



**Hato Hone**  
**St John**

**Self-Assessment summary 2023**  
**Hato Hone St John PTE**

1 November 2023

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## TEO information

TEO name	Hato Hone St John		MoE number	7321	
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Current enrolments (1.1.2023 to 30.9.2023)	Domestic learners	Total: 87,036 Clinical: 957 (active) Training: 86,079	18 y/o or older:		
			Under 18 y/o:		
	International learners	No International learners			
Current residents	Domestic learners	Total: NA	18 y/o or older:	NA	
			Under 18 y/o:	NA	
	International learners	No International learners			
Report author	Anne Stewart Andrew Graham Simon Barnett				

## Executive Summary

The Hato Hone St John PTE is part of a nationwide service organisation with strong international links, and reports to the Risk Committee and executive management structure through the Head of Training.

Hato Hone St John PTE holds itself accountable to its stakeholders and to the commitment to excellence, within the PTE we see our mandate to uphold the quality of training and outcomes as critically important. The PTE has a clear purpose and structure, and its self-assessment is well-resourced, rigorous, comprehensive, and carried out as part of a reflective culture in a community of learning.

Our purpose is to make life-changing differences within our communities, to ultimately achieve our greater vision of enhanced health and well-being for all. Through education, we build confidence and knowledge in resilience, response, and wellbeing. Our PTE is structured to deliver a broad range of training to members of the public, and clinical expertise for ambulance personnel.

The PTE has excellent resources and teams of personnel who undertake regular professional development and capability building. Leadership teams are positioned across the motu enabling engagement with personnel and stakeholders, ensuring training needs are being met and improvements to stakeholder outcomes are made when and where practical.

Hato Hone St John takes its leadership responsibility seriously and we ensure that the PTE has methodical and meaningful engagement with other organisations and professional bodies, including NZQA, Toitu te Waiora, Association of Emergency Care Training Providers (AETCP), ITENZ, Wellington Free Ambulance, TEC and the New Zealand Resuscitation Council and continued excellent rapport with long-standing clients across Aotearoa New Zealand.

Over the past few years Hato Hone St John has placed greater importance on the stakeholder's voice and how we respond. Evidence of new initiatives based on stakeholder feedback is seen in both the clinical and training environments.

## External Evaluation and Review summary

NZQA undertook an EER review of the PTE in November 2022.

*A summary of the results notes 'Hato Hone St John provides high quality training to internal and external clients, gaining good success rates and ensuring the courses remain current and relevant and meet the priority needs of stakeholders. The quality of the teaching by clinical staff – who have frequent and ongoing interaction with industry – and the value of the outcomes for students and graduates demonstrate exceptional performance'.*

At this time NZQA recommended that Hato Hone St John, develop a more formal and structured approach to staff performance and development, and keep a record of discrepancies or updates in credit reporting. Both are being addressed.

There were no requirements arising from the EER.

## 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 outcome, based on the continuum provided in Appendix 1, are indicated below.

For the purpose of this self-review 'educator' is used when referring to tutors and clinical support officers (CSO).

## **Outcome 1: A learner wellbeing and safety**

**Rating:** Well implemented / Implemented / Developing / Early stages

### **Summary of performance and how do we know**

Learner wellbeing and safety is reviewed on a regular basis, based on regular learner check-ins, clinical face book page, informal conversations, learner feedback, complaints, in-class educator observations and moderations. Compliance dates and reviews are noted in the PTE compliance calendar and monitored and actioned by the PTE Manager.

Work continues to implement and embed *The Code* (The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021) which came into effect on 1 January 2022, into everyday practice, and educate all relevant staff on the purpose, cornerstones and requirements of The Code. Work continues to familiarize personnel on the The Code and its purpose.

Work also continues on revising and updating the QMS to include The Code requirements and other practices and procedures that have been revised in the last year or so. Once updated it will be socialized to the training and clinical teams.

Our whole-of-organisational strategy, Manaaki Ora, places particular emphasis on community involvement and iwi engagement to meet the health needs of communities and people and builds on increasing student numbers and providing for priority learners. Collaboration with third parties is enhancing the work already underway to honor Te Tiriti o Waitangi and improve learning and ensure delivery is aligned to learning needs and requirements. The Aka Whiri app was launched late last year as a taonga for Hato Hone St John to ākona and build our cultural intelligence to work alongside whānau, hapū and iwi to make a difference for hauora equity for Māori around the motu.

Hato Hone St John as an organisation celebrates culture, diversity and inclusivity through spotlighting different cultures i.e. Hindi Day, Cook Island and Māori language weeks. The Diversity, Equity and Inclusion team play a crucial role in bringing the DEI strategy to fruition and sharing it across Hato Hone St John to achieve a diverse, equitable and inclusive environment where everyone feels a sense of belonging. Within Hato Hone St John there are currently 10 active diversity groups, including Māori, Pasifika, Ethnic Minorities and Rainbow.

Professional and personal development is available to all Hato Hone St John personnel via online platform ASPIRE and clinical wiki, in addition to courses offered through AKO Aotearoa and ITENZ. The Hato Hone St John personnel are encouraged to attend the Hato Hone St John mental health first aid course. Following EER recommendation, the PTE will investigate developing a more formal and structured approach to staff performance and development.

All Hato Hone St John personnel have access to MAP, Chaplaincy, Health Safety and Wellbeing resources and support, including family violence support advisors. Hato Hone St John internal learners are supported by the peer support network and clinical support officers.

Clinical tutors and a number of training tutors have operational (on road) training and experience and are aware of the indicators of imminent danger when working operationally. These indicators can easily transpose into the classroom environment. Business Continuity Plans (BCPs) and signage provide additional directives. Clinical learners cover threat assessment in the Ambulance Operations Risk Management course and the learning modules at level 5, mental health and wellbeing days are planned into the REMT programme.

HSW briefings at the start of all courses includes how to respond to emergency situations. HSW information is also noted in learner workbooks or induction / welcome packs.

Significant work is being undertaken to minimise barriers to learning and support students to succeed in their learning and remain engaged, for example dyslexia. This is evidenced by changing the page colour of workbooks, inserting captions into videos, and an online learning module for the whole-of-organisation. Disabled access, assistance dogs, reader writers and signers are welcomed to support learners. The Learner Needs Policy supports internal learners. In the clinical space, there is a specific role dedicated to the support of learners with specific learning disabilities. This support assists learners throughout their educational journey, and for many has included supporting them through the educational psychologist assessment process.

Improvements to the collection and collation of feedback from students, feedback loops to monitor student progress and wellbeing, have resulted in more effective and authentic data. In public training, feedback is collected and analysed by a third party and changes implemented as required. A feedback loop is used to review and analyse survey results to ensure we are meeting learner wellbeing goals. Regular observations of educators and moderation of courses has led to improvements around course material and understanding learners.

A third party was engaged to review our moderation system and processes. We are now moving from a regionally based system to a national model where monitoring and reporting of tutors and courses moderated can be tracked in a more expedient and efficient manner.

Clinical and training personnel meet regularly with their respective managers and teams to share resources, and effective teaching methods. Managers' report worthwhile improvements through these meetings, including sharing in class examples and using everyday occurrences that make learning real.

The PTE has undertaken a lot of work to meet the compliance requirements of the Student Fee Protection Rules to protect self-funding learners on the Pre-Hospital Emergency Care course where the fee is over \$500.

## **Outcome 2: Learner voice**

**Rating:** Well implemented / Implemented / Developing / Early stages

### **Summary of performance and how do we know**

Within the restraints of our short duration course offerings (public first aid), students are encouraged to influence their learning and learning environment by engaging with the tutor and fellow learners and asking questions. Learners are offered a variety of scenarios and activities to choose from. Content can be contextualized to specific industries or workplaces to meet the requirements of the learner and industry sector as appropriate.

Hato Hone St John continues to place greater importance on stakeholder voice and how we respond to this. Learners on public first aid courses are sent an online survey three days after the course concludes. Feedback is analysed by a third party, the analytics are distributed to the tutor and management teams to help us better understand our customers, identify trends and opportunities to grow and improve the business. This is evidenced in the following example regarding a new training site; following feedback from current learners, we identified we needed to open a new facility based on what was important to learners and stakeholders - location, food, and parking. A facility was found that ticked these boxes and provided us with adequate room to support the growth of our programmes, which not only included traditional first aid training, but also mental health first aid training. It will also contribute to environmental sustainability as the increase in rooms means we can reduce the number of vehicles we have on the road.

Interaction with the unions ensures transparency of decision-making process and decision making.

Learners on internal courses (clinical) complete feedback surveys at the conclusion of the course, in addition to regular formal and informal 'check-ins'. Senior management teams have demonstrated they are prepared to make impactful changes to better attend to the needs of future cohorts. Student focus voice as above being instituted after feedback from cohort 14 onwards where the learner cohort will nominate a learner to meet with the Operations Manager and Programme Manager to discuss any issues and discuss potential ways to resolve them, to improve the learner journey.

REMT student survey results have been used to improve course and learner wellbeing e.g., there have been two collated reports to the Ambulance Workforce Committee with recommendation for change. One major change is that the Operations Manager is now a full time role supporting learners on the REMT programme. These changes have improved and supported subsequent cohorts in these identified areas and continue to improve the learner experience.

Hato Hone St John has a robust and transparent complaints and reportable events process. The complaints procedure is outlined in the terms and conditions on the Training website, in student welcome packs (clinical), student handbooks and is included in course introductions. The complaints and reportable events process is also documented in the QMS. Details of escalation / appeals process to NZQA are also provided to learners and complainants if a complainant is not satisfied with their complaint response from us. Critical incidents and serious complaints are to be raised at the PTE Governance Group meeting.

The reportable events process is used by staff to document and address any concerning behaviours or incidents that occur during a course or business as usual.

A complaint summary report is issued monthly to the Head of Training and PTE Manager that highlights trends, cause, outcomes and improvement opportunities. Any outstanding actions and improvement opportunities are followed up by the PTE Manager with the regional managers if appropriate.

Fifty complaints were received for the period 1 January 2023 to 30 September 2023. Following investigation, 20 were found to be justified, 13 not justified, 11 partially justified, with 6 remaining open. Following investigation of the justified complaints, changes were made to the online booking system, pre-course information and tutor guides were reworded to provide better clarity.



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

**Rating:** Well implemented / ~~Implemented~~ / ~~Developing~~ / ~~Early stages~~

#### **Summary of performance and how do we know**

Since last year's EER, the venue delivery site guidelines have been reviewed and updated to better align with NZQA delivery site requirements, including adequate space for practical work, and ensuring sites are accessible to all learners.

Course information is available to learners in advance via the Hato Hone St John website. Students with special requirements or learning support needs are encouraged to make contact in advance to enable their needs to be individually assessed and catered for within the constraints of NZQA assessment requirements. Recently a learner on a Pre-Hospital Emergency Care course identified as having dyslexia, the PTE manager met with the learner to discuss their needs and how we could best support them. Following this meeting, course resources were sent to the learner to allow them to become familiar with them. The tutor was briefed and provided with information on how best to support the learner.

All Hato Hone St John personnel are police vetted on employment and regularly thereafter, further checks are undertaken if personnel are interacting with under 18-year-olds.

Learners are able to bring a support person with them to a course, support people are required to complete an attestation prior to the start of the course.

The wider organisation is used to build capability in cultural and mental health in courses. Courses are designed to ensure opportunities for peer and group work to encourage connection and relationship building. The use of te reo and tikanga Maori to support Maori learners' connection to identity and culture is starting to be seen in classrooms, and course workbooks. The L3 clinical course is being developed in te reo, while training has delivered a first aid course in te reo.

The Hato Hone St John Diversity Equity and Inclusion team work hard to create awareness to personnel, including internal clinical learners and educators. The team is proud to have gained reaccreditation for the Rainbow Tick for the fifth year running. Peter Bradley, CEO commented '*as part of our new five-year organisational strategy, we are committed to creating a place where everyone belongs*'. The Transitioning a Work guidelines are now fully embedded and being utilized. Hato Hone St John personnel are encouraged to complete the Rainbow Tick e-module, An Introduction to LGBTTQIA+ & Inclusion in the workplace.

Clinical and training work hard to ensure all learning environments are physically and mentally safe for learners. Hato Hone St John's zero tolerance for abuse, bullying and racism, is emulated on courses and in the classroom. Learners have multiple touch points to have a voice re inappropriate behaviour, any instances of abuse, bullying and racism on course and in the classroom are managed by the educator, escalated to management and noted in Reportall, from here concerns are investigated and managed as appropriate.

Partnerships with a third party and Kahui Mauaka (Hato Hone St John Maori Responsiveness team) help ensure Maori are engaged and involved with the design of physical and digital environments as appropriate.

## **Outcome 4: Learners are safe and well**

**Rating:** ~~Well implemented~~ / Implemented / ~~Developing~~ / Early stages

### **Summary of performance and how do we know**

The duration of a public first aid course is 4 hours to 3 days. Accommodation and food are not provided.

Internal course (clinical) learners have short term hotel accommodation, healthy food choice meals are provided, and courses structured and delivered to maintain a healthy work/study/life balance. This is monitored through student feedback, formal and informal conversations, and reviewed as appropriate.

Internal course learners who identify with a learning need or who are identified as having a possible learning need, are supported by CSOs and a learner needs pathway is established, they also have early access to course material. The ability to pause study, withdraw or re-enrol to a different cohort is available, meaning learners are not disadvantaged on their learning pathway.

Learners on public first aid courses are entitled to free rebooking onto a similar course if they are unable to attend or are found to be not yet competent on an assessment.

As previously discussed, to support Maori learners, te reo is being introduced into course material, FAL1 has been delivered in te reo and the L5 courses are being translated into te reo.

Internal course (clinical) learners have their details documented with HR. In the event of an incident that could impact learner safety or where the learner may not be able to respond themselves, course managers, senior managers, peer support or NOEC step in.

Learners have the opportunity to communicate their concerns via the complaints process, the tutor or CSO or management. Analysis of complaints identifies has identified that Additionally, internal learners have access to peer support, mentors, REMT managers, Clinical Programme and Moderation teams.

All internal course educators (CSOs) have operational experience and as such have highly developed skills in identifying learners at risk, reading and managing challenging behaviour, this easily translates to the course and classroom setting. Many of the tutors in the public first aid training arena have been or are currently operational.

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	Continue to embed The Code into everyday practice and educate all relevant staff on the purpose, cornerstones and requirements of The Code.	Anne	1/10/2024	Training Days Short videos	All relevant staff are familiar with The Code and its purpose
	Revise and update QMS to include The Code requirements	Anne	1/12/2023	Socialise via TEAMS pages	QMS is used as a daily reference. Staff provide commentary on format and new updates required
	PTE to investigate developing a more formal and structured approach to staff performance and development	Anne et all	tbc	tbc	tbc
	Minimise barriers to learning: Dyslexia Neurodiverse	Anne et all	Ongoing	Tbc	Barriers to learning are reduced
<b>Outcome 2:</b> Learner voice					

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Continue to incorporate te reo into courses / programmes. Investigate development of course delivery in te reo.	Simon Barnett Andrew Graham Et all	1/10/2024	tbc	tbc
	Continue to work with third parties to ensure Maori / Pasifika are engaged and involved with course design	Simon Barnett	Ongoing	Tbc	tbc
<b>Outcome 4:</b> Learners are safe and well					

## Appendix 1: Continuum of implementation for the Code

<p><b>Early stages of implementation</b> Implementation of the Code has not yet started or requires significant work</p> <ul style="list-style-type: none"> <li>• <b>No or limited</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>No or limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li> <li>• <b>No or limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>No or limited</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>No or limited</b> reporting processes from self-review</li> </ul>	<p><b>Developing implementation</b> Implementation of the Code is underway, yet requires further work</p> <ul style="list-style-type: none"> <li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li> <li>• <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Some</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Adequate</b> reporting processes from self-review</li> </ul>	<p><b>Implemented</b> The Code is implemented</p> <ul style="list-style-type: none"> <li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li> <li>• <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Effective</b> reporting processes from self-review</li> </ul>	<p><b>Well-implemented</b> The Code is well-implemented</p> <ul style="list-style-type: none"> <li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li> <li>• <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Highly effective</b> reporting processes from self-review</li> </ul>
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