



A1 First Aid Ltd

9A Waipareira Avenue

Henderson

Waitakere City

Auckland 0652

Self-review Report 2024

Learner Wellbeing and Safety

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

Self-review report

The following 2024 annual 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 (2024) 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 2024 – 30th Sept 2024	Total #	4632	18 y/o or older	4487
				Under 18 y/o	145
	International learners	Total #	# Nil	18 y/o or older	#Nil
				Under 18 y/o	#Nil
Current residents	Domestic learners	Total #	4632	18 y/o or older	4487
				Under 18 y/o	145
	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	<u>Well implemented</u> / Implemented / Developing / Early stages
Outcome 2: Learner voice	<u>Well implemented</u> / 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	<u>Well implemented</u> / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	<u>Well implemented</u> / 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 2023) 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 the training requirements from NZQA’s ‘First Aid as a Life Skill’ document. They also complete annual professional development.

What our learners say about us...

"I would like to express my appreciation for the excellent first aid training session that I recently attended. The course was not only informative but also engaging practical, and easy to follow. Once again, thank you for the great training experience, I highly recommend your course to anyone looking to enhance their first aid skills" Cirilo Sept 2024(Google Reviews)

"Excellent training. Very good practical demonstrations and opportunity to try ourselves. Corrections were made as needed, and I left feeling competent to administer first aid thank you" T. Preez Sept 2024(Google Reviews)

"A1 First Aid Electrical Refresher and First Aid Training was really good with up-to-date information. Easy to register and attend the course. Highly recommended" R. Kandallu Sept 2024(Google Reviews)

"Course content very good covered a wide range of situations and responses, Booklet very useful" C. Wakely, Jan 2024 (Google Reviews)

"informative and interesting, moved at a good pace to absorb the information given" A. Robertson, Feb 2024(Google Reviews)

What our clients and stakeholders say about us...

"Alison and Wendy are absolute gems, fast responses and call if needing further clarification." S. Williams - Summerset at Monterey Park

"Expectations were clearly set before the course. And suitable humour involved throughout the course." A Mo - Healthlink

"Team is Super efficient; Kats real-life examples have certainly added great values to our learning." Q. Lee-Bricks 4 Kidz

"Instructor was well organised, professional and informative, passionate about First Aid." K. Papesch- North Shore Golf Club

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 through our Academic Board as relevant to programmes, delivery modes and stakeholders <p>A1 First Aid undertakes annual strategic and business planning and regular quarterly 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 ongoing CI cycle and processes.</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>NZQA EER Report 2024 stated “A1 First Aid is a sustainable and improvement focussed organisation. Comprehensive self assessment information and activities are effectively integrated with business planning and day-to-day management processes for assuring consistency and quality”.</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>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>
<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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<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. Tutors are trained to identify and support holistic wellbeing.</p>	<p>A1 First Aid processes monitor, record and evaluate training venues, learner wellbeing incidents and interventions and the learner experience.</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>
Outcome 4: Learners are safe and well	<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</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>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>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. External peer quality reviews of Instructor performance in delivery and learner support are regularly undertaken to inform Continuous Improvement.</p>
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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	<p>Our 2024 focus is on external peer review to identify areas for improvement in learner support and learning delivery.</p> <p>New unit standards will be implemented in 2025 through NZQA and Toitu te Waiora approval processes and this will also require redevelopment of learning resources, learner information and Instructor delivery and assessment tools and techniques. A further review of the QMS will be undertaken as we develop these for 2025.</p> <p>Our website will also be reviewed and updated to align to these developments.</p> <p>Quality Assurance external peer review of Instructor delivery and learner support will continue annually in 2025.</p>
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 website review and update will ensure ease of use and increase interactivity 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>No gaps identified in 2024. Our learning facilities are already well managed, and in 2023 we further strengthened this area to ensure the best possible learning environment and compliance with NZQA site approvals.</p> <p>We will continue our Continuous Improvement log and actions and 2023 initiatives which further strengthened our use of Te Reo Māori and Te Ao Māori in our website, teaching practices, learner resources and advisory groups for 2024-25.</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>In 2024 we have introduced additional recording of any learner wellbeing incidents and interventions to track and review for continuous improvement.</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	External peer review of learner support and learning delivery in action.	Director with Academic Board	Progressively Oct – Dec 2024	QA Observation schedule and reporting recommendations to Academic Board	<ul style="list-style-type: none"> Learning environments are accessible, safe and support a connected and inclusive learning experience Instructor delivery and learner support is consistently and validly meeting QA and Pastoral Care requirements.
	Review and update: <ul style="list-style-type: none"> Website and student handbook 	Website developer Course Developer	Progressively Oct – Dec 2024	Project plan – key tasks and dates; progress monitored by Academic Board meetings	<ul style="list-style-type: none"> Learner information and learning and assessment resources are updated for 2025 delivery
Outcome 2: Learner voice	Annually review and update website interactive communication tools	Director with Academic Board Website developer	Annual and Ongoing	As required	<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	No new actions required for 2024-2025. Ongoing evaluation and development of cultural connection in website, teaching practices and learner resources.	Director with Academic Board Māori & Pasifika advisors and learner reps Website developer	As required in 2024-2025	Progress monitored by Academic Board meetings	<ul style="list-style-type: none"> Website and learner resources and communications are culturally appropriate to support connection. Any updates are undertaken collaboratively and cultural improvements are endorsed by learners and stakeholders
Outcome 4: Learners are safe and well	Learner Wellbeing Monitoring and Data Analysis	Director with Academic Board	Developed in 2024 and implemented 2024-2025	Reporting and progress monitored by Academic Board meetings	<ul style="list-style-type: none"> Data analysis informs Continuous Improvement (actions as required)

