

Code of Practice

Pastoral Care of Domestic Tertiary
Learners Review 2023

*It's not just First Aid and Training
It's Life!*



Self-review report

TEO information

TEO Name	Actions for Survival Training Limited (AFST)		MoE number	8217
Code contact	Name	Nicki Mather	Job title	Training Manager
	Email	nicki@actionsforsurvival.com	Phone no	09 271 2402
Current enrolments	Domestic learners First Aid Training. Mental Health Wellbeing. Alcohol and other drugs.	Total # See notes below	18 y/o or older	# see notes below
			Under 18 y/o	# see notes below
	Notes: The number of enrolments change daily due to ongoing bookings for short courses. Date of birth data is collected on the day of the training. The majority of the learners for these short courses are over the age of 18 yrs. Courses are 4-12 hrs depending on the learners' requirements and type of course booked.			
Report author(s)	Nicki Mather			

The following Definitions of have been added to the Code of Practice.

Complaint: When a learner has an objection to something they have experienced that is unfair, unacceptable, or not up to appropriate or expected standard.

Critical Incident: An event concerning a learner that is unforeseen or unplanned, causing a traumatic situation that may impact on the learner, the PTE the learner attends, the staff of the PTE and/or the wider community.

No complaints or critical incidents have occurred up to the time of publishing this document.

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

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

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>Very effective.</p> <p>A system is in place for feedback from learners.</p> <p>First aid learners are invited to raise any concerns they may have at any time during the days training.</p> <p>The instructor reports any issues to the management by noting on the course checklist or direct contact if necessary.</p> <p>If issues require, contact post course the learner will be contacted directly if they have supplied their contact details.</p> <p>Professional development and updating is available when found to be necessary.</p>	<p>Booking forms and information, introduction on attendance at the course (visual aids), complaints procedure, raising concerns and comments procedure, access to managers, evaluation forms.</p> <p>Evaluations are reviewed by the Training Manager for review and response if required.</p>
Outcome 2: Learner voice	<p>Very effective.</p> <p>Learners are invited to give feedback via end of course evaluations, discussions with the instructor and/or by contacting the office by phone or email.</p>	<p>As above. Regular contact with stakeholders, regarding existing programs and new programs, trials, and feedback sessions.</p>

		<p>The end of the day evaluation provides an overall clear indication of how the course was received and any issues arising.</p> <p>Instructors are required to record on the course checklist any significant comments, suggestions, and concerns that arose during the day and hand into the office. Many suggestions are out of our control i.e., the day is too long, or their company did not supply morning tea.</p>
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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	<p>Very effective.</p> <p>AFST's policies and procedures facilitate a safe and inclusive learning environment for all learners.</p> <p>AFST has a comprehensive Health and Safety management plan.</p> <p>AFST takes into consideration how best to meet the needs of the learners from diverse backgrounds in particular, Māori and Pasifika, and people with disabilities.</p> <p>AFST uses digital learning with our NZQA approved 'First Aid for All' learning program. (Blended learning).</p>	<p>Booking forms and information, introduction on attendance at the course (visual aids), complaints procedure, raising concerns and comments procedure, access to managers, evaluation forms.</p> <p>Regular contact with stakeholders, regarding existing programs and new programs, trials, and feedback sessions.</p> <p>Instructor feedback both written and verbal. SMT reviews.</p> <p>Email support, Live Chat support and phone support.</p> <p>When an issue has been raised with the instructor, on the day, the issue will be resolved at the time. Where</p>

		<p>the issue is beyond our scope to resolve, we will engage with the workplace and learner to find a way.</p> <p>AFST actively looks for ways to support and meet the needs of people with disabilities.</p> <p>Learners with physical/intellectual disabilities, language barriers, etc are provided with assistance to complete the course.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>Very effective.</p> <p>At the beginning of all classroom sessions, all learners are encouraged to interact, ask questions, discuss any issues, or raise concerns at any time. Learners are also advised that there is a procedure for formal complaints and how to access it should the need arise.</p> <p>All sessions conclude with an anonymous feedback/evaluative session, where any issues can also be raised.</p> <p>Course confirmation and via website or email, the learner is encouraged not to attend should they be unwell, for their safety and the safety of others attending the course.</p> <p>End of course anonymous evaluations provide the opportunity for feedback regarding any aspect of concern.</p>	<p>All of the above.</p> <p>Where additional support is identified, alternative or additional arrangements are made to ensure the learner success where possible.</p> <p>Learners advise the office if they are unwell, or do not arrive on the day as arranged.</p> <p>The office will endeavour to rebook for another day.</p> <p>All learners are given an anonymous evaluation form to complete.</p> <p>Risks identified with assessment practice, re: Using a manikin to assess the Choking procedure, causing physical harm to learners, instructors, and damage to equipment.</p> <p>Reported repeatedly since 2021 to former Standard Setting Body (SSB) Skills and NZQA on multiple occasions (evidenced) and requested to inform</p>

	<p>Risk assessments are periodically complete on certain aspects of the course and assessment.</p> <p>Risks identified with assessment practice: Using a manikin to assess the Choking procedure, causing physical harm to learners, instructors, and damage to equipment.</p>	<p>providers of 'risk to people' whilst practising and assessing this. Both NZQA and Skills refused.</p> <p>This issue has now been addressed by the new (SSB) Toitū Te Waiora (TTW), with the review of the current unit standards. However, the old ones remain on the framework for a long period of time before expiring and NZQA continue to refuse to inform providers of the continued risk, from their old written and managed by NZQA unit standards. AFST continue to raise this issue.</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	Learners are only with us for 1-2 days; we do not know who they are or any information regarding them prior to attendance at a course. The only information we would receive is what organisation they are from via the person booking the course. Unless booking independently when more information is gathered. No gaps identified.
Outcome 2: Learner voice	A slight gap has been identified in how evaluations are reviewed and analysed. A more robust system is to be implemented for more effective collation of data.

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	No gaps identified.
Outcome 4: Learners are safe and well	Risks identified with assessment practice , re: Using a manikin to assess the Choking procedure, causing physical harm to learners, instructors, and damage to equipment.

Reported repeatedly since 2021 to former Standard Setting Body (SSB) Skills and NZQA on multiple occasions (evidenced) and requested to inform providers of 'risk to people' whilst practising and assessing this.
Both NZQA and Skills refused.

This issue has now been addressed by the new (SSB) Toitū Te Waiora (TTW), with the review of the current unit standards. However, the old ones remain on the framework for a long period of time before expiring and NZQA continue to refuse to inform providers of the continued risk, from their old written and managed by NZQA unit standards.

No further gaps identified.

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	N/A	N/A	Review 2024	N/A	N/A
Outcome 2: Learner voice	Create a more robust system for analysing data from evaluations forms. Collation and analysis to be reviewed quarterly.	Nicki Mather	Review April 2024, then quarterly	Followed up in respective month	Evaluation feedback becomes a valuable tool for training improvement, resource allocation and strategic planning.

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	N/A	N/A	Review 2024	N/A	N/A

<p>Outcome 4: Learners are safe and well</p>	<p>Risks identified with assessment practice, re: using a manikin to assess the Choking procedure, causing physical harm to learners, instructors, and damage to equipment. Reported repeatedly since 2021 to former SSB, Skills and NZQA on multiple occasions (evidenced) and requested to inform providers of risk to people. Both refused. Continue to request.</p> <p>Change assessment practise for the Choking procedure until new unit standards come into existence Nov 23. TTW current SSB acknowledges the risk and has removed this practice from the new unit standards.</p>	<p>NZQA</p>	<p>Now</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing.</p>	<p>NZQA to inform providers of Health and Safety risk associated with the assessment practise for unit standard 6402 as it will stay available on the framework until 2024.</p> <p>Providers informed and practices changed.</p> <p>No people are injured during this assessment practice.</p>
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