



21 Bristol Street
Levin
Freephone: 0508487246
Email: training@links-ltd.co.nz

Links Training

(2008) Ltd

2024 Review of the Code of Practice Pastoral Care of Domestic Tertiary Learners

Contents:	Page number:
Organisation details:	3
Outcome 1: A Learner wellbeing and safety system	4 - 8
Outcome 2: Learner voice	9 - 15
Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments	15 - 23
Outcome 4: Learners are safe and well	23 - 26

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

TEO Name	Links Training (2008) Ltd			MoE number	7901
Code contact	Name	Lesley Kidd		Job title	Director
	Email	lesley@links-ltd.co.nz		Phone number	0508 4087246
Current enrolments	Domestic learners	Total # Careerforce programme: New Zealand Certificate in Health and Wellbeing L3	#17	18 y/o or older	#17
				Under 18 y/o	#0
	Domestic learners	Total # First Aid training	#1707*	18 y/o or older	See note below
				Under 18 y/o	See note below
<p>Note: *First aid training enrolments are correct at the time of writing. Data is for the period of 1st January 2024 – 1st September 2024.</p> <p>The number of enrolments changes daily due to ongoing bookings. Date of birth data is collected on the date of training. Links Training does not enrol learners under the age of 18 unless contracted by a secondary school for that schools student learning. Courses are 2 – 12 hours depending on the learners' requirements.</p>					
Report author(s)	Lesley Kidd				

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 strategic plans

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?</p>	<p>All learners are given the opportunity to give feedback on their training session.</p> <p>Companies that have In-service bookings are asked to give feedback on Links’ processes from the time of first contact through to the delivery of the training.</p> <p>Staff are given the opportunity to take part in Te Tiriti O Waitangi and Mauri Ora training when made available, allowing for them to have an insight into Maori practices and culture.</p> <p>Links Director has an open-door policy where learners are encouraged to come and discuss issues or concerns they may have.</p>	<p>17% of Evaluations are submitted (January 2024 – Sept 2024)</p> <p>Emails, testimonials.</p> <p>Staff training records. Contracts with Iwi. Evaluations/feedback from Iwi groups, Kohanga Reo, and individual learners.</p>	

	<p>Any contracts Links has with outside organisations and stakeholders outline any goals and purposes specific to that organisation. Any contractual measures specific to an organisation are outlined in that organisation's contract.</p> <p>Contract templates, evaluation questions, booking confirmation templates are regularly updated as further information required is identified.</p>	<p>Contract templates, evaluations, booking confirmation templates</p>	<p>Dating documents when updated noting version numbers and changes applied.</p>
--	--	--	--

Process: Self-review of learner wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we review the effectiveness of our learner wellbeing and safety practices?</p>	<p>Evaluations: electronic evaluations are sent to all learners within one week of the training session. This is sent to all learners to capture a diverse range of people.</p> <p>Instructor checklists: are used to pass information to the office for follow-up.</p> <p>Team meetings: are held 6 weekly, or more frequently as required. Information gathered from the evaluations and instructor checklists are</p>	<p>These are checked at least weekly, and any comments that need to be followed up are done so by the Director.</p> <p>Read and filed in session folder (electronic)</p> <p>Meeting minutes</p>	<p>Ensure that instructors are making available paper evaluations.</p> <p>Tracking statistically feedback from evaluations – percentage of evaluations per course attendance, negative/positive feedback.</p>

	<p>discussed. Outcomes are discussed and implemented where possible. Session housekeeping: learners are encouraged to speak with the Instructor or the Office if they have any concerns.</p>	<p>Evaluations are anonymous, however, learners are given the opportunity to be contacted if they have any issues or concerns. Learners that leave their contact details are contacted by the Director to discuss their concerns. Where appropriate, the Instructor concerned is given the opportunity to be involved in the discussion. Any matters arising from these discussions is resolved with interested parties. This is documented and held on file.</p> <p>Paper evaluation is offered to all learners if they do not have access to electronic devices.</p>	
--	---	--	--

Process: Publication requirements

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?</p>	<p>Practises are reviewed on an ongoing basis and updated as required.</p> <p>Code of Practise and subsequent reviews, EER and our complaints process are readily available on our website, or on request from a learner or organisation.</p>	<p>Monthly team meetings, Learner evaluations/feedback.</p>	<p>While learner feedback is read at least weekly, analysis of the data could be more timely.</p>

Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?</p>	<p>Any concerns brought to the attention of a team member are immediately passed onto Office Manager or the Director. All Instructors are required to complete a course checklist following a training session. Information/issues or concerns are passed to the Office Manager who will discuss with the Director as appropriate. Instructors will also phone the Director directly if an issue is urgent.</p>	<p>Course checklists are completed at the end of each session and stored electronically in the session folder. If follow-up is required, this is documented on the checklist.</p> <p>Discussed at team meetings were appropriate. All team meeting minutes are formally documented.</p>	<p>Documentation of follow-up and outcomes. Often this is by way of a phone call which is not currently documented. Phone conversations could be followed up with an email and then stored for future reference.</p>
<p>How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?</p>	<p>All team members have their own kit of resources. These are updated regularly and as required. If further resources are required team members are encouraged to request these.</p> <p>All team members attend the annual Association of Emergency Care Training Providers Conference and CPR training.</p> <p>Two yearly revalidation is undertaken with another provider to ensure the integrity of the training.</p> <p>Any opportunities for staff training are discussed with the Director and acted on as appropriate.</p> <p>Peer observations are</p>	<p>Kit resources are dated when received.</p> <p>Any training certificates issued and held on team members' files.</p> <p>Feedback on training attended is discussed at team meetings and/or with the Director and documented in meeting minutes.</p> <p>Training on particular learning challenges is provided at team meetings eg autism</p>	<p>Ensuring resources are dated and checked at least annually.</p> <p>More peer observation</p>

	undertaken between team members.	Peer observations are documented and discussed with the team members present.	opportunities for team members.
How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?	<p>All staff are trained in First Aid and can manage groups of people in an emergency situation where required.</p> <p>All venues are checked at least annually for Health and safety requirements and building safety regulations.</p> <p>At the beginning of each session learners are given health and safety information and evacuation procedures.</p>	<p>First Aid training certificates for team members. Annual venue checklists are completed. Venue evacuation and emergency requirements are held at the office and relevant information is passed onto the appropriate team member.</p> <p>Some venues send newsletters with the relevant information which is passed on the team members</p> <p>'Housekeeping' document</p>	No emergency situations have occurred to date.
How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?	<p>All staff are aware of the company Health and Safety policy. Minor hazards may be recorded on the course checklist.</p> <p>If there is a hazard identified at a venue this information is passed onto the venue co-ordinator via email.</p>	<p>Course checklists are filed for each session. Hazard ID or incident reports are filed. Emails to venues are filed under the session date.</p> <p>There is a Health and Safety item on the Agenda at each team meeting where any issues can be raised. This is a reminder to staff at each team meeting around responsibility for Health and Safety.</p>	<p>No critical incidents or emergencies have occurred to date.</p> <p>Remind and encourage team members to identify and reports to be written rather than verbal.</p>

Stage of implementation for outcome
--

Well implemented / Implemented / Developing implementation / Early implementation
--

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Process: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?</p>	<p>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.</p> <p>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.</p> <p>Links have a diverse range of clients eg teachers (high school, early childhood, etc),</p>	<p>Course checklist and feedback from learners.</p> <p>Evaluations are sent to all learners after the training session. These are read by the Director and any required action is acted on and documented.</p> <p>Any issues or concerns are discussed at team meetings and outcome documented.</p> <p>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.</p>	<p>Online bookings: at the time of booking learners can now include any challenges or barriers to learning they may have (implemented July 2024)</p>

	<p>nurses, caregivers, iwi, Kohanga Reo, construction workers, tertiary students). Scenarios used are based around specific groups' requirements, thus meeting their particular needs.</p> <p><i>Identified barriers to learning at the time of training.</i> 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.</p>	<p>Notes made on the learners file in the database. Information passed onto the Instructor where appropriate.</p> <p>Instructor checklists are completed with this information and passed on the office and/or the Director as appropriate</p> <p>Visit to Pasifika organisation to discuss particular cultural needs of learners for private training session.</p>	
--	---	---	--

Process: Learner complaints

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: This is 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.

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work with learners to effectively respond to, and process complaints?	<p>All learners are given the opportunity to give feedback on their training session and/or contact time with Links staff including administration staff.</p> <p>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</p>	<p>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:</p>	<p>No complaints or critical incidents have occurred up to the time of publishing this document.</p>

	<p>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.</p> <p>From the concerns raised processes will be developed to ensure that all learners needs are being met in an appropriate manner.</p> <p>Appropriate staff have an input into managing a situation and problem-solving a given situation.</p> <p>All stakeholders are encouraged to give feedback to help us identify any areas for review, or concerns that need addressing.</p> <p>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.</p>	<p>a) Apology to the complainant b) Skills Training as required by industry c) Professional development training – e.g communication skills d) Peer assessment</p> <p>All outcomes are documented. The complainant is contacted with outcomes as required.</p>	
--	--	---	--

	All information gathered is held in a secure environment and meets the requirements of the Privacy Act 2020.		
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	All learners receive a 'welcome to your training' booklet. Links Complaints Process is detailed in this information booklet. All learners are sent an electronic evaluation form at within one week of the training session.	No complaints have been received to date.	Published the complaints process to our website in September 2024
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	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'		No complaints have been received at the time of writing this document

	<p>concerns. The plan could include, but is not limited to the following:</p> <ul style="list-style-type: none"> a) Apology to the complainant b) Skills Training as required by industry c) Professional development training – e.g communication skills d) Peer assessment <p>All outcomes are documented. The complainant is contacted with outcomes as required.</p>		
--	--	--	--

Process 3: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?</p>	<p>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.</p>		

	<p>Learners have the opportunity to appeal any assessor judgement. The recommended appeals procedure is: Links Training <input type="checkbox"/> if no resolution, Careerforce <input type="checkbox"/> if no resolution, NZQA.</p> <p>If learners are unable to work with Links to gain a resolution, they are encouraged to contact Careerforce directly.</p>		
--	--	--	--

Stage of implementation for outcome 2	Well implemented / Implemented / Developing implementation / Early implementation
--	--

Wellbeing and safety practices for all tertiary providers

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

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Process 1: Safe and inclusive communities

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?</p>	<p>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</p>		

	<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>The instructor will complete an incident form as soon as possible after the event and follow health and safety process and reporting procedures.</p> <p>In situations where a person/s is in physical or emotional danger the Director will be called and advice</p>		
--	---	--	--

	<p>taken.</p> <p>In extreme situations (immediate danger) the Instructor will end the session and call the police.</p> <p>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/</p> <p>Links Staff have training on, and respect, Te Tiriti O Waitangi and the importance of an all-inclusive environment.</p> <p>Ongoing support:</p> <ul style="list-style-type: none"> • 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 		
--	--	--	--

	<p>as required.</p> <ul style="list-style-type: none"> • 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. <p>Links Training has policies and procedures in place that protects all learners from physical, emotional, moral and cultural harm.</p> <p>Ensuring the physical safety of learners by way of venue checklist making sure the physical environment is safe and fit for purpose.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 		
--	---	--	--

	<p>and acting on incidents of this nature as per Policy and procedure.</p> <ul style="list-style-type: none"> • 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. <p>Facilitating staff have training in adult learning and support.</p> <ul style="list-style-type: none"> • 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 		
--	--	--	--

	<p>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.</p>		
--	--	--	--

Process 2: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?</p>	<p>At the beginning, and throughout each session, learners are encouraged to participate in the session by way of questions and answers and group activities. Learners are given the opportunity to discuss with the instructor any issues or concerns they may have.</p> <p>All instructors have training on learner engagement and participation, and have skills on how to engage learners.</p>	<p>‘Housekeeping’ document.</p> <p>The Course Notes contains guidelines for etiquette for classroom participation for wellbeing and safety of the learners.</p> <p>Staff training records Instructor handbook</p>	<p>Create a written guideline for Instructors to follow, giving the information that needs to be passed on to the learners.</p>

Process 3: Physical and digital spaces and facilities

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?</p>	<p>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:</p> <p>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</p> <p>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.</p>		<p>New website development in July 2024 has allowed for easier access for the learner and more information being able to be gathered at the time of booking eg learners are able to add any challenge to learning they may have. This has enabled more timely information and strategies to be developed for assistance prior to the learner arriving at the training session.</p>

	<p>Physical spaces All venues used for training purposes meet the local Councils Code of Compliance and have a current Building Warrant of Fitness (BoW).</p> <p>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.</p> <p>All venues are checked annually to ensure they meet learners, companies’ and instructor requirements.</p> <p>Where venue has no lift, book downstairs room for training</p>	<p>All venues checked between January and March each year. No issues found and all venues meet the local body requirements. Any hazards Identified by Links are reported to the venue coordinator</p>	
--	--	---	--

Stage of implementation for outcome 3	Well implemented / Implemented / Developing implementation / Early implementation
--	--

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

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

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?</p>	<p>Learners are given information at the time of booking about requirements for the training sessions:</p> <ul style="list-style-type: none"> • Suitable clothing to be worn • Discussing barriers • Refreshments provided/not provided <p>Learners are also directed to the website for further information, or this is emailed to them on request.</p> <p>During the ‘housekeeping’ section at the beginning of each session:</p> <ul style="list-style-type: none"> • 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. 	<p>Opportunity is provided prior to course to advise Links of any challenges to learning: website, booking confirmations.</p> <p>Evaluation feedback indicates if any issues have been encountered.</p>	

Process 2: Promoting physical and mental health awareness

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we assist our learners to manage their physical and mental health and to access support when needed?</p>	<p>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</p>	<p>Identified challenges provided by the learner is passed on to the instructor prior to the training session so that they can tailor the training to meet the person’s needs eg hard of hearing, literacy issues, physical issues prohibiting CPR on floor etc.</p>	<p>No improvement required.</p>

	<p>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</p>		
--	---	--	--

Process 3: Proactive monitoring and responsive wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?</p>	<p>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.</p> <p>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.</p>	<p>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).</p> <p>Any information given to Links Staff is held in confidence and privacy. Information is given only to the appropriate person.</p>	<p>By responding to any specific future learner feedback that we may receive.</p>

	<p>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.</p> <p>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.</p>	<p>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.</p>	
--	--	---	--

Stage of implementation for outcome 4	Well implemented / Implemented / Developing implementation / Early implementation
--	---