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# Links Training

(2008) Ltd

## Code of Practice

### Pastoral Care of Domestic Tertiary Learners

review 2023



**Careerforce**  
te toi pūkenga

*Registered and Accredited by the New Zealand Qualifications Authority as a Private Training Establishment*

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*Outcomes 5-22 do not apply to Links Training. Links Training does not enrol domestic or international learners that require accommodation.*



## Tool E: Self-review Report

### TEO information

<b>TEO Name</b>	Links Training (2008) Ltd			<b>MoE number</b>	7901
<b>Code contact</b>	<b>Name</b>	Lesley Kidd		<b>Job title</b>	Director
	<b>Email</b>	lesley@links-ltd.co.nz		<b>Phone number</b>	0508 4087246
<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total # Careerforce programme: New Zealand Certificate in Health and Wellbeing L3</b>	#22	<b>18 y/o or older</b>	#22
				<b>Under 18 y/o</b>	#0
	<b>Domestic learners</b>	<b>Total # First Aid training</b>	#410*	<b>18 y/o or older</b>	See note below
				<b>Under 18 y/o</b>	See note below
<p><b>*Note:</b> First aid training enrolments are correct at the time of writing. Data is for the period of 27<sup>th</sup> September – 31<sup>st</sup> December 2023.</p> <p>The number of enrolments changes daily due to ongoing bookings. Date of birth data is collected on the date of training. Majority of learners for First Aid training are over the age of 18.</p> <p>Courses are 2 – 12 hours depending on the learners' requirements.</p>					
<b>Report author(s)</b>	Lesley Kidd				

### Definitions of the following have been added to the Code of Practice

**COMPLAINT:** When a learner has an objection to something that they have experienced that is unfair, unacceptable, or not up to an appropriate or expected standard.

**CRITICAL INCIDENT:** An event concerning a learner that is unforeseen or unplanned, causing a traumatic situation that may impact on the learner, the PTE the learner attends, the staff of the PTE and/or the wider community.

No complaints or critical incidents have occurred up to the time of publishing this document.

## Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented
<b>Outcome 2:</b> Learner voice	Well implemented

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
<b>Outcome 4:</b> Learners are safe and well	Well implemented

## Summary of performance under each outcome

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	<p><b>Very Effective</b></p> <p>A system is in place for feedback from learners. For Careerforce learners this involves course evaluation conducted 6-monthly.</p> <p>For First Aid learners an evaluation is emailed to every attendee one or two days following the training date. These evaluations give learners the opportunity to raise any issues or concerns regarding their training, and to make suggestions for improvements. Submitted evaluations go electronically straight to the Director for reading and action if required.</p> <p>First Aid learners are also invited to raise any concerns they may have about the course - prior to the course, at the start of the day, and at any time during the day's training.</p> <p>The instructor reports any issues that have arisen in class to the Director by noting on the course Checklist, or by phoning in real-time if necessary.</p>	<p>Evaluations are submitted directly to the Director for review and response. Non-anonymous issues reported are actioned by the Director personally.</p> <p>Issues involving instructors are discussed with them and remedial or strategic action taken as applicable.</p>

	<p>If an issue requires contact with the learner post course, they are rung or emailed (if their feedback provides contact details).</p> <p>Training workshops or applicable professional development is provided where deemed appropriate</p>	
<p><b>Outcome 2:</b> Learner voice</p>	<p><b>Very effective</b></p> <p>Learners are invited to provide feedback via post course evaluations; discussion with instructors on the day, or by contacting the office by phone or email.</p> <p>Careerforce learners are encouraged to email or phone with any queries, concerns or feedback. All emails are responded to and filed in the learners personal file.</p>	<p>The content of the First Aid course varies little each training, but class make-up can vary hugely regarding age, ethnicity, background and employment. While a minority of learners submit an evaluation, it still provides overall a clear indication of how a wide range of learners view various aspects of the course.</p> <p>Prior to 2019 hard copies of evaluations were given to learners at the end of each training session. However we found that people gave simplistic and rushed responses which did not assist in providing useful feedback for improvement. Therefore the decision was made to send all learners the opportunity to provide more considered feedback by emailing a survey immediately after the course. This results in fewer evaluations being received. Evaluation feedback between 1 January-1 October was 32%. While this is not as high as desired, qualitative feedback has been deemed more useful than quantitative.</p> <p>Instructors are required to record on the Checklist any significant comment/suggestion/concern conveyed by learners during the day. This is handed into the office at the end of the course.</p>

		Careerforce feedback over the past 6 months was 47%. In addition, regular contact is made via emails during the course of the training.
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### Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p><b>Very Effective</b></p> <p>Links policies and procedures facilitate a safe and inclusive learning environment for all learners.</p> <p>Links has a comprehensive Health &amp; Safety Management Plan &amp; Policies.</p> <p>Staff are trained to understand Health &amp; Safety risks, with particular regard to mental health and emotional issues; support is provided for physical or learning needs.</p> <p>Links specifically considers how to best meet minority learner needs, in particular Maori, Pasifika, and people with disabilities.</p> <p>Links does not use digital learning during the First Aid or NZ Certificate courses. Digital surveys/evaluations sent following the course are the only use of technology required by learners.</p>	<p>Evaluations issued following each course request feedback on health and safety issues. This feedback shows that learners feel Links has a safe, inclusive, supportive and accessible learning environment.</p> <p>Both prior to the course and during ‘Housekeeping’ at the start of the training, learners are invited to advise instructors if they are uncomfortable with any part of the training, whether emotionally or physically. This invitation is often taken up by learners, and responded to by instructors resulting in resolution of the issue communicated.</p> <p>Where a learner’s needs are beyond the scope of Links to assist or resolve, we engage with the workplace and learner to best meet the learner’s needs.</p> <p>Links proactively seeks advice on how best to meet the needs of the diverse community of learners on the courses. The needs of the physically disabled, the deaf, those with</p>

		dyslexia or English as a second language, are provided with assistance to complete the course successfully.
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p><b>Very effective</b></p> <p>All learners receive a handout with information about what to expect on the day of training, outcomes, how they receive their certificates, and explanation that an evaluation will be requested by email.</p> <p>In the course booking confirmation, both via website or email, the learner is encouraged not to attend if unwell, for their safety and the safety of other learners on the course. Learners are invited to communicate any potential concern they may have regarding the content of the course, both prior to the course and during the day.</p> <p>Post course evaluations provide an opportunity for feedback regarding any aspect of safety or wellbeing.</p>	<p>Where additional support is identified, alternative arrangements are made for assessment to ensure learner success where at all possible. This may include physical challenges, or emotional/psychological issues relating to first aid.</p> <p>Learners advise the office if unwell, and are assisted in rescheduling their training to another date.</p> <p>All learners are sent an evaluation following the course. Feedback from these evaluations confirm that Links has a safe, inclusive, supportive and accessible learning environment.</p>



## Findings from gap analysis of compliance with key required processes

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
<b>Outcome 1:</b> A learner wellbeing and safety system	<p>The complaints process is in place for NZ Certificate learners, but not for First Aid. A clear and accessible process is to be set in place.</p> <p>Classroom etiquette of respect for others on the course is taken for granted. However a gap has been identified in how that is communicated. A note of expected classroom etiquette to be written up and included in Learner Course Notes.</p>
<b>Outcome 2:</b> Learner voice	<p>Evaluations are sent to all learners by email following the course. However some learners are not comfortable with technology. A gap has been identified regarding those learners that are not able to send feedback via this medium. Hard copies of the evaluation should be available on the day of the course for those who prefer this medium.</p> <p>A gap has been identified in how the submitted evaluations are collated and analysed. Regular collation of each course evaluation and summary of feedback to be implemented.</p>

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>No gaps identified.</p>

<b>Outcome 4:</b> Learners are safe and well	No gaps identified.
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## 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	Explanation of Complaints Process to be written and included in First Aid 'Housekeeping' information and Course Notes.	Lesley Kidd	30 <sup>th</sup> November 2023	Director to mark in calendar 14 days before completion due, and Administrator to follow up, and enter into 'Housekeeping and Course Notes' documents.	Learners are informed of Complaints Process
	Classroom etiquette to be written up and included in Course Notes	Lesley Kidd	30 <sup>th</sup> November 2023	Feedback to be received from instructors at next Team Meeting. Administrator to follow up and enter into 'Housekeeping' and Course Notes documents.	Verbal and written feedback from Instructors and learners. Item to be added to Team Agenda.
<b>Outcome 2:</b> Learner voice	Hard copies of evaluation to be printed and supplied to instructors for offering	Administrator/ Instructors	26 October (next PN course)	Instructor's checklist to indicate that forms have been made available; and number	Use of hard copies by learners

	to learners at end of course.  Collation and analysis of evaluations to be carried out quarterly in 2024	Lesley Kidd	To be carried out in first week of April, July, October, and mid December 2024, and entered into To-do calendar	of completed forms handed in  Follow up by administrator	Learner feedback becomes more useful for strategic planning and improvement of training
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### 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	NA	NA	NA	NA	NA
<b>Outcome 4:</b> Learners are safe and well	NA	NA	NA	NA	NA

