has an active CI cycle.	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. 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. Learning resources and equipment are regularly (and as required) reviewed and improvement actions are implemented and monitored. Annual programme review in 2026 includes further updates to the Learner resources to align to new Skills Standards along with information updates and new equipment as needed. Learner achievement results are actively monitored by the independently chaired quarterly Academic Board meetings

		with results charted to analyse achievement rates and parity of achievement. The strategic plan is developed 3 yearly with an annual business plan. Risk Management policy and procedures is implemented with a Risk Register which is quarterly reviewed by Governance and the Academic Board for any further risk mitigation required. Continuous Improvement is informed by learner feedback, stakeholder feedback, internal feedback and review. QMS policies support the process from enquiry to enrolment, through to learner achievement. Our QMS is reviewed regularly against any NZQA updates or changes to the Private Training Establishment Rules 2026, Quality Assurance Rules 2026 and iQAF. In 2026 a Risk Management Plan and regular monitoring has been implemented and is reviewed quarterly at Academic Board meetings. This provides a structured approach to risk management linked to continuous improvement.
Outcome 2: Learner voice	Well implemented A1 First Aid has systems, processes and ‘just in time’ opportunities for learners to provide feedback. 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	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. 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,

	give feedback at any time to staff and through a range of mediums.	website and forms in 2024 have significantly improved the responsiveness of learner feedback over 2025 and 2026.
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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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented A1 First Aid “walks the talk” when it comes to health and safety and the wellbeing of its staff and learners. 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. Course information includes Health and Safety site specific information for emergencies and any site hazards and safety requirements. Learner support needs are identified for disability, learning or health and wellbeing needs. Instructors are trained to identify and support holistic wellbeing.	A1 First Aid processes monitor, record and evaluate training venues using our systematic logging system and the learner experience feedback improvements. No incidents or near misses reported for staff or learners have been reported YTD in 2026. Health and Safety instructions are communicated to learners and stakeholders. A1 First Aid Instructors complete professional development courses annually. Over 2025-2026 our Instructors have undertaken professional development in Mental Health First Aid, Neurodiversity learner support and Te ao Māori cultural development. In 2026 they have also completed required updates for Emergency Care Instructor (ECI) with New Zealand Resuscitation Council and Mental Health First Responders course.

Outcome 4: Learners are safe and well	Well implemented 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. Instructors undertake bi-cultural and multi-cultural development opportunities to support learners culturally. 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.	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. Cultural communication and awareness is part of ongoing professional development and demonstrated in Instructors daily teaching practices. Supporting the holistic wellbeing of learners ensures learners all have a safe environment in which to learn. A1 First Aid website is where learners and their stakeholders/employers access information, wellbeing support tools and enrolment applications and support 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	No gaps identified. We will continue to monitor risk, QMS and learner wellbeing tools and logs through quarterly Governance and Academic Board meetings.
Outcome 2: Learner voice	In 2027 we will implement the updated learning and training resources and these will be reviewed for learner feedback and ease of use at our quarterly Academic Board meetings for any continuous improvement actions needed. Our ongoing website reviews and updates will continue to ensure ease of use 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 reviewed and managed and includes a Venue Log system. 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 2026-7.
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. In 2026-7 we will continue to use our Learner Wellbeing Log (2024-2027) and our Continuous Improvement Log (2023-2027) to continue to meet and anticipate learner needs for ongoing safety and wellbeing and continue to review findings quarterly at Academic Board meetings.

Summary of action plan

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	No gaps identified. Continue to monitor risk, QMS and learner wellbeing tools and logs through quarterly Governance and Academic Board meetings.	Director with Academic Board	2026-7 (ongoing)	Continue to monitor at quarterly Academic Board meetings	- 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	Implement the updated learning and training resources and these will be reviewed for learner feedback and ease of use at our quarterly Academic Board meetings for any continuous improvement actions needed Continue to monitor website interactive	Director with Academic Board	2026-7 (ongoing)	monitored by Academic Board quarterly meetings	- Learners and stakeholders have high satisfaction with updated learning resources and training methods. - Learners and stakeholders are aware of, and utilise interactive communications opportunities via website

	communication tools and their use				
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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	Continue to monitor entries to the following logs for continuous improvement: - Learner Wellbeing Log - Venues Log - CI Log Annual Professional Development plans for Instructors (2027 Plan)	Director with Academic Board Director & Instructors	2026 (ongoing) Q4 2026 Planning for 2027 implementation	progress monitored by Academic Board quarterly meetings	- 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	2026-7 (ongoing)	monitored by Academic Board quarterly meetings	learning and communication tools and guidelines are updated where required and response rates on learner feedback remain high in 2026-7.

