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Links Training

(2008) Ltd

Code of Practice

Pastoral Care of Domestic Tertiary Learners

Contents:	Page number:
Purpose	3
Mission statement	4
Goals and values	4
Outcome 1: A Learner wellbeing and safety system	6-9
Outcome 2: Learner voice	10-12
Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments	13-15
Outcome 4: Learners are safe and well	15-17
Summary:	18

The following outcomes, 5-22 inclusive, do not apply to Links Training. Links Training does not enrol domestic or international learners that require accommodation.

Outcome 5: A positive, supportive and inclusive environment in student accommodation

Outcome 6: Accommodation, administrative practices and contracts

Outcome 7: Student accommodation facilities and services

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

Outcome 9: Prospective international tertiary learners are well informed

Outcome 10: Offer, enrolment, contracts, insurance and visa

Outcome 11: International learners receive appropriate orientations, information and advice

Outcome 12: Safety and appropriate supervision of international tertiary learners

Outcome 13: Marketing and promotion

Outcome 14: Managing and monitoring education agents

Outcome 15: Offer, enrolment, contracts, and insurance

Outcome 16: Immigration matters

Outcome 17: Orientation

Outcome 18: Safety and wellbeing

Outcome 19: Learner support, advice and services

Outcome 20: Managing withdrawal and closure

Outcome 21: Dealing with complaints

Outcome 22: Compliance with international learner contract Dispute Resolution Scheme

Purpose:

The purpose of this document is to ensure learner welfare is paramount and upheld.

- Links will engage learners, staff, community and all stakeholders to ensure learner needs are met.
- Links will proactively create an environment where learners' overall wellbeing is supported, no matter their cultural beliefs and practises.
- Training will be flexible and meet the diverse needs of all learners, while being respectful to all learners, their support networks and the wider community.
- All processes will be transparent. Internal processes will allow for relevant information to be shared internally, while ensuring learners' information is safe and secure.
- Learner information gathered will be protected in a manner that adheres to the Privacy Act 2020.
- Links will work in partnership with Maori learners, their community and Organisations to ensure the outcomes of this Interim Code of Practise meet the requirements of TeTiriti O Waitangi.

This document is open to all learners of Links Training, staff, NZQA and other stakeholders.

Company overview

Mission statement:

As a Private Training Establishment, we offer professionally presented learning, linking work-related training and public interest courses to the National Qualifications Framework, allowing people to reach their personal and employment goals.

Vision statement:

Our vision is to be a leader in our field of the training provided to our learners and workplaces.
To give every person attending our sessions the confidence to apply their skills to a high standard.

Core values:

'Can Do' Attitude We have a can-do attitude with the ideas and energy to respect and support learners to achieve the best that they can.

Strong Work Ethic Links Training (2008) Ltd was founded on a strong work ethic, boundless enthusiasm, and skill expertise of its people. We take pride in doing the best job possible and we can be trusted to get it right.

Professionalism We endeavour to ensure all tasks are carried out to the highest quality and we strive for continuous improvement. We go the extra mile to ensure the learners and customer are completely satisfied.

Respect & Integrity Links Training (2008) Ltd deals honestly with everyone. The values of respect and integrity are integral to the way we operate. We look out for each other, we listen, we show our colleagues proper respect, pass on what we've learned, and if things get tough we stick together and support each other and our trainees. With honesty and impartiality we can meet the needs of the workplace to deliver quality training.

Overarching goal:

To provide enjoyable learning, personal growth and achievements, while meeting the holistic wellbeing of learners - Hinengaro (Emotional), Wairua (Spiritual), Whanau (Family/Relationships) and Tinana (Physical).

Strengths	Opportunities
<p>Dedicated leadership Strong knowledge of the industry Team commitment Ability to adapt Moving forward with technology</p>	<p>To offer services to other regions Develop new and innovative training opportunities</p>

Weaknesses	Threats
<p>Lack of instructors for increasing stakeholders Resources for technological advances</p>	<p>Increasing competition Increasing costs/overheads Ongoing Covid-19 lockdowns and considerations</p>

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

Outcome 1: A learner wellbeing and safety system

Process 1: Strategic goals and plans

Strategic objectives
<p>Improve team training and education</p> <p>Deepen relationships with stakeholders</p> <p>Improve IT for improvement to stakeholder services</p> <p>Increase/continue marketing to our regions</p> <p>Develop online learning tool</p>

Actions	KPI
<p>Video instructors during sessions to use as a professional development tool.</p> <p>Diarise refresher training for team</p> <p>Ongoing training as per CMR.</p> <p>Outsource training as required; eg Communication Skills, Mental health.</p>	<ul style="list-style-type: none"> • Video (minimum) annually • Reports • Team meetings • Peer reviews • Outcome reports • Calendar updates/invites • Certificates of completion
<p>Regular reporting to trainee organisations (NZ Certificates).</p> <p>Follow up emails/evaluations for Inservice</p> <p>First Aid training provided for organisations.</p>	<p>Monthly reports .</p> <p>Emails filed; evaluations electronic.</p> <p>Feedback to organisations.</p> <p>Complaints reports.</p>
<p>Ongoing development of a SMS</p>	<p>In progress Sept 2021 initial completion by March 2022. Ongoing updates as required.</p>
<p>Increase face-to-face visits to stakeholders.</p> <p>Continue with electronic newsletters, emails and online bookings, newspaper advertisements.</p>	<p>Monthly planner</p> <p>Newspapers</p> <p>Electronic newsletters</p>
<p>Work towards developing an online-learning tool for First Aid learning (non-assessed)</p>	<p>Still in initial stages</p>

Process 2: Self-review of learner wellbeing and safety practises

The staff at Links ensure all learners experience a safe and inclusive learning environment. Learners are given the opportunity, both verbally and in writing, to discuss any needs they may have. These may include, but are not limited to:

- ∴ Culture
- ∴ Family
- ∴ Finance
- ∴ Learning difficulties
- ∴ Barriers to learning; physical or emotional

From the information gathered, staff will be able to offer assistance, or guidance in assisting the learner to meet their needs.

Links Training respects the Tangata whenua and under the requirements of Te Tiriti O Waitangi, Links and all Links staff will endeavour to meet the needs of all its learners.

Where a learner's needs are beyond Links' scope to assist or resolve, specific advice will be sought for the learner.

Links promotes an all-inclusive environment regardless of a person's culture, religion, socio-economic status, gender identity, sexual orientation or academic background.

Protecting learner privacy

- ∴ Permission is sought from learners when gathering their personal information.
- ∴ Learners are made aware of why the information is being collected and what the information will be used for.
- ∴ Learners are made aware that they can have access to their personal information and update it as required.

How we do this

Venues

Venue checklists are completed annually or whenever a change of venue is required. Prior to any training session all venues are checked for the following:

- The evacuation procedure
- Lighting & heating/cooling
- Seating
- Toilet facilities
- Kitchen facilities
- Cleanliness

The venue is contacted if any concerns are raised by the instructor or learners. Venues have current Building Warrant of Fitness and Code of Compliance.

NZQA is notified of all public venues being used for training purposes.

Onsite training sessions (groups)

Learners are welcomed in a polite and friendly manner. On arrival the facilitator introduces themselves and learners are welcomed and taken through the health and safety procedures as per the venue

requirements.

All learners receive a handout with information for what to expect on the day of training and how they receive their certificates and complete the evaluation.

Learners are given the opportunity to introduce themselves to others and share any information they are comfortable with.

The facilitator opens with information on how the session is to be delivered and assessed. Learners are encouraged to speak with the facilitator on a one-to-one basis if they have any concerns.

During training sessions learners are encouraged to participate by way of questions, quiz, group/pair work and practical activities.

Distance learning (Non First Aid courses)

On enrolment learners are issued an induction pack with information about Links, and our contact details should they require assistance with their learning and assessments, their training plan, conflict resolution, or appeals procedures.

An ongoing self-review document is updated at least every 6 months and is available on request by stakeholders.

Process 3: Publication Requirements

The following information is available on our website for viewing and/or downloading:

- NZQA EER
- Education (pastoral care of Tertiary and International Learners) Code of Practice
- Know about the Code of Pastoral care - English and Māori

An electronic copy of these documents is available on request.

Process 4: Responsive wellbeing and safety systems

As Links offers short courses only (6 -12 hours), staff are not often privy to learners' concerns about any particular cultural, social, mental health or physical concerns regarding learner barriers or wellbeing. However, if an issue with a learner's wellbeing is identified the steps below would be followed.

Identification of a concern may be in the form of:

- A. Learner discloser
- B. Instructor observation

Steps to follow if a concern is noted:

A. Learner disclosure

1. Ensure the learner is in a safe environment.
2. Reassure them that their concerns are taken seriously.
3. Ask them what assistance they would like from Links.

4. Let them know that the concern will need to be shared with the Director of Links.
5. Explain that what they tell you/Links is private and confidential and will only be shared with other people or organisations with their permission.
6. If the learner would like to discuss concerns with the Director an appointment is made.
7. An incident report will be completed and policy channels for these events followed.
8. If the learner meets with the Director all steps will be taken to advise the learner of organisations that may be able to assist them eg Healthline, mental health helplines, local iwi, GP.

B. Instructor observation

1. Where possible the instructor will privately talk with the learner to enquire whether help is required.
2. If the learner refuses help an incident/instructor checklist will be completed and passed to the Director.
3. If the learner indicates they need assistance the above steps for learner disclosure will be followed.

At the discretion of the Director, and with permission from the learner, the learner's workplace manager will be made aware of the concerns, and plans can be made in conjunction with them to assist the learner for the best outcome.

Links has an obligation to its learners to do the best for them once a concern is identified.

All instructing staff have training in the Treaty of Waitangi and cultural awareness, mental health/psychological First Aid.

Links has integrated a section into First Aid sessions about self-care and awareness - "looking after yourself". This is often based around a learner assisting a person/s at an accident or incident scene and what to do and where to get help. During topics discussed throughout the training sessions learners are made aware of what constitutes healthy living, self-awareness, healthy diet and activity/exercise, drug and alcohol awareness. This is included as part of the curriculum.

As per policy any incident reports or noted concerns are discussed with the team at team meetings (names withheld). This allows for sharing of information, what steps have been taken and if improvements can be made.

Emergency situations

- Evacuation procedures/information is given to the learners at the beginning of each session.
- Emergency evacuation signage is in every room that learners and staff use at all locations and venues.
- Fire equipment eg hose reels, extinguishers, fire blankets are available at all sites.
- First Aid kits are available on site and Instructors have their own kit available for use.
- Evacuation drills are held at least once annually.

A comprehensive Health and safety management plan is available to all staff and is included as part of their induction. Health and safety concerns and procedures are discussed and reviewed at team monthly meetings.

Outcome 2: Learner voice

Learners and/or their workplaces are encouraged to discuss with us their particular requirements. This ensures Links provides the best possible course for them and their needs. Learners are encouraged to participate/question during training sessions.

If a booking is made and administration staff are unsure of the requirements, an email or phone call is made to the learner/workplace to clarify any misunderstanding. Email trails are stored in the appropriate file for future reference. Notes are made for the instructor/team on booking sheets, instructor checklists and/or calendar diary of any particular issue, concern or requirement of the learner or their workplace.

Prior to the training session, learners and/or their workplaces are invited to advise of any barriers to learning they may have. These barriers may include family commitments, health issues, anxiety, cultural issues. Learners are encouraged throughout training sessions to speak with the instructor if any concerns arise. This information is passed on to the instructor and strategies discussed about how to manage any identified barriers.

Links have a diverse range of clients eg teachers (high school, early childhood, etc), nurses, caregivers, iwi, Kohanga Reo, construction workers, tertiary students). Scenarios used are based around specific groups' requirements, thus meeting their particular needs.

Identified barriers to learning at the time of training.

Learners are encouraged, during the introduction to the training session, to speak with the instructor if they have any concerns or barriers that may impede their learning. Instructors will discuss with the learner the strategies or options for the learner to attend and complete the training session. Instructors can phone the Director if unsure of how to proceed. No learner is turned away from class because of a barrier or concern they may have. Alternative methods are discussed in private with the person concerned and an outcome agreed upon. Instructor checklists are completed with information passed back to the office around the person/issue or concern that arose and how this was managed.

Example: During training sessions a learner speaks to the instructor of their concern about performing/demonstrating an activity in front of a group of people. The instructor will offer extra time for this privately or ask them to arrange another time with the office to achieve this. This would also apply if a learner indicated that they have had an experience that is upsetting to them and they are uncomfortable proceeding on the day of the training.

This information is passed onto the administration team if applicable so they can follow up with the learner.

The learner's workplace is contacted with the permission of the learner, to discuss options and outcomes.

Where appropriate, this is then discussed with the team for self-assessment and procedure planning.

Matters of concern are raised at team meetings and strategies implemented as to how to manage the concerns identified. Instructors are encouraged to use their discretion at the time the concern is raised, to manage the issue with the knowledge they have from the team meeting discussions and

strategies implemented.

If a learner does attend a course that has not meet their requirements Links will work with them to ensure other options have been given and their needs can be met. Notes are made on file and records kept.

Example: A learner books for an Essential First Aid course (US 6402 & 6401). It is then discovered they needed to also complete 6400. Links will arrange for them to attend this 6400 training at another date and/or location.

All learners are given information on their learning and assessments prior to the session as requested and at the time of the training session. Learners are given information on the resubmission and appeals procedure. Learners have the right to appeal any assessment result and to re-sit/resubmit any assessment.

Learners are encouraged to bring support people with them to training sessions if this is identified, prior to sessions, as a barrier for them.

Examples: Sign interpreter, support person for a person with anxiety, young adult with a parent.

Learner feedback

All learners are given the opportunity to give feedback on their training session and/or contact time with Links staff including administration staff.

Feedback is often received verbally or by email. Electronic Evaluations are sent to all learners the next working day after their training. Evaluations are submitted electronically and viewed by the director on at least a weekly basis. Feedback is discussed with staff verbally and/or via email. Any concerns identified from the evaluations are discussed with the staff member directly and investigated as required. Electronic evaluations are anonymous with learners able to leave their contact details if they would like to be contacted. If concerns are raised and contact details are available, the Director will make direct contact with the person or organisation concerned. Notes will be made and a discussion with the appropriate staff member will be carried out. A report will be written and an email to the concerned person will be sent outlining the result.

From the concerns raised processes will be developed to ensure that all learners needs are being met in an appropriate manner.

Appropriate staff have an input into managing a situation and problem-solving a given situation.

All stakeholders are encouraged to give feedback to help us identify any areas for review, or concerns that need addressing.

Any issues arising from feedback is investigated, people concerned are interviewed (learner where appropriate) and reported on. All reports, with outcomes, are held on file electronically.

All information gathered is held in a secure environment and meets the requirements of the Privacy Act 2020.

Process 2: Learner complaints: *Training Scheme - Short Courses (4-12 hours)*

Links has a system in place whereby learners are able to voice their concerns (See above under

“Learner Feedback”).

Excerpt: Policy 12b

On receipt of complaint:

1. Acknowledgment to the complainant.
2. Collect and document information from the complainant.
3. The complainant must be told that the information is being noted/collected for the purpose of investigation. This will include a discussion with those concerned.
4. All information will be treated as private and held in a confidential manner.
5. The staff member concerned will be invited to meet with the Director to discuss the complaints.
6. A plan will be implemented with the staff member to address the complainants' concerns. The plan could include, but is not limited to the following:
 - a) Apology to the complainant
 - b) Skills Training as required by industry
 - c) Professional development training – e.g communication skills
 - d) Peer assessment

All outcomes are documented. The complainant is contacted with outcomes as required.

Process 3: Compliance with the Disputes Resolution Scheme

Links does not deliver programmes or New Zealand qualifications. Links, as a PTE, can be contracted to workplaces to deliver and/or assess approved NZQA unit standards or Careerforce (ITO) programmes. All learners enrolling for Careerforce programmes have training agreements with Careerforce. A learner's workplace has a contract with Links Training.

Learners receive a 'learner handbook' on enrolment. The handbook has information on complaints procedures, both formal and informal.

Learners have the opportunity to appeal any assessor judgement. The recommended appeals procedure is:

Links Training → if no resolution, Careerforce → if no resolution, NZQA.

If learners are unable to work with Links to a gain a resolution, they are encouraged to contact Careerforce directly.

Wellbeing and safety practises for all tertiary providers

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

Process 1: Safe and inclusive communities

Process 2: Supporting learner participation and engagement

Bullying, harassment and racism is not tolerated. The Director has an open-door policy where any person - learner, staff member, or visitor - can approach the Director for any reason. If Links staff suspect a person has or is being bullied or harassed the staff member will bring it to the Director's attention as soon as possible. If the event occurs during a training session the Instructor will call a five minute break during which time the person suspected of being bullied or harassed will be asked if they feel safe and how they would like proceed.

They will be given information on how to contact the Director and offered assistance as required, including the opportunity to complete a formal grievance form.

At the time of the event, where appropriate, the offender will be spoken to and action taken as deemed necessary. Action could be, but not limited to:

- Offender being asked to leave the session
- Apologies offered to the offended person
- Changing seating arrangements or in other ways minimising contact between the individuals concerned.

The instructor will complete an incident form as soon as possible after the event and follow health and safety process and reporting procedures.

In situations where a person/s is in physical or emotional danger the Director will be called and advice taken.

In extreme situations (immediate danger) the Instructor will end the session and call the police.

Staff are able to recognise bullying or harassment, understand the effects of this behaviour, and how to manage situations as per the Worksafe NZ Guidelines - <https://www.worksafe.govt.nz/topic-and-industry/bullying/>

Links Staff have training on, and respect, Te Tiriti O Waitangi and the importance of an all-inclusive environment.

Ongoing support:

- Learners are dealt with in a fair and equitable manner.
- Learners have the same information provided to them in a timely manner.
- No learner is discriminated against for any reason, be it culture, ethnicity, ability or other.
- Learner requests, issues, concerns or complaints will be dealt with in the same manner.
- Learners are entitled to ongoing support, respect and assistance when, and as required.

- If Links is unable to meet the needs of a learner, further assistance will be accessed in consultation with the learner, the learner's workplace, the ITO or NZQA, or other avenues deemed appropriate.

Links Training has policies and procedures in place that protects all learners from physical, emotional, moral and cultural harm.

Ensuring the physical safety of learners by way of venue checklist making sure the physical environment is safe and fit for purpose.

Providing a learning environment that is not only conducive to learning, also meets the cultural and emotional needs of the learner; this could include but is not limited to:

- Encouraging and giving each learner the opportunity to ask and answer questions in their own words.
- Acknowledging and valuing success
- Adhering to a no-bullying or harassing environment and acting on incidents of this nature as per Policy and procedure.
- Physical environment meets at least the basic needs of learners and the requirements of the safe building codes.
- Encouraging social connects between learners.
- Recognising that people have different learning styles, and using different techniques to meet the learning needs.

Facilitating staff have training in adult learning and support.

- Engaging learners in active learning and participation
- Presenting effectively to different learning styles
- Managing time, staying on task while acknowledging learners' experiences
- Communicating expectations
- Being prepared and sharing timely and relevant resources
- Providing constructive feedback
- Being approachable and encouraging

The use of Te Reo and Tikanga Maori in training sessions is encouraged and welcomed. Translators are welcome in an all-immersive language environment. Instructors and administration staff are encouraged to learn about and use Te Reo and Tikanga Maori to the best of their ability. Using Te Reo greetings to welcome people to the venue is an accepted practice.

Process 3: Physical and digital spaces and facilities

Links understands that not all learners have access to electronic devices or are unable to use such devices, or choose not to. Therefore, digital devices for learners are not a compulsory requirement. While electronic media is preferred, for both enrolment and pre-learning activities learners/employers, have the option of:

- Enrolling online or by email, telephone, or face to face
- Paper based learning prior to their chosen course

- Courier or postal services for sending/receiving booking confirmation, pre-learning modules, invoices etc

Any use of photos/videos or testimonials of learners is only by permission gained in writing-from the learner. Learners are able to request that photos or testimonial be removed at any time, after they have given permission.

Physical spaces

All venues used for training purposes meet the local Councils Code of Compliance and have a current Building Warrant of Fitness (BoW).

All venues have:

- Kitchen facilities
- Toilets – male, female, disability facilities
- Heating/cooling
- Seating and tables
- Suitable lighting

The layout of the venue's rooms can be altered to meet the learners needs. Although instructors set up the room, learners are able to arrange furniture and move seating. Learners are encouraged to move around during the training e.g. walk, stretch. Some choose to be seated on the floor.

All venues are checked annually to ensure they meet learners, companies' and instructor requirements.

Outcome 4: Learners are safe and well

Process 1: Information for learners about assistance to meet their basic needs

Process 2: Promoting physical and mental health awareness

Process 3: Proactive monitoring and responsive wellbeing and safety practices

Learners are given information at the time of booking about requirements for the training sessions:

- Suitable clothing to be worn
- Discussing barriers
- Refreshments provided/not provided

Learners are also directed to the website for further information, or this is emailed to them on request.

During the 'housekeeping' section at the beginning of each session:

- Learners are given the appropriate emergency evacuation information for the venue.
- Emergency contact details are gathered from the learners, with an explanation about what it will be used for.

Learners' physical and mental health safety is paramount to Links:

- Consideration for physical safety ensures the venues are fit for purpose and meet the needs of all persons using the facility.
- Challenging behaviours – physical threats between people will not be tolerated. If an incident

does occur Instructors are to ensure everyone's safety and follow the policy and procedures as outlined in policy #15a – see excerpt below:

If an incident occurs:

- *KEEP YOURSELF SAFE. - and others where possible*
 - *Depending on the situation measures may include –*
 - *Call a 5-minute break for the class*
 - *Speak with the person in private - Calming the person down where possible*
 - *Suggesting the person leave and rebook*
 - *Asking the person to leave the room*
 - *Leaving the room, advise others to leave where appropriate*
 - *Contacting person of contact from your checklist sheet and/or the Links office*
 - *Calling 111*
 - *Advise Links Director and complete an incident form within 24 hours*
- Bullying, harassment, including racism will not be tolerated under any circumstances. Policy #68 excerpt:
 - *Examples of bullying, harassment include:*
 - *insensitive jokes and pranks*
 - *lewd or abusive comments about appearance, colour of their skin, practise and beliefs*
 - *deliberate exclusion from conversations*
 - *displaying abusive or offensive writing or material*
 - *unwelcome touching*
 - *abusive, threatening or insulting words or behaviour*
 - *abusive, insulting or offensive language or comments*
 - *unjustified criticism or complaints*
 - *physical or emotional threats*
 - *deliberate exclusion from workplace activities*
 - *the spreading of misinformation or malicious rumours*
 - *the denial of access to information, supervision or resources such that it has a detrimental impact on the individual or group*

If an incident occurs or is brought to the Instructor's attention the instructor can call a break time to discuss with the people involved. If a resolution is not agreed upon, the instigator may be asked to leave the session. All parties involved are given information on how to make a formal complaint or grievance as per Links Policy #68.

Excerpt:

AT THE TIME OF INCIDENT

- *KEEP YOURSELF AND OTHERS SAFE*
- *Depending on the situation measures may include –*
 - *Call a 5-minute break for the class*
 - *Speak with the harassed person in private, give them the option to rebook*
 - *Speak with the instigator*
 - *Ask instigator to leave the room/session and rebook*
 - *Instigator may apologise to the person*
 - *Change seating arrangement*
- *Ensure that the person being harassed feels safe and is in a safe environment if they choose to stay.*

All parties involved will be given the opportunity to complete a grievance form and to contact the Director.

Advise Links Director and complete an incident form within 24 hours.

On receipt of information about the incident the Director will carry out an investigation. All parties will be interviewed. The learners' workplaces will be notified of the incident and a report issued after the investigation (if appropriate).

Barriers to learning

On booking learners are encouraged to inform the office if they have any challenges that may impact on their learning. On receipt of this information the Instructor is notified and a plan created for the management of this barrier. This is done in consultation with the learner.

Examples:

- A learner discloses that they feel uncomfortable kneeling on the floor with others present to perform CPR. A plan would be put in place for that person to complete the CPR by themselves with an Instructor.
- A learner discloses that they are unable to read or write. The learner is assured that help will be given with this requirement by the Instructor, or if able, the learner will be buddied up with another person they are comfortable with. An assistant/friend is welcome to attend the course at no charge to help with this aspect of their training.

Learners are invited, at the beginning of the session, to discuss with the instructor in confidence any difficulties they may experience during the training session. The Instructor will work with the learner to meet their needs.

Example:

- A learner discloses that they cannot perform CPR during the session as they have experienced a traumatic event recently and they are too upset. The Instructor will give options on how to meet this requirement at a later date, or alternatively to continue training on the day without having to demonstrate CPR (assessment ramifications discussed if relevant).

Any information given to Links Staff is held in confidence and privacy. Information is given only to the appropriate person.

If a learner discloses or is identified as having mental health concerns, they will be directed to the appropriate agencies for assistance. Mental health contact information is displayed with posters at our venues.

Summary: Links Training takes pride in meeting the needs of all learners. We endeavour to create the best learning environment for anyone who participates in our training sessions/uses our services-Our flexibility in session timings helps to create an environment where the learners, and the organisations they represent, have a feeling of control and management over their training, delivery and assessment.

We make every effort to provide a safe, inclusive, and enjoyable learning experience for all participants, which promotes dignity, self-esteem and empowerment for them as an individual, and respects the cultural, ideological, or employment community with which they identify.