

SELF ATTESTATION REPORT 2023

Triple One Care has conducted a review of our organisation's performance in student achievement and well-being. This report serves as a tool to identify our strengths and weaknesses, enabling us to improve our learner outcomes in terms of their pastoral care.

Triple One Care primarily offers short (1-day) courses to domestic clients. We acknowledge we may not fully meet certain criteria for international students however this represents less than 0.01% of our student base.

Triple One Care does not provide any accommodation to students.

Outcome 1: 'Learner well-being and safety system'

We self-rate our 'Learner well-being and safety system' as **well-implemented**. Our lesson plans are devised to ensure that our courses maintain uniformity and cover essential aspects of student well-being and safety. Each course “kicks-off” with an induction and a thorough health and safety briefing. Additionally, we employ a Risk Assessment Matrix (RAM) form for every course, identifying any potential risks in the current environment and discussing them with the students.

Over the past year, we've improved on our student enrolment and booking platform, safeguarding their personal information on a secure database rather than relying on paper-based forms.

Our approach to managing student feedback is three-fold.

1. we provide system that allows students to submit feedback anonymously through an online link directly to the head office or;
2. via traditional paper-based forms or;
3. direct feedback after the course through our head office via email or phone

This creates a complete environment for students to offer candid feedback, empowering Triple One Care to reflect on these insights and implement constructive improvements to our training.

Outcome 2: 'Learner voice'

We self-rate our 'Learner voice' is **well-implemented**. We've a comprehensive student feedback process. This feedback is analysed on a national level, helping us identify patterns and trends for potential changes.

Data we have received from feedback:

(% of total learners)

Feedback	2022	2023 (YTD)
First Aid skills used in past 2 years:		
Workplace	34.6%	17.9%
Community	14.3%	8.0%
At home	36.9%	16.4%
AED in the past 2 years.	2.0%	0.8%
Used FA for seriousness of incident:		
Minor	48.4%	26.6%
Moderate	20.4%	11.4%
At Major	10.6%	4.0%
Maori / Pasifika decent	24.3%	20.7%

We note a decline in the amount of feedback as we move transition to our electronic feedback submission form. We are reviewing this outcome to develop an action plan to improve feedback response.

We looking to develop this area further and capture greater information and reviewing what type of information is captured. This includes information required to help our Disability Action Plan that we are aiming to develop in 2024. An Action Plan is implemented to monitor progress in these two fields.

Our training methodology is interactive, ensuring active engagement from our students. Alongside our anonymous feedback process, each student receives a copy of the course manual, which includes our complaints process in case they ever feel uncomfortable or unsafe during their interaction with Triple One Care. This process outlines both internal escalation procedures and the steps to consult concerns to NZQA if needed.

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

We self-rate our 'Safe, inclusive, supportive, and accessible physical and digital learning environments' are **well-implemented**. We have an established 'learner code of conduct' in our course manuals and cover it at the beginning of each class, ensuring all students are aware of behavioural expectations towards their peers.

We employ a diverse range of teaching styles to accommodate various learning preferences, including written, audio, visual, practical, or translator-assisted methods. This inclusive approach caters to all learning styles, creating an environment conducive to effective learning.

In the past year, we've embedded our 'blended' courses, comprising an online learning module followed by a in-person practical session. We've developed an interactive online learning module that enables us to track student progress. This method has received permanent approval from NZQA for incorporation into our accredited courses.

As a policy, we do not use recent real-life traumatic events that occurred in Aotearoa within the past 12 months, aiming to safeguard our students' mental well-being. We give students the option to excuse themselves and discuss any elements of the course that may have a mental or physical impact on them. We then implement measures to address these concerns. Our bi-weekly newsletters educate staff on identifying and overcoming students' barriers. Due to the condensed nature of our courses, we're unable to assist in accessing further support.

Triple One Care continues to integrate Te Reo into our daily operations, this is an area we feel we can continue to develop in 2024. Our trainers are encouraged to greet their classes in Te Reo, and we've supported some staff in learning a mihi (greeting) to incorporate in their training. Our course materials and assessments feature bilingual headings and titles in both English and Te Reo. We take pride in being a New Zealand-owned and operated company, a fact reflected in all company email communication and integrated into all course materials.

Outcome 4: 'Learners are safe and well'

We self-rate 'Learners are safe and well' as **implemented**. Given 90+% of our courses are short (8 hours or less), our staff have limited interaction with students. Nonetheless, we take several steps to ensure the safety and well-being of our learners. As an organisation, we review the Domestic Code for any updates or changes every six months. This review is integrated into our Quality Management System (QMS) calendar, which undergoes monthly review.

Through our student feedback/evaluation process, we solicit suggestions for improvements in both content and training methods, allowing us to adapt and implement more effective teaching techniques. If a student exhibits signs of being unwell, our trainers offer the option to leave the course and return at a later date for completion. This measure is in place for the well-being of the student and for the safety and comfort of other staff and students present. Any such occurrences are documented on course paperwork and recorded by the head office for accurate tracking.

Conclusion

We have made further advances to improving the pastoral care of learners. We will continue to review, reflect and change as a continuous improvement program. This report can be found on our website