

- First Aid Events
- First Aid Courses
- Kits and Supplies
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Triple One Care Domestic Code Self-review Report 2022

Triple One Care has completed the below self-review report after examining our organisations performance around student achievement and wellbeing. We use this report to identify our strengths and weaknesses and reflect on these outcomes to implement positive worthwhile change in our organisation. Triple One Care primarily runs short (1 day) courses to domestic clients. We do not meet some of the criteria for international students, however recognise the code needs to be consistent and applicable to all students in Aotearoa.

Outcome 1 – Triple One Care has come to the conclusion that ‘Learner wellbeing and safety system’ is ‘well-implemented’. Triple One Care have carefully designed a lesson plan to ensure our courses are consistent and we cover vital aspects of student wellbeing and safety. Each of our courses begin with an induction and health and safety briefing. We also have a RAM form which is completed for each course, this identifies any risks in the current setting and is discussed with the students. In the past year we have implemented a new student enrolment and booking platform which allows students to register their personal details directly and is kept on a secure database. This protects our student’s private information rather than having paper-based forms stored. We have always managed student feedback very well with post course evaluation forms. We have since expanded on this process to make it more robust by allowing the students to complete this feedback anonymously via an online link which is submitted directly to head office without the trainer first reviewing it. This creates a ‘fear-free’ platform in which students can provide open and honest feedback allowing Triple One Care to reflect on this and implement positive worthwhile changes to our training.

Outcome 2 – Triple One Care has come to the conclusion that ‘Learner voice’ is ‘well-implemented’. As mentioned in the above outcome, Triple One Care have expanded on our student feedback process to allow students to anonymously complete open and honest feedback from their course. This feedback is tracked at a national level in which we identify patterns and trends to implement change. An example of this from recent data collected is, the general public are 40% likely to use First Aid skills at home for a minor injury. However, 1.4% of our students have used an AED in the past 2 years. This percentage is consistently growing over the past 3 years, since identifying this pattern we now include more AED scenarios into our training in response to our student’s voice. As part of our robust induction process, the trainer also asks each of the students which industry/workplace they come from where they are likely to use first aid. This allows the students to feel valued and become involved in sharing stories and experiences which can then be related to the training they receive during the course. Our training is interactive, and our students are actively involved in the lesson. Alongside our anonymous student feedback process, each student receives a copy of the course manual which clearly has our complaints process should they feel uncomfortable or unsafe at any time during their interaction with Triple One Care. This process outlines both the internal process of escalating issues as well as the process in which they follow should they wish to escalate a matter to NZQA.

Outcome 3 – Triple One Care has come to the conclusion that ‘Safe, inclusive, supportive and accessible physical and digital learning environments’ is ‘well-implemented’. Triple One Care includes a ‘learner code of conduct’ which is available in each of our course manuals. This is also brought to attention and covered at the beginning of the class, so each student is aware of the expectations around behaviour towards other students. We also use a wide variety of learning/teaching styles to complement our students. Some of these include written, audio, visual, practical or translator assisted. This ensures we cover all learning styles our students may have, making it an inclusive learning environment. In the past year Triple One Care have recognised the need for ‘blended’ courses which include an online learning module followed by a shortened in-person practical session. We have since developed an interactive online learning module which allows us to track our students progress. As part of this process, we have been approved a permanent delivery method from NZQA to incorporate this into our approved courses.

Each of our selected training venues is checked using a booking form which is completed by the venue prior to use to ensure it is suitable and safe for our students. Our trainers give the students a warning if they are going to display images/videos which may contain blood or a scenario which may affect the student. Triple One Care have also implemented a blanket rule on not using and recent real-life traumatic events that took place in Aotearoa in the past 12 months. This is to better protect our student’s mental health around these traumatic situations. We give all student the option to excuse themselves and have a discussion with the trainer if there are any elements of our course that may have a mental or physical impact on the student. We then put actions in place to overcome these barriers. We use our fortnightly newsletters to inform and educate staff on identifying students’ barriers and how to overcome these. Due to the short duration of our courses, we are not in a position to assist is accessing further support.

Triple One Care continue to incorporate Te Reo into our daily organisational running’s. Our trainers are encouraged to greet their class with the use of Te Reo and we have supported some staff in learning a mihi to include in their training. Our course manuals and assessments include bi-lingual headings and titles in both English and Te Reo. We are proud to be a New Zealand owned and operated company which is conveyed in all company email communication and integrated on all course material.

Outcome 4 – Triple One Care has come to the conclusion that ‘Learners are safe and well’ is ‘implemented’. The nature of Triple One Care courses are short in duration where our staff only have interaction with our students for a short period of time. During this time, we have the above steps to ensure our learners are safe and well. As an organisation we review the Domestic Code for any updates or changes every 6 months. This review is scheduled into our QMS calendar which gets reviewed each month. As part of our student feedback/evaluation we ask for any suggested improvements to both our content as well as training process so we can adapt and implement more effective methods in our teaching. If any of our students display signs they are unwell, our trainers are able to offer them to leave the course and come back at a later date to complete the training. This is both for the safety and wellness of the particular student as well as the other staff and students present. If this occurs, it is noted on the course paperwork and recorded by head office for accurate tracking.

In conclusion, Triple One Care strive to provide the best possible learning experience for all of our students. As our organisation continues to grow, we reflect on our current processes so we are able to identify our strengths and weaknesses within the company to implement positive change for our students. A copy of our annual self-review report is publicly available via our new website, this holds us accountable if we are not meeting the above expectations. Triple One Care promotes a transparent and safe learning environment to our students and endeavour to maintain and develop this throughout our training in the future.

Ngā mihi,
Triple One Care

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