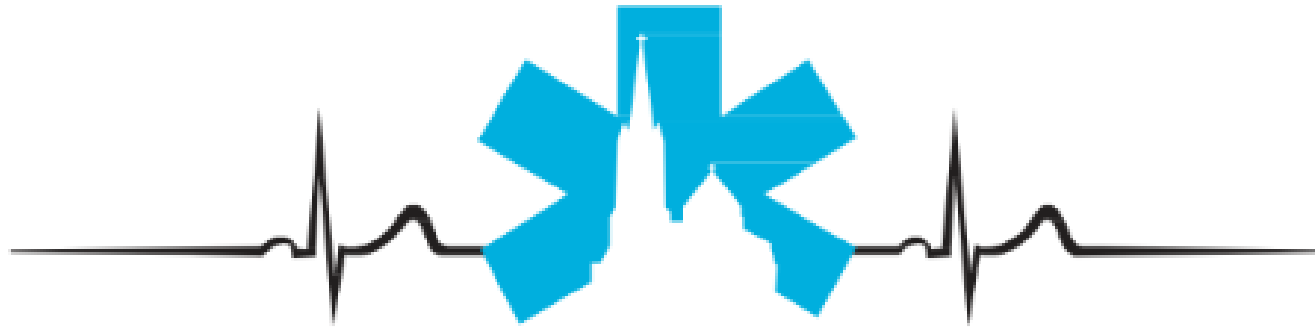


City First Aid Training Ltd



Self Review 2022

Quick view of overall status of implementation:

Outcome 1: A learner wellbeing safety system				
Stage of implementation	Early implementation	Developing implementation	Implemented	Well implemented

Outcome 2: Learner Voice				
Stage of implementation	Early implementation	Developing implementation	Implemented	Well implemented

Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments				
Stage of implementation	Early implementation	Developing implementation	Implemented	Well implemented

Outcome 4: Learners are safe and well				
Stage of implementation	Early implementation	Developing implementation	Implemented	Well implemented

Outcome 1: A learner wellbeing safety system

Stage of implementation	Early implementation	Developing implementation	Implemented	Well implemented
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Outcome 1:	Evidence based effectiveness	Gaps identified	Plan to rectify
How effective are our pastoral care policy goals and strategies in reaching outcomes for learner wellbeing and safety?	Not effective and needs improvement	No pastoral care policy in place at this time	<ul style="list-style-type: none"> • Develop a pastoral care policy in accordance with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
How effective are our systems at communicating our strategic goals and plans? (Publication of strategic goals and strategic plans available to learners, stakeholders, staff and on our website for a transparent processes)	Not effective and needs improvement	<p>Pastoral care policy with strategic goals and plans are not currently in place,</p> <p>A system for publication of goals and plans</p> <p>Inclusion on CFA website</p>	<ul style="list-style-type: none"> • Develop a system to publish pastoral care policy, goals and plans, including inclusion on the website and tutor slideshow information.
How effective are our review processes for frequency, and implementation?	Not effective and needs improvement	No system in place currently	<ul style="list-style-type: none"> • Discuss feedback at monthly VBG meeting • Record VBG meeting minutes for later review and planning purposes. • Create an easily searchable record keeping system of reviews

<p>How effective are we at participation, protection and partnership to uphold Te Tiriti o Waitangi obligations?</p>	<p>Not effective and needs improvement</p> <hr/> <p>Team Meeting 20/06/2022 - Cultural sensitivity/pastoral care- tutors were asked to report any pastoral care given to students during class.</p> <p>Talked about sensitivity of people’s culture, eg, not sitting on tables, not touching someone’s head or body...always asking for permission.</p> <p>One staff member was given praise by learners for culturally sensitive responses to learner distress. (Gail- Te Ahi Wairua o Kaikoura (Celeste Te Rakena)</p> <p>All classes and assessments are in English, as stated on our paperwork. However, we encourage the use of interpreters where necessary for learner understanding and success</p>	<p>No learner voice or lwi consultation in development of programmes or policies.</p> <p>No Cultural Competency and Respect training for team</p> <p>Encourage the use and preservation of the Māori language (Te Reo Māori)</p> <p>Encourage the use and preservation of Pasifika languages during language weeks</p> <p>No ability to choose multiple ethnicities on CFA roll</p>	<ul style="list-style-type: none"> ● Seek consultation with community resources on cultural training. ● Seek learner feedback on class experience ● Investigate inclusion of Te Reo in company written materials and classroom presentations ● Investigate possibility of extra learning around languages and customs during specific language weeks ● Include multiple choice grid for ethnicity in CFA roll.
<p>How effective are our systems for recording feedback, /complaints/compliments.</p>	<p>Not effective and needs improvement</p> <hr/> <p>Feedback form used regular but needs improving only currently</p>	<p>Feedback form in place not enough detailed feedback from learners for pastoral care data</p>	<ul style="list-style-type: none"> ● Develop a more detailed feedback form + complaint system that allows for easily accessible data
<p>How effective are we at a whole-provider approach to learner wellbeing and safety?</p>	<p>Not effective and needs improvement</p> <hr/> <p>Request made for tutors to provide in-class examples of pastoral care</p> <p>Staff training days</p> <p>Team meeting records</p>	<p>No defined system of recording any examples of pastoral care or critical incidents.</p> <p>No consistent system for seeking stakeholder feedback</p> <p>No consistent inservice training on pastoral care in team meetings</p>	<ul style="list-style-type: none"> ● Develop and implement staff reporting systems and reflective feedback on a monthly basis. ● Make Pastoral Care staff training a regular item on the agenda for quarterly team meetings

<p>How effective is our staff training (including induction for new staff) at accounting for Te Tiriti o Waitangi</p> <p>Understanding diverse learner groups</p> <p>Reporting incidences of racism, discrimination, bullying and or physical/sexual violence.</p> <p>Privacy and safe handling of information</p> <p>Referral pathways and escalation procedures</p>	<p>Not effective and needs improvement</p> <hr/> <p>Company wide health and safety policy in place and some staff training given during team meetings as evidenced in meeting minutes 20/06/2022</p> <p>New staff induction manual in place - needs updating</p> <p>Referral organisations included in First Aid Manual.</p>	<p>No collaboration and consultation with neuro diverse learners in relation to in class training</p> <p>Not all staff clear on reporting systems or referral pathways</p> <p>No training given on privacy and safe handling of information</p> <p>No training given on referral pathways and escalation procedures</p>	<ul style="list-style-type: none"> ● Seek consultation with neuro diverse and diverse learners. ● Ongoing staff training for understanding reporting system (as per CFA policy) ● Training to be given on privacy and safe handling of information ● Training to be given on referral pathways and escalation procedures.
<p>How effective are our emergency procedures</p>	<p>Effective but needs improvement</p> <hr/> <p>All staff discuss emergency procedures during 'housekeeping' in class.</p> <p>Information on policy and procedures in the health and safety manual</p> <p>New companies sent "information for tutors forms to identify hazards</p> <p>All staff know to ask about emergency procedures when on site</p>	<p>No documentation on emergency procedures for our public classes is kept on record for all staff to access.</p>	<ul style="list-style-type: none"> ● Develop detailed document on emergency contact and procedures for Cashmere, La Vida, North City Rangiora etc ● Document in the health and safety manual and tutor manual
<p>How effective are we at promoting and recording wellbeing and safety awareness</p> <p>Including:</p> <p>safe health /mental health support</p> <p>Suicide and self harm awareness</p> <p>drug/alcohol awareness</p> <p>Healthy lifestyle</p>	<p>Effective but needs improvement</p> <hr/> <p>All staff trained in health and safety processes, policy and procedures.</p> <p>1 staff member currently with mental health first aid certificate, and Life keepers training.</p> <p>Community resources listed in CFA manual</p>	<p>Not all staff currently trained in mental health first aid or suicide action plans.</p> <p>No unified approach to well-being/healthy lifestyle promotion within the classroom</p>	<ul style="list-style-type: none"> ● All staff to complete LifeKeepers training. ● Promote 1737 badges & mental health resources awareness. ● Community resources put in Tutor Training manual ● Regularly review and update community resources. ● Wellbeing classes to be developed

Outcome 2: Learner Voice

Stage of implementation	Early implementation	Developing implementation	Implemented	Well implemented
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Outcome 1:	Evidence based effectiveness	Gaps identified	Plan to rectify
How are we actively seeking feedback from learners on their in class training experience	Effective but needs improvement	No specific learner wellbeing or safety questions currently on the feedback form.	<ul style="list-style-type: none"> • Rewrite current learner feedback form to seek feedback on their perception of safety and wellbeing during their in-class training
Are we actively seeking feedback from learners on their blended training experience (4 hours online and in class training)	Not effective and needs improvement Some informal feedback was sought at the beginning of classes, asking learners about their online experience prior to attending their in-class training and assessment	Formalise learner feedback	<ul style="list-style-type: none"> • Rewrite current learner feedback form to include questions related to the online learning experience.
How effectively do we work with learners to process complaints, including how to make complaint, how it will be handled, and how it is progressing	Effective but needs improvement All tutors discuss the complaint process and contact information with learners during the 'housekeeping'	No clear process of recording the process and outcome	<ul style="list-style-type: none"> • Make Pastoral Care staff training a regular item on the quarterly team meetings agenda. • Develop and implement staff reporting systems and reflective feedback on a monthly basis.
How effective are we at handling complaints in a timely fashion?	Effective but needs improvement	No consistent processes in place. No information given about complaint processing in tutor manual	<ul style="list-style-type: none"> • Develop a process for complaint handling and staff education on process including NZQA disputes • Record in tutor manual.

<p>How responsive are we at implementing strategies of known learner needs</p>	<p>Effective but needs improvement</p> <hr/> <p>Currently the “information for tutors” form has a section on further support needed for learners.</p> <p>During the year learners have been supported by language Interpreters including NZ sign. (Liz - tagalog)</p> <p>Learners in class have also been further supported by teacher aids (Liz CGHS).</p> <p>A student asked to turn down the lights in a public class at La Vida (Gail)</p>	<p>Not all companies are sent the ‘information for tutors form when booking a class</p> <p>No system in place for asking individual learners about any further support required for their success</p> <p>Offer more training on neuro divergence to allow for better support systems to be put in place.</p> <p>Tutors can make suggestions for learner support in housekeeping (eg, more frequent breaks, reduce lighting, more active work, scribble paper)</p>	<ul style="list-style-type: none"> ● Provide the person responsible for booking the class the opportunity to identify learning needs for learners. ● Make it part of the booking system and develop a consistent method of informing the class tutor. ● Brainstorm ideas of how to better support learners and include this resource in the Tutor Manual.

Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments

Stage of implementation	Early implementation	Developing implementation	Implemented	Well implemented
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Outcome 3:	Evidence based effectiveness	Gaps identified	Plan to rectify
<p>How effectively does our facilitation of first aid support positive learning experiences of diverse learner groups?</p>	<p>Effective- but needs improvement</p> <hr/> <p>Feedback form evidence</p> <p>There are consistent themes throughout the learners feedback forms relating to the tutors being fun, engaging, knowledgeable, welcoming, and open to answering questions;</p> <p>Ariela made it really engaging and interesting Lots of activities and she had a huge knowledge 25/02/2022</p> <p>Gail -Engaging tutor, great explanations. Questions used really well to engage thinking 19/02/2022</p> <p>Juliet was fantastic, A real asset to the company with her experience and knowledge. 06/10/2022</p> <p>Liz: Open , friendly environment and engaging tutor 21/03/2022</p> <p>Yvonne: made real life situations easy to relate to. She spoke clearly and listened to people well. 19/08/2022</p>	<p>Many comments on the feedback form address concerns regarding duration, prolonged sitting, excessive information, repetition, extensive dialogue, and irrelevant stories.</p> <p>The tutor manual lacks guidance on effectively working with diverse learners, such as ensuring that communication is clear, respectful, and accessible, especially in settings like the Deaf Society</p>	<ul style="list-style-type: none"> • Training on how to tell a good story. (Toastmasters? Youtube?) • Continue with in-service training on good facilitation • Add tips page to tutor manual. • Seeking learning feedback from neurodivergent groups.

<p>How effective are our systems at gathering information on learners in-class and digital experience of the built environment.</p>	<p>Effective but needs improvement</p> <p>Informal and formal feedback forms 19/01/2022 “acoustics a bit trying at times</p>	<p>No information has been sort from learners on this</p>	<ul style="list-style-type: none"> ● Include questions of the physical learning environment in the feedback form. ● Sound test our public teaching spaces for best lighting and acoustics and develop a plan for diverse learners (eg someone wearing hearing aids, sound/light sensitive,
<p>How effectively do we include and support learners through our online learning programme</p>	<p>Effective but needs improvement</p> <hr/> <p>In the online learning course there is space to give feedback for technical issues. However this not regularly monitored by a First Aid instructor There is a contact support@cityfirstaid.co.nz email available to students, it can be confusing who answers these emails.</p>	<p>No clear system for support for digital learners</p>	<ul style="list-style-type: none"> ● Better monitoring of digital progress ● Better monitoring of online feedback ● Develop a clear system for answering support@cityfirstaid emails
<p>How effective are we at creating environments that promote inclusion and safety?</p>	<p>Effective, but needs improvement</p> <hr/> <p>Feedback form 20/09/2022 “Did not like how much my questions were ignored</p> <p>05/10/2022: Tutor made a comment that overdosing on panadol is for attention which is insensitive and very inappropriate. Having had family and friends attempt this way it was quite invalidating of what they might’ve been doing through.</p>	<p>Insensitive comments from tutors</p>	<ul style="list-style-type: none"> ● Staff training on sharing personal opinions in-class information. ● Investigate ways to improve the classroom experience for neurodivergent learners

Outcome 4: Learners are safe and well

Stage of implementation	Early implementation	Developing implementation	Implemented	Well implemented
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Outcome 4	Evidence based effectiveness	Gaps identified	Plan to rectify
Processes and staff identified for ongoing training in; <ul style="list-style-type: none"> a) Te Tiriti o Waitangi b) Obligations to the code c) Welfare issues for diverse learners d) Reporting of incidents of racism, discrimination and bullying e) Sexual and physical violence prevention f) Privacy and safe handling of personal information 	Not effective and needs improvement	No identified roles and responsibilities defined in regards to these processes and training.	<ul style="list-style-type: none"> ● Identify and assign roles to most appropriate staff member ● Identify and develop processes ● Record in tutor manuals and operating documents.
How effective are our processes at identifying, reporting and referring learners at risk of harming self or others	Not effective and needs improvement	No identified standardised process of dealing with learners at risk to self and others..	<ul style="list-style-type: none"> ● Identify & develop appropriate processes. ● Document in health and safety and tutor manual. ● Training given in team meeting
How effective are our processes of dealing with, emergencies procedures	Effective but needs improvement As above in objective one	As above in objective one	As above in objective one
Responding to disruptive behaviours.	Effective but needs improvement Tutors have skills in conflict resolution and disruptive behaviour, currently there is no clearly defined system in place	No identified standardised process of dealing with disruptive learners.	<ul style="list-style-type: none"> ● Staff training and process for responding and recording disruptive behaviours.

