

## An Introduction to the Data Protection & Use Policy – Facilitator notes

**Platform:** online remote participation e.g. Microsoft Team, Cisco Jabber, Zoom, or in-person

**Time:** 1 - 1 ½ hours

### Key roles:

- *Facilitator and/or host* - oversees remote waiting room (if online and enabled), creates a safe space, facilitates introductions, shares slides, keeps time, introduces presenters, ensures that the discussion flows evenly and to the stated purpose and agenda
- *Presenter(s)* - present their content, answer questions on their topic

**Assumption:** participants have viewed the [introductory video](#) ahead of the workshop.

**Note:** see also the Agenda, Presentation, and FAQs that are part of this Introductory Workshop, at [dpup.swa.govt.nz/use](http://dpup.swa.govt.nz/use).

Slide(s)	Time	Focus topic	Role
1	10 mins	<b>Welcome and introductions</b> Open workshop in an appropriate way for the environment allowing presenter and participants to <i>introduce themselves, where they're from, their role and what they know about DPUP.</i>	Host
1	5 mins	<b>What we will cover today</b> Go through the Agenda at a high-level: <ul style="list-style-type: none"><li>• Talk about the “why”</li><li>• Touch on the background behind DPUP and its creation</li><li>• Look at what it means for this organisation</li><li>• Go through the Policy detail and adoption approach</li><li>• Finish with a short quiz, followed by time for questions.</li></ul> Outline the workshop approach: <ul style="list-style-type: none"><li>• Goal is to introduce participants to the Policy and its relevance to them but not designed to be an in-depth or practical application workshop (but it will talk about where to go for this)</li><li>• Interactive – questions can be asked along the way verbally or by <b>Chat</b> (if functionality available)</li><li>• Advise whether any notes, photos, screenshots or recordings will be taken and if so, who will see or use them, and if they do not wish to be in them how to let the facilitator know.</li></ul>	Host

Slide(s)	Time	Focus topic	Role
2-4  2	10 mins	<p><b>Overview – Why DPUP?</b></p> <p><i><u>In short (slide 2)</u></i></p> <p><i>Check whether they have watched the <a href="#">video</a> and if not and there is time, play the video then go through bullet points below.</i></p> <ul style="list-style-type: none"> <li>• The Policy was developed by the social sector, for the social sector for government as well as non-government organisations</li> <li>• It's relevant whenever we collect or use any kind of data or information from, or about, service users</li> <li>• Recommendations go beyond the law, and are clear when they do so, and why</li> <li>• It's a guide for doing this in the most respectful, transparent and trustworthy way we can and in a way that makes sense in the context you're operating within</li> <li>• It's focuses more on relationships, values and behaviours and less about prescriptive rules</li> <li>• This workshop will explore these points in more detail.</li> </ul> <p>Some key points to note:</p> <ul style="list-style-type: none"> <li>• The Policy doesn't suggest or advise anything that contradicts the Privacy Act, but does suggest things we should do beyond the Privacy Act to be as transparent, respectful and trustworthy as possible</li> <li>• The Policy isn't just for "data people" - information or data from, or about, service users can be used by all sorts of people in all sorts of roles, from making a referral to another service, to contract reporting or working on a new programme or policy.</li> </ul>	Presenter

Slide(s)	Time	Focus topic	Role
3		<p><u><i>The Power of Data (slide 3)</i></u></p> <p><i>Think about a time either professionally or personally when you have been asked for your information and felt uncomfortable about this. Can you remember if you were provided with the 'why' it was needed and what would be done with it? Ask a couple of people to share.</i></p> <p>Data and information can be powerful because it can:</p> <ul style="list-style-type: none"> <li>• determine if someone receives a service or not</li> <li>• help shape government policy and funding</li> <li>• inform research into what the circumstances are for service users and communities, i.e. their needs, resilience, experiences</li> <li>• influence the creation of new services or programmes</li> <li>• tell a very sensitive, personal and emotional story of someone, or a groups experience.</li> </ul> <p>When we talk about data and information – think inclusively. Data can be <b>numbers, stories, experiences</b> and can be from or about the people we serve.</p> <p>As with any power, if data and information are misused, misunderstood or not cared for, it has the potential to create harmful consequences for the people it is about. Because data can be powerful, we have a responsibility to be responsible, respectful, and transparent.</p>	
4		<p><u><i>It all starts with "why" (slide 4)</i></u></p> <p>Why should you learn about DPUP?</p> <ul style="list-style-type: none"> <li>• Because the social sector is about people (<b>He tāngata</b>)</li> <li>• Because data and information is powerful.</li> </ul> <p>The Policy will help you:</p> <ul style="list-style-type: none"> <li>• use data and information in the most <b>respectful, transparent</b> and <b>trustworthy</b> way</li> <li>• use it to <b>grow the knowledge</b> of the sector about how best to support New Zealanders wellbeing</li> <li>• build <b>trust with service users</b> in how you care for their information.</li> </ul>	

Slide(s)	Time	Focus topic	Role
5-10 5	10 mins	<p><b>The journey – timeline, engagement and policy development</b></p> <p><i>The Journey (slide 5)</i></p> <p>It's important to understand how the Policy came about because that had a big influence on what it finally looked like.</p> <p>Before DPUP was developed, there was some guidance and law around the collection and use of people's data and information that had relevance to the social sector. For example:</p> <ul style="list-style-type: none"> <li>• the Privacy Act</li> <li>• the Health and Disability Code.</li> </ul> <p>During the development of the Policy further things came into effect like:</p> <ul style="list-style-type: none"> <li>• the Oranga Tamariki Information Sharing requirements</li> <li>• the Family Violence information sharing guidance</li> <li>• the Algorithm Charter for Aotearoa NZ</li> </ul> <p>So why and how is the Policy relevant? Why did the social sector need it?</p>	Presenter

Slide(s)	Time	Focus topic	Role
6		<p><u><i>The Journey (slide 6)</i></u></p> <p>In 2016, MSD asked NGOs to provide individual client level data (ICLD) about their clients as a general condition of contracting with them. ICLD is information that identifies who people are.</p> <p>There were lots of reasons this was a concern for many people for example:</p> <ul style="list-style-type: none"> <li>• it wasn't clear why the information was needed</li> <li>• it wasn't clear how the information would be used once it was given to MSD</li> <li>• it didn't help create a culture of respect and care</li> <li>• people might be too scared to go to or use services if their name and details were shared with MSD – potentially putting people at risk.</li> </ul> <p>In 2017 the Office of the Privacy Commissioner completed an inquiry following complaints about the request. The OPC inquiry found the proposal was not justified or proportionate and there was:</p> <ul style="list-style-type: none"> <li>• no clear and defined purpose for ICLD</li> <li>• not enough consideration of privacy risks</li> <li>• not enough consideration of concerns raised.</li> </ul> <p>Following the OPC findings, the Government asked for a discussion on the use of service user data and information in the social sector. This was led by the Social Wellbeing Agency.</p> <p>While general guidance is provided by the Privacy Act, there are many aspects of the wider social sector that make it less easy for everyone to understand what's reasonable, and what's not, when we're dealing with people's information.</p> <p><i>(Key points to note on next page)</i></p>	

Slide(s)	Time	Focus topic	Role
		<p>Key points to note:</p> <ul style="list-style-type: none"> <li>• <b>(No conflict with law)</b> DPUP was developed to work alongside and not in conflict of the various laws, guidelines, etc</li> <li>• <b>(Goes beyond the law in places)</b> DPUP has been carefully mapped against the Privacy Act and doesn't contradict it</li> <li>• In places it advises actions and behaviours that go beyond what the law requires</li> <li>• This is based on the collective ideas of the sector about what it looks like to be a respectful, transparent, and trusted organisation in relation to people's information</li> <li>• <b>(Is about both personal and non-personal info)</b> For example, DPUP isn't only about personal information, but has advice about non-personal information: people were clear that even when information can't identify them, it can still be 'personal' to them and the communities they are a part of.</li> </ul> <p>In November 2019, Cabinet endorsed the Policy and named five foundational agencies to lead out the implementation.</p> <ul style="list-style-type: none"> <li>• Ministry of Social Development</li> <li>• Oranga Tamariki</li> <li>• Ministry of Education</li> <li>• Ministry of Health</li> <li>• Social Wellbeing Agency</li> </ul>	

Slide(s)	Time	Focus topic	Role
7		<p><u>Engagement: Your voice, your data, your say (slide 7)</u></p> <ul style="list-style-type: none"> <li>• During 2018, the Social Wellbeing Agency asked people for their thoughts about the investing for social wellbeing approach and what was reasonable (or not) when using people’s information</li> <li>• Over a 1000 people attended the workshops, with 800 online submissions, and almost 200 service users interviews (done through trusted brokers)</li> <li>• There were dedicated engagement streams for Māori, Pacific Peoples and disabled people.</li> </ul>	
8		<p><u>What would you say? (slide 8)</u></p> <p>These are some of the questions that were asked (<i>allow the group to read through the slide themselves and ask a couple of people to share what they would say</i>).</p>	
9		<p><u>What people said (slide 9)</u></p> <p>This was some of the feedback received during the engage (<i>allow the group to read through the slide themselves and ask whether any stood out and discuss – this can be done in breakout groups if time and platform allow</i>).</p> <p>Note that the core themes were about <b>inclusion</b> and <b>transparency</b>, and significantly greater focus on the ‘why’, and clarity about how using people’s information actually leads to better outcomes for them, their whanau, and communities.</p>	
10		<p><u>From voices to policy (slide 10)</u></p> <ul style="list-style-type: none"> <li>• The findings of the ‘Your voice, your data, your say’ engagement on social wellbeing and the protection and use of data (called “What you told us”) was instrumental in the development of the Policy and the toolkit</li> <li>• Developed for the sector by the sector (refer to groups noted on the slide i.e. Design Reference Group, Ministerial Working Group and those who participated in the original engagement)</li> <li>• Cabinet endorsement of the Policy in November 2019 enabled a green light for the sector to start using it, led by the five Foundational Agencies.</li> <li>• The Policy was made publicly available in January 2020 and work began on the toolkit.</li> </ul>	



Slide(s)	Time	Focus topic	Role
		<p><b>He Tāngata - focus on improving people’s lives – individuals, children and young people, whānau, iwi, and communities.</b></p> <ul style="list-style-type: none"> <li>• The <b>He Tāngata</b> principle has a special role - it wraps around the Policy as a whole and reminds us that everything we do with data should be with the following question in mind: <i>“how does this contribute toward the wellbeing of the individual or community?”</i></li> <li>• It talks about the importance of involving others as we develop new ideas to use people’s information</li> <li>• Any collection, use or sharing of data and information must be for a reasonable and well-defined purpose</li> <li>• There should be an easy to understand, tangible link between the purpose for which data or information is collected, used or shared, and the wellbeing of individuals, whānau, community or iwi</li> <li>• Because actions and outcomes are not always clear cut, risks and potential negative outcomes should be assessed so it's clear how these balance against positive outcomes</li> <li>• Data and information exist in many different forms - some are more suitable and acceptable for certain purposes than others</li> <li>• For example, narrative (<i>qualitative</i>) information can be really helpful to describe the challenges people face so that we can think more clearly about what kinds of services will work for them, whilst numerical information (<i>quantitative</i>) can be really useful to get a sense of how busy a service is, how many people are using it, and how frequently</li> <li>• In every case it helps to think about the link between what it is we’re trying to understand, what the best information would be to do that, and involving others to help with the thinking</li> <li>• Some purposes need more oversight and checks than others to make sure they are well-defined and reasonable, but only the minimum information needed to achieve the outcome should be collected, used or shared.</li> </ul>	

Slide(s)	Time	Focus topic	Role
		<p><b>Manaakitanga - respect and uphold the mana and dignity of the individuals, whānau, communities or groups who share their data and information.</b></p> <ul style="list-style-type: none"> <li>• The <b>Manaakitanga</b> principle reminds us that it's not only what we do, but how we do it</li> <li>• When we're asking people to share their information, or thinking about how we might use it, or explaining to people what will, or might happen with it, we need to ensure that the way we do this focuses on contributing to their wellbeing and respecting them (as we would wish to be respected)</li> <li>• Recognise and incorporate diverse cultural interests, worldviews, perspectives and needs is key as well as considering service user and community views like what they think about why and how their data and information is collected, used or shared</li> <li>• Different groups and people may value qualitative and quantitative information about themselves differently - it's important to recognise these different values when deciding what information to collect and to use when developing insights</li> <li>• For Māori this means upholding their rights as Treaty partners and focusing on the collective and whānau outcomes of any work</li> <li>• For Pacific people this means considering the unique views and thoughts of their diverse communities</li> <li>• For children and young people, this means supporting their right to participate, hearing their voices as valuable, and communicating with them in the right way, at the right level</li> <li>• For disabled people this means considering accessibility issues, focusing on what works well, understanding their achievements and contribution, and making sure they are not 'invisible' in data and information</li> <li>• Other people and groups are likely to have their own specific needs and priorities. It is important to be proactive in identifying and addressing those needs and priorities.</li> </ul>	

Slide(s)	Time	Focus topic	Role
		<p><b>Mana whakahaere - empower people by giving them choice and enabling their access, to, and use of, their data and information.</b></p> <ul style="list-style-type: none"> <li>• The <b>Mana Whakahaere</b> principle is about ensuring to the greatest degree we are able, to give people a good understanding about their data</li> <li>• Offer them choices wherever possible and make sure they know what their rights are to access their information and that doing so is made easy for them</li> <li>• Tell people, in a way that makes sense to them, what data or information is collected about them, how it's used, who it's shared with, and why (even if it's aggregated or de-identified)</li> </ul> <p><b>Note:</b> There will be situations where there are good reasons not to tell them</p> <ul style="list-style-type: none"> <li>• For example, if a person is significantly stressed and in need of urgent assistance, then a conversation about data could be unhelpful; or if the information is needed to support a legitimate legal process that would be undermined by telling the person</li> <li>• Extra care should be taken when deciding not to give people choices or not to explain to them how their information will be used and why, or when proposing to rely on broad or 'future-proofing' purpose statements or consents for potential uses that are loosely defined</li> <li>• Even when there is no legal requirement to tell people, transparency is important for trust and respect, and to recognise people's mana</li> <li>• If it's not timely or appropriate to tell them beforehand, tell them afterwards — unless there's good reason not to</li> <li>• When communicating with children and young persons, it's important to consider their vulnerability and the roles that their parents, guardians or wider whānau may play in supporting them.</li> </ul>	

Slide(s)	Time	Focus topic	Role
		<p><b>Kaitiakitanga – act as a Kaitiaki (a steward) in a way that is understood and trusted by New Zealanders.</b></p> <ul style="list-style-type: none"> <li>• The <b>Kaitiakitanga</b> principle has two meanings in this Policy</li> <li>• Not only should we ensure that the information that people have shared with us is kept safe and protected from mis-use, but also that it is available for others to use the (de-identified) data in the interests of their own communities</li> <li>• If data and information is valuable to improve people’s wellbeing (as the <b>He Tāngata</b> principle asks), then we should ensure that it’s available for others to use it</li> <li>• Those who collect, use, share and store data and information are stewards and caretakers, not owners, of that data and information and that data and information should only be retained for as long as it remains useful, relevant and necessary.</li> </ul> <p><b>Mahitahitanga - work as equals to create and share valuable knowledge.</b></p> <ul style="list-style-type: none"> <li>• The <b>Mahitahitanga</b> principle reminds us, especially in the social sector, that the work of any organisation rarely stands alone</li> <li>• The way that we work together every day, in the shared outcome of improving the wellbeing of people, whānau and communities, is what this principle is all about</li> <li>• Those who hold people's information are in a position to grow its value and they may do this by creating and sharing insights, or by returning collective, non-personal data back to the people and community it came from for their use</li> <li>• A two-way street of sharing (de-identified) data, analysis, results and research findings will grow collective knowledge and improve services</li> <li>• When doing so, we must take care to comply with the law, protect people's privacy and maintain people's trust and confidence.</li> </ul>	

Slide(s)	Time	Focus topic	Role
14		<p><i>The Four Guidelines (slide 14)</i></p> <ul style="list-style-type: none"> <li>• There is no one way to use the Policy</li> <li>• Organisations can apply it in the most sensible way for their work, the kind of data or information they collect or use and the circumstances of the service users it's about</li> <li>• The guidelines help us to do that.</li> </ul> <p>As we go through the guidelines, think about what this might mean for your role. It might be that in your role, there is something that you can do directly or that you can influence; or it might be something that should be part of organisational policies and practises. <i>At the end we will ask you to share something that you do, or will do going forward, that aligns with the guidelines.</i></p> <p>Let's go through each of the guidelines, noting that <b>Purpose Matters</b> is an overarching guideline.</p> <p><b>Purpose Matters</b></p> <p><i>(play the <a href="#">Purpose Matters guideline video</a> then go back to the slide pack and bring up the Purpose Matters key points and go through the following bullet points)</i></p> <ul style="list-style-type: none"> <li>• This Guideline is the most important of the Policy's and should be used when a social sector agency is deciding whether to collect or use information that is, or was, about people who use social services for specific reasons</li> <li>• Clarity of purpose is vital to determining whether, in a given context, an agency needs to collect personal information and, if so, how much</li> <li>• It is also vital to determining whether the uses of that information are lawful and appropriate (so the word 'appropriate' signals that in places the guidelines go beyond the law), and</li> <li>• It can also determine whether a proposed sharing of someone's personal information with another agency is lawful and appropriate</li> <li>• Note, the word 'appropriate' signals the guidelines often go beyond what is required under law to form good practice</li> <li>• For example, if you don't know why you hold information (the original purpose behind its collection), then you actually don't know if, or how, you can re-use it</li> </ul>	

Slide(s)	Time	Focus topic	Role
		<ul style="list-style-type: none"> <li>• There's a duty to ensure that you only re-use information in way that's directly consistent with its original purposes of collection and that if you do re-use it, it's the <i>right</i> kind of information for that intended use (right can mean accurate, appropriate, relevant, meaningful, etc).</li> </ul> <p><b>Transparency &amp; Choice</b></p> <p><i>(play the <a href="#">Transparency &amp; Choice guideline video</a> then go back to the slide pack and bring up the Purpose Matters key points and go through the following bullet points.)</i></p> <ul style="list-style-type: none"> <li>• People who use social services want a good understanding of why their information is needed</li> <li>• When they're unclear about it, this can cause anxiety, especially if their current situation is already a difficult one</li> <li>• Help them understand why it's being collected, how that might help them or people in similar circumstances, and what rights they have to access and request changes – and provide them with choices whenever possible</li> <li>• This Guideline uses the language of 'choice' rather than 'consent'</li> <li>• 'Consent' is given when a person voluntarily agrees to something based on a good understanding of the consequences</li> <li>• The language of 'consent' is often used in the sector, but without common agreement about what it means (it can have specific definitions in fields such as medicine, research and law) and often in circumstances where people who want to access a social service won't receive the help they need if they don't provide the information requested</li> <li>• For this reason, this Policy uses a plainer word – 'choice' – and focuses (in part) on the processes that help give people choices and enable them to act on those choices</li> <li>• The context of the individual is important in ensuring understanding and choice - For example, age, cultural, language and literacy must be considered, and any other circumstance of the individual that is relevant to respecting mana and enabling understanding of their choices</li> <li>• Māori providers and other Māori/iwi groups want te ao Māori considered when Māori communities are a key focus</li> <li>• Pacific peoples are looking for clear and simple explanations for people about why their personal information is being collected and how it will be used, and greater accountability to families and communities on how their data is used</li> </ul>	

Slide(s)	Time	Focus topic	Role
		<ul style="list-style-type: none"> <li>• Disabled people also highlight the need for clear information about what information is being collected, for what purpose and a greater understanding of people’s situations when asking for identification information (e.g. some disabled people do not have a driver’s licence)</li> <li>• This Guideline helps agencies facilitate service users' understanding of and, where feasible, having choices about, when and how their information is collected and used</li> </ul> <p><b>Access to Information</b></p> <p><i>(play the <a href="#">Access to Information guideline video</a> then go back to the slide pack and bring up the Purpose Matters key points and go through the following bullet points.)</i></p> <ul style="list-style-type: none"> <li>• People who use social services may not understand what rights they have to see the personal information that has been collected about them or is about them, to ask for that information to be corrected, or to express a preference as to how they'd like to access their information - understanding these rights is important</li> <li>• People sometimes assume that government agencies can share, access and exchange information about them without constraint</li> <li>• If people are unsure about what is recorded about them, or whether it is accurate or up-to-date, that can affect their trust or confidence in how it's used</li> <li>• That uncertainty may deter them from providing the information in the first place, or from opting to receive a service they need</li> <li>• Conversely, the more proactive an agency is and the easier it makes the process, the more empowered service users will be</li> <li>• Their confidence that correct information will be used for the purpose for which it was collected will also be greater</li> <li>• This guideline recommends a proactive and pragmatic approach to ensuring that people understand and can exercise the options they have to access their information, request corrections to it, or in some cases change it themselves.</li> </ul>	

Slide(s)	Time	Focus topic	Role
		<p data-bbox="427 156 640 188"><b>Sharing Value</b></p> <p data-bbox="427 212 1883 284"><i>(play the <a href="#">Sharing Value guideline video</a> then go back to the slide pack and bring up the Purpose Matters key points and go through the following bullet points.)</i></p> <ul data-bbox="477 308 1910 1313" style="list-style-type: none"> <li data-bbox="477 308 1910 379">• It is important to develop and share the value of information and insights among those involved in the delivery of services in an inclusive, useful, respectful and valuable way</li> <li data-bbox="477 387 1910 491">• A collaborative approach involves exploring the objectives of information collection and analysis (the desired insights) before information is collected or before analytical activities are carried out, and what insights will be most helpful to people and agencies working on related outcomes</li> <li data-bbox="477 499 1910 611">• In this Guideline, the term <b>insights</b> means <b>non-personal information</b>, including data and data sets, analysis, qualitative or quantitative information, statistics, research, reports or studies, that may support improved decision making.</li> <li data-bbox="477 619 1592 651">• Non-personal information is information that does not identify individual people</li> <li data-bbox="477 659 1827 730">• The term <b>sensitive information</b> is used to describe information that could be misunderstood or misused, resulting in harm or embarrassment to a group or community.</li> <li data-bbox="477 738 1827 810">• Service providers are often required to share information they collect with other agencies for the purposes of accountability, research and analysis, and planning</li> <li data-bbox="477 818 1883 922">• Many people (decision-makers, government, NGOs, communities, and service users) are likely to benefit from the sharing of insights derived from information collected from or about people who use social services</li> <li data-bbox="477 930 1877 1002">• Such insights are valuable for supporting robust decision-making and better delivery of services that support positive outcomes</li> <li data-bbox="477 1010 1899 1161">• Service providers and service users want to be involved at the beginning of the process of information collection and throughout the process of developing insights based on that information, so that they can contribute their perspectives, expertise and suggestions, and have opportunities to understand, access, and apply those insights</li> <li data-bbox="477 1169 1910 1241">• The recommended actions in this Guideline are not only about the development and sharing of insights from new data, but also apply to insights developed from existing collections of data</li> <li data-bbox="477 1249 1776 1313">• The actions recommended in this Guideline are not required by law but are common to many respected codes of practice.</li> </ul> <p data-bbox="427 1337 1709 1369"><i>Share – what do you do, or will you do going forward, that aligns with any of these guidelines?</i></p>	

Slide(s)	Time	Focus topic	Role
15	5 mins	<p><b>The DPUP Adoption Toolkit</b></p> <ul style="list-style-type: none"> <li>The Policy is supported by an online toolkit of resources and information about how it can be used in day to day work.</li> <li>The toolkit is split into three sections: <ul style="list-style-type: none"> <li><b>LEARN:</b> which are resources that help you gain an understanding of the Policy in a way that makes the most sense for you</li> <li><b>PLAN:</b> which helps people plan for the use of the Policy in their organisations</li> <li><b>USE:</b> which contains guidance on things to think about in the context of specific tasks, jobs, or roles.</li> </ul> </li> <li>The Toolkit [will have] has videos, checklists, summaries of important information for people working in different roles, workshop material, case studies and examples</li> <li>The toolkit has information for the whole sector - from frontline workers to data scientists</li> <li>Different tools can be used at different stages in a process or service, such as developing your work programme, to policy or service design or research and evaluation, through to service delivery.</li> </ul>	Presenter
16	5 mins	<p><b>What it means for [Agency name]</b></p> <p>The Ministry has committed to lifting trust and confidence in its use of information – with some of the initiatives being:</p> <ul style="list-style-type: none"> <li>Example</li> <li>Example: <ul style="list-style-type: none"> <li>example.</li> </ul> </li> </ul>	Host
17-29	10 mins	<p><b>Quiz</b></p> <ul style="list-style-type: none"> <li>Will run through a short quiz to run through the key points of the policy</li> <li>You can say the answer or send it in <b>Chat</b> (if function available)</li> </ul>	Facilitator / Presenter
30	15 mins	<p><b>Questions, where to go for more information and close</b></p> <ul style="list-style-type: none"> <li>Ask if the group has any remaining questions</li> <li>Thank them all for attending and let them know where they can go to for more detail (website)</li> <li>Encourage participants to talk to others about what they learnt and how they might apply it in their day to day lives – both personally and professionally.</li> </ul>	Facilitator / Host / Presenter