



Self-Assessment summary 2025

Hato Hone St John PTE

1 November 2025

Executive Summary

This year's review builds on previous Self-Reviews, which have been used as a foundation and reference point for ongoing reflection, development, and implementation of the Code. The self-review process forms a key component of our continuous quality improvement system and supports our obligation to maintain full compliance with the Code.

By addressing the areas for improvement identified through this review cycle, we seek to strengthen organisational effectiveness, sustain compliance, and further enhance learner and stakeholder satisfaction. The ongoing analysis of learner and stakeholder feedback is now integrated into strategic and operational planning processes and continues to inform decision-making. As a leading first aid training provider, we remain committed to maintaining safe, inclusive, and learner-centred environments that uphold the intent and requirements of the Code.

Summary of performance for each outcome

The stages of implementation that reflect Hato Hone St John's current level of understanding and practice for each of the four Outcomes, are based on the continuum provided in Appendix 1, are indicated below.

Outcome 1: A learner wellbeing and safety system

Rating: Well implemented

Summary of performance and how do we know

As in previous years learner wellbeing and safety continues to be at the front of what we do and is reviewed on a regular basis based on learner check-ins, clinical face book page, informal conversations, learner feedback, complaints, in-class observations and moderation.

The Public Training Capability Framework is being rolled out across the motu with the purpose of enhancing tutor engagement and supporting professional development and growth.

Public Training's move to a national administrative model represents a significant step forward in strengthening organisational consistency and operational excellence. With recruitment underway, and training and review processes planned, the transition is expected to deliver long-term benefits for staff, learners, and stakeholders.

Learner safety and wellbeing goals have been mapped against the Code requirements for the Clinical REMT programme and a new Learner booklet produced.

The integration of Mental Health First Aid content into first aid courses, alongside the development of dedicated Mental Health First Aid programmes and the inclusion of a mental health awareness day within the REMT programme, continues to receive positive learner feedback. These initiatives are demonstrating value in building learner confidence, reducing stigma, and equipping learners with tools for self-care and for supporting the wellbeing of others.

Outcome 2: Learner voice

Rating: Well implemented

Summary of performance and how do we know

Learner feedback for Public Training courses continues to be collected and compiled by an independent third party. To enhance engagement and response rates, the survey is now sent three working days after course completion, rather than monthly. This change has resulted in improved response rates and more relevant, accurate feedback.

Collected data is analysed and compared against the previous quarter and the preceding 12-month period to inform ongoing course improvements and strategic decision-making. Analysis covers resource quality, ease of booking, suitability of facilities, tutor credibility and experience, learner confidence post-course, overall satisfaction, and Net Promoter Score (NPS). The aggregated findings are used to inform strategic decision-making and to guide tutor professional development and continuous improvement activity.

The well-established organisational complaints procedure has been adapted to capture feedback and compliments, as well as complaints. Complaints and critical incidents are reported at the PTE Governance meetings, with no critical incidents reported in the last year.

Learners are informed of the complaints process via Terms and Conditions, website, workbooks, welcome video played at the start of courses and course introductions. Complaints, feedback and compliments can be lodged via phone, online, post or email.

Complaints, feedback, critical incidents and any noted trends are reported at the PTE Governance meetings.

The Te Manawaroa Project, which aligns with the newly refreshed Manaaki Ora organisational strategy and contributes to meeting the needs of priority groups, was a collaboration with local iwi and weaves Mātauranga Māori into the First Responder course and is to be extended to other iwi.

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

Rating: Well implemented

Summary of performance and how do we know

Following on from the Hato Hone St John Integrity Charter Te mana o te pono, and to keep each other safe, an independent "Speak up" line has been established as an additional channel to raise and report serious concerns, including issues such as child protection issues, theft or fraud, serious wrongdoing, bullying, harassment and discrimination.

Hato Hone St John, as an organisation, continues to value the diversity of people and their voices. Resources on accessibility, inclusivity, diversity and equity are constantly being added to and are available to all Hato Hone St John personnel (including our tutors and internal learners).

The Verification visit for the Dyslexia Friendly Quality Mark received positive feedback, with one learner saying Hato Hone gave her what she hadn't previously experienced: a safe and understanding environment in which to learn and succeed. *"It has given me freedom! My confidence has increased, and I have grown so much. It blows me away to realise how capable I am and my abilities. I'm proud to be a role model to my whānau and help others."*

Te Tiriti o Waitangi - a key part of Hato Hone St John Aka Whiri strategy is developing our cultural competency and understanding of te ao Māori as an organisation. Tutors and CSOs continue to be encouraged to use simple Maori phrases during courses and open and close with a Karakia.

This year has seen a number of courses, (unit standard and non-unit standard) along with learner resources reviewed or redeveloped to ensure their content is current and they continue to meet the needs of learners, stakeholders and industry.

Outcome 4: Learners are safe and well

Rating: Well implemented

Summary of performance and how do we know

Learners are encouraged to let their tutor/CSO know if they have any concerns or matters that may affect their learning or completing the course.

A Mental Health component has been added into some first aid courses. A range of Mental Health courses are available on the Hato Hone St John website. In the Clinical space, a Mental Health awareness day has been incorporated into the REMT programme.

Inclusive classroom practices and multilingual signage help support learners' connection to their culture and language.

The Peer Support Programme, a confidential, collegial support programme has been extended to all Hato Hone St John personnel members.

Appendix 1: Continuum of implementation for the Code

			Well-implemented The Code is well-implemented
		Implemented The Code is implemented	• Thorough understanding of Code outcomes and requirements across the organisation • Diverse range of multiple perspectives sought, including robust practices, to reflect learner voice • Full consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Well-established practices in place to monitor against all Code outcomes and requirements • Highly effective reporting processes from self-review
Early stages of implementation Implementation of the Code has not yet started or requires significant work	Developing implementation Implementation of the Code is underway, yet requires further work		
• No or limited understanding of Code outcomes and requirements across the organisation • No or limited perspectives sought. Practices to reflect learner voice non-existent or underway • No or limited consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • No or limited practices in place to monitor against all Code outcomes and requirements • No or limited reporting processes from self-review	• Some understanding of Code outcomes and requirements across the organisation • Some perspectives sought, including adequate practices, to reflect learner voice • Some consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Some practices in place to monitor against all Code outcomes and requirements • Adequate reporting processes from self-review	• Sufficient understanding of Code outcomes and requirements across the organisation • Multiple perspectives sought, including sound practices, to reflect student voice • Good consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Relevant practices in place to monitor against all Code outcomes and requirements • Effective reporting processes from self-review	

