



Student Handbook

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Introduction

Collection and use of information: Land Search and Rescue will only hold and use information about you that will help us to meet your needs while you are on our course. We will not pass on information about you without your permission unless the law requires it. Under the New Zealand Privacy Act (1993) you are entitled to view and correct the information we hold about you.

This handbook is for the information of students enrolling in Land Search and Rescue courses of study.

Our Vision

"**Everywhere for everyone**" through a training centre of Search and Rescue excellence.

What does this mean?

Our core focus is on developing Search and Rescue Groups and their members to be ready to respond in their communities' time of need, **everywhere** throughout NZ.

Our focus is on **excellence for everyone** - because every emergency responder, regardless of position, organisation or background, deserves the very best to enable and empower them to do their job efficiently and effectively and make it home safely.

Land Search and Rescue has a unique business model of providing skills-based training and support services onsite anywhere in the country. This includes the 60 Local Land Search and Rescue Groups, 7 ACR Teams, River SAR, Cave SAR, Canyon SAR as well as government agencies, corporate's, schools and individuals committed to Search and Rescue and Emergency Response throughout New Zealand and around the world.

Land Search and Rescue has two key focus areas:

A primary goal of ensuring an efficient and effective land search and rescue capability is maintained through the delivery of training, assessment and support to Land Search and Rescue Groups and their members throughout New Zealand.

A secondary goal to support all Search and Rescue (SAR), Emergency Management (EM) and all other emergency response personnel with the delivery of targeted, specific training to meet a defined need as and where required.

Rapa Taiwhenua

The Land Search and Rescue NZ Māori strapline is 'Rapa Taiwhenua'.

- Rapa - has two meanings. a) to spread out, and b) to search.
- Taiwhenua - means rural or land that is not urban or well populated

Land Search and Rescue also conducts search and rescue operations in urban environments, and this will continue to be an increasing trend. Like any strapline, there is no direct conversion of Land Search and Rescue New Zealand into Māori, the translation lies in the intent. When '**Rapa Taiwhenua**' is applied in its broadest sense, it encompasses all aspects of Land Search and Rescue "**to search the land**" (including rivers, mountains, cave and canyon).

Other similar examples include:

- Department of Conservation *Te Papa Atawhai*. Te Papa means 'the caring father'; and Atawhai means 'to show kindness' or 'to foster', as well as 'serenely beautiful'. When combined this encompasses all aspects of conservation - the caretakers/guardians.
- The Museum of New Zealand, *Te Papa Tongarewa* (known by its shortened form of Te Papa) literally translates to 'container of treasures', a reference to the building (museum = *whare tongarewa*) in which the precious (*tongarewa*) items are cared for.

About this handbook

This handbook gives essential information about Land Search and Rescue and outlines rules, expectations, assessment processes and other details of the training.

More detailed course content and other specific site and assessment information is contained in the various unit and course reference materials you will use during your course of study. Information about Land Search and Rescue and available courses may also be accessed through our website www.landsar.org.nz . For Land Search and Rescue members, please log into your Land Search and Rescue Training Portal. Should you require additional information on any of the policies or procedures outlined in this Handbook, please contact us at the email address listed below.

Please note that in signing the student declaration on your enrolment form, or clicking submit on an electronic registration site, you acknowledge that you have read this Handbook and agree to comply with the code of conduct, rules and procedures within it.

Contact details

Because of the nature of its activity as well as basing operations from permanent sites, Land Search and Rescue works from several temporary or “off-site” training venues to facilitate Search and Rescue excellence. However, the Land Search and Rescue National Support Office contact details are given below.

Email training@landsar.org.nz

Website www.landsar.org.nz

Course details

Training is one of the most important things that supports what we do, it is part of what makes us experts in our fields, and put simply, it's a necessity. We use training to build knowledge, skills and application of techniques to ensure that we are ready to respond whenever, and wherever our services are needed. Everywhere for everyone.

A number of activities and assessments for your course will inevitably be carried out away from a permanent site, these are called temporary training sites. This has implications for safety and the training and assessment process which are dealt with later in this Handbook.

Specific course content

As your course of study comprises a number of components, the units being offered within it and its particular make up are contained in separate information which accompanies this handbook. This information includes course prerequisites if any.

Resources for your course of study

Most of the equipment and materials you will need to complete this course will be provided.

In addition, however:

- You will need to provide your own personal clothing, footwear and PPE consistent with the needs of the course (ask the tutor if you are uncertain about this).
- Additional equipment as stated in the pre course material or flyer.
- If you are already hooked on to the National Qualifications Framework, please bring your National Student Number with you.

If you have difficulties with any of the above items or have not come prepared for them, please talk to the course tutor/s immediately.

Student information

Land Search and Rescue will publish and make available to students and prospective students prior to their enrolment, information in Land Search and Rescue publications, which include but are not restricted to:

- Course joining instructions.
- Student handbook.
- Course brochure/flyers (where applicable).
- Land Search and Rescue website.

The Training Delivery Manager will be responsible for the accuracy of the information and for informing students and prospective students of any changes to published information.

General information is disseminated primarily via Land Search and Rescue website, advertising material (see Appendix M to Land Search and Rescue QMS) and may also be presented in the *Student Handbook* (see Appendix L to Land Search and Rescue QMS).

Information for students re attendance, expectations, general material in courses, assessment, appeal processes, complaints procedures, course guidelines maybe sourced from the student handbook and course joining instructions.

Subject specific content is contained primarily in course reference manuals. These are the primary source of specific course subject matter content for students.

Additional site-specific information may be incorporated into handouts and induction processes from time to time with the approval of the Training Delivery Manager.

Site safety information is displayed prominently at all sites and personal support agency contact details are displayed in training areas at all permanent sites.

Information is reviewed at the direction of Academic and Compliance Manager or the Capability and Development Manager, prior to the start of any new course, and is in any case reviewed at least annually as part of the Strategic Review Process.

Student fees

Land Search and Rescue will be fair and reasonable in its dealings with students. Where fee paying courses are run Land Search and Rescue is required to protect student fees, in compliance with s355 (2) of the Education and Training Act 2020.

NZQA Student fee protection (SFP) protects the interests of domestic and international students studying at a registered private training establishment (PTE), especially if the PTE stops offering a programme or training scheme that students have enrolled in.

To maintain registration, PTEs must comply with the Student Fee Protection Rules 2021 (the 'SFP Rules').

The SFP Rules apply to fees for all programmes and training schemes a registered PTE offers, not just NZQA-approved programmes or training schemes. The SFP Rules require all registered PTEs to have an approved SFP mechanism in place before accepting any fees from students.

Procedures on student fees

Land Search and Rescue Training Limited (PTE) has an exemption under the NZQA Fees for the following reasons:

- We do not charge student fees at the time of registration.
- Fees (where applicable) are invoiced on completion of the training.
- Fees are less than \$500.00 per student.
- Where User-pays-training (UPT) is delivered, it is typically at the organisation level to corporate bodies or sponsoring agencies for the cost of the delivery.

Land Search and Rescue may on bill costs of accommodation and other named direct costs to course participants, but these will be agreed to and advised up front.

Student safety

Land Search and Rescue will:

- Assess and manage risk in the conduct of training and assessment in order to protect students and the public from physical, mental, moral and emotional harm.
- Keep an attendance register of all persons present. Is to be used as a rollcall in the event of an emergency.
- Make First Aid supplies available and regularly monitor and update stocks.
- Uphold workplace health and safety, building, safety and fire regulations.
- Promote an environment where students feel safe and relaxed.

Procedures on student safety

These are set out in the table below.

Aim	Action	Frequency	Responsibility
Assure student well-being and safety	<p>Prepare and keep up to date <i>Hazard control plans</i> (Appendix T) for all major/habituated training & assessment activities.</p> <p>Keep an attendance register of all persons present. Is to be used as a rollcall in the event of an emergency.</p> <p>Maintain First Aid supplies</p> <p>Record incidents and accidents and report to Training Delivery Manager to be added into Land Search and Rescue accident register. Provide personal support and counsel. Inform students of welfare, site safety and emergency requirements</p>	<p>Prepared by Training Coordinator. Reviewed for appropriateness at specific sites where activities conducted quarterly (permanent sites) or when courses conducted (temporary sites) <u>Permanent sites:</u> At least quarterly during site hazard/site safety reviews <u>Temporary sites:</u> Temporary Training Site: PAR – Project Activity Report.</p> <p>As required.</p> <p>On-course induction, student handbook, site inductions, local welfare services listed on notice boards, site specific evacuation & assembly plans at key exits, make Hazard plans available</p>	<p>Training Coordinator (writing) Review against site specific application: A manager or site facilitator (permanent sites). Course lead tutor (temporary sites). Training Delivery Manager (may delegate)/ site facilitators. Course lead tutor</p> <p>Course lead tutor</p> <p>Tutors, who may access outside help</p> <p>Training Delivery Manager/ Course lead tutor</p>
Maintain safety of learning & teaching environment	<p>Respond to tutor, learner & other stakeholder feedback, monitor site rental/lease agreements, monitor Temporary Training Site: PAR – Project Activity Report & Hazard control plans Provide information about complaints procedures</p>	<p><u>Permanent sites:</u> Ongoing. Reviewed at least quarterly during hazard/site reviews <u>Temporary sites:</u> via PAR – Project Activity Report completion/confirmation Student Handbook</p>	<p>Training Delivery Manager (may delegate)/ site facilitators</p> <p>Course lead tutor/ Training Coordinator</p> <p>Training Delivery Manager (may delegate)</p>
Maintain safety of premises	<p>Inform students of potential hazards. <u>Permanent sites:</u> Complete Hazard Identification & Safety Checklist to identify & deal with hazards. <u>Temporary sites:</u> Complete/confirm Temporary Site: PAR – Project Activity Report to identify & deal with hazards. Ensure/schedule fire/safety equipment maintenance. Ensure emergency plans are available and communicated to students for all course venues, this includes outdoor training environments. Carry out fire & evacuation drills.</p>	<p>On-course induction</p> <p>At least two monthly.</p> <p>Initially at first use of temporary site. Confirmed prior to each subsequent use Reviewed at least 6 monthly during site compliance reviews</p>	<p>Course lead tutors</p> <p>Training Delivery Manager (may delegate)</p> <p>Course lead tutor</p> <p>Training Delivery Manager (may delegate)</p>

In conjunction with the table on the previous page, Land Search and Rescue is committed to the provision of a safe and healthy work environment for staff, students and the public. We ask that you consider your own safety and that of others while on the premises. Additional safety information is contained in the course workbook.

Your course lead tutor or a Programme Manager will inform you on your first day, of the placement of the fire evacuation plan and toilet and washing facilities for the premises where you will be based. This and other safety material and emergency numbers are also posted at or near exits and/or in other prominent places in your base location.

Remembering that some of your assessments and training will occur outdoors in potentially dangerous situations at offsite venues and will be scenario based, please take special care to follow instructions in outdoor environments for your own safety and that of others.

Hazard control plans have been prepared for all major activities in your programme. Tutors work to these. You may be asked to consult and/or contribute to them and need to take part in this if asked. You may view the hazard control plans at any time by asking a course tutor.

ESOL and learning difficulties.

If English is your second language or if you have a learning difficulty like hearing impairment or another disability that makes it difficult for you to be trained and assessed, please tell your tutor/s so that your learning needs can be met, and another form of assessment arranged where this is possible.

Equal educational opportunity statements of intent

Equal Educational Opportunity is a process to ensure a learning environment that is positive, equitable and free from barriers which might cause or perpetuate inequity in respect to the education of any student or groups of students at Land Search and Rescue.

Land Search and Rescue values the community and the industry that it serves; the groups within that community, and each student as an individual with dignity and worth, inclusive of the student's ethnicity and cultural background, values, political and religious beliefs, lifestyle, gender, sexual orientation, age, occupation, appearance, disabilities, economic, marital and social status.

Land Search and Rescue will continue to work to identify and eliminate inappropriate aspects of policies, procedures and regulations which may prevent a person gaining access to, or succeeding in, its education programmes.

Land Search and Rescue will adopt policies and strategies which support the organisations commitment to the Treaty of Waitangi - *Te Tiriti o Waitangi*.

Land Search and Rescue will observe the requirements of the Human Rights Act 1993. This prohibits various types of discrimination in employment matters.

Land Search and Rescue will observe the requirements of the Bill of Rights act 1990.

Land Search and Rescue will observe the requirements of the Privacy Act 2020.

Land Search and Rescue will observe the requirements of the Health and Disability Commissioner Act 1994.

Land Search and Rescue acknowledges its commitment to the following:

- Protecting and fostering academic freedom.

- Developing and delivering education programmes that meet the vocational needs of underrepresented groups.
- Acknowledge and respect the multi-cultural diversity and the varying life experiences of the student community.
- Use teaching-learning methods appropriate to the student group.

Providing a harassment-free learning environment which affords each student a fair and reasonable opportunity to achieve the student's education goals.

Promoting education as a partnership between the students and the academic staff and encouraging students to participate in the evaluation of their education programmes.

Applying fair, appropriate, and disclosed admission criteria including a process for recognition of prior learning, which are free from discrimination on the grounds of personal or group characteristics irrelevant to the applicant's potential to achieve the planned learning outcomes; and ensuring recruitment and enrolment processes are student centred.

Ensuring that fair and equitable assessment processes occur, which are appropriate to the stated learning outcomes of the Programme/Course and in accordance with Board policy.

Providing a physical environment and the resources required for students to pursue the stated learning outcomes, including the provision of support services to meet students' special learning needs.

Developing, implementing, and resourcing a staff development programme which aims to increase staff knowledge and skills in meeting students' special learning needs and promotes Land Search and Rescue Equal Educational Opportunity intent.

Procedure when grievance is specific to Equal Educational Opportunity intent

When a potential or current student/group of students considers that an unfair situation exists, in the first instance an attempt to remedy the situation should be pursued through the following pathway:

- Tutor
- Training Delivery Manager
- Capability and Development Manager

The student may choose to contact a support person as designated before approaching the tutor so that the support person may provide advice on how to proceed and relating to technical matters (including rights and obligations) and to provide, as necessary, representation with, or on behalf of, the student through the Grievance Pathway.

The support person will then request an investigation be undertaken by either of the Training Delivery Manager or Capability and Development Manager.

The investigator will develop a written report (within an agreed-upon time period) to the Board, stating:

- A description of the issue as presented.
- A description of the investigation undertaken.
- Recommended solutions/proposed remedial action

Members of the Board will be expected to:

- Make a final decision relative to the situation.

- Ensure the advice/assistance will properly safeguard the personal and professional interests of any other persons involved and that due discretion is exercised in the conduct of the investigation.
- Ensure that recommended remedial actions are implemented, provided that the proposed action is acceptable to the complainant.
- Maintain a central confidential file of reports to be used to identify patterns of equity issues and precedents for remedial action.

Course attendance and personal difficulties

It is expected that you will attend regularly, participate fully in your course of study and be prepared for training and assessment activities.

If you have personal or other difficulties that prevent your attendance on a course of more than one day, please contact your course lead tutor, or Land Search and Rescue (contact details are on page 2 of this handbook).

Policy on Student Attendance

All students must attend all aspects of their programme and cannot absent themselves or leave from any segment without prior approval of the Training Coordinator or the Lead Tutor.

Students who need to withdraw from a course must do so prior to the course taking place. This can be conducted via:

1. Land Search and Rescue and Multi-agency members:
 - a) The training portal, prior to registrations closing.
 - b) Land Search and Rescue members, respective Group Volunteer Support (GVS).
 - c) Multi-agency members, email sartraining@landsar.org.nz.
2. External students, respective point of contact.

If a student is registered to attend a course and fails to show, the course result(s) are to be shown as “no-show”, on the course Project Activity Report (PAR).

If a student withdraws prior to commencement of a course, the course result(s) are to be shown as “withdrawn”, on the course PAR.

If a student is withdrawn as a result of lack of attendance prior to course completion, are to be shown as “not achieved”, on the course PAR. See policy for Reporting on student progress.

Programme regulations may specify that a student must attend a specified percentage of the programme to complete academic requirements (e.g., 80%). These requirements will be ratified by Land Search and Rescue and publicised prior to course commencement.

Students are required to be always punctual. Students arriving late or wishing to leave early may be required to provide an explanation to the Lead Tutor, and/or Training Coordinator.

Every effort should be made to arrange medical, dental, and related appointments outside of scheduled class hours.

A student who feels unwell should advise the Tutor and/or the Training Coordinator and give information to assist in dealing with the situation if possible.

Unsatisfactory academic performance or progress

Students whose progress is considered, by the Tutor and/or the Academic and Compliance Manager, to be unsatisfactory may be withdrawn from the course following the procedures outlined in the withdrawal procedure.

Where applicable, students will be given notice in writing of unsatisfactory performance, and an opportunity to fulfil programme requirements satisfactorily before the withdrawal process commences.

Students should refer to each course assessment guideline for the academic requirements to be met.

Students may appeal against a decision to withdraw them by using the process outlined in Policy Student complaints and appeals.

Student support

Land Search and Rescue will:

- Determine and assist with students' support needs.
- Communicate the availability and characteristics of support and support systems.
- Help students develop education and employment goals and advise on pathways enabling the students to achieve their goals.

The Land Search and Rescue policy for the system of student guidance and support is that every student shall have access to guidance and support at all times prior to and during their enrolment on a course.

Land Search and Rescue will determine and assist students' support needs and communicate the availability and characteristics of support systems.

The Land Search and Rescue training team staff are employed to oversee student support. The tutors are available for student guidance and support.

Where it comes to the attention of the Tutor that a problem exists, or that any particular student needs support or assistance outside the normal range of facilities available, the Lead tutor shall endeavour to use what facilities or services are already available to meet the need. Should this be insufficient, the matter shall be brought to the attention of the Training Delivery Manager forthwith.

Where applicable, Land Search and Rescue will help students develop education and employment goals, and advice on pathways enabling the students to achieve their goals.

External Pastoral Care Options

Land Search and Rescue Members

Land Search and Rescues Member Assistance Programme (MAP) can be accessed to provide external pastoral care. This provides confidential professional support and advice to help members reduce, navigate, and manage challenges that arise from Land Search and Rescue activities. This service is provided free to Land Search and Rescue members. To access this support:

Member Assistance Programme

Call Instep on: 0800 284 678 available 24/7

Or use: www.instep.nzmember login = landsar , Password = wellness.



You will need to give your name, phone number, email, Land Search and Rescue ID number and your Land Search and Rescue group as part of the booking process, but all information discussed is confidential.

Land Search and Rescue members can also choose to select other pastoral care options which are provided below listed under external clients/students.

External Clients/Students

For non-Land Search and Rescue members who need to access external pastoral care please see the below options available.

Nationwide Government Assistance Programme

Call or text 1737 for FREE 24 hours a day. You will get to talk to (or text with) a trained counsellor. This service is completely free for all people in New Zealand.



Samaritans 0800 726 666
www.samaritans.org.nz

Anxiety Helpline 0800 269 4389
www.anxiety.org.nz

Depression Helpline 0800 111 757
www.depression.org.nz

Healthline 0800 611 116
www.health.govt.nz

Suicide Crisis Helpline 0508 828 865
www.lifeline.org.nz

New Zealand Mental Health Foundation
www.mentalhealth.org.nz

Procedures on student support

These are set out in the table below and apply to all students.

Support	Method	Responsibility
Induction	Key information re site; course & assessment details; instruction on health and safety issues on site; information on the support services. Verbal at induction, written in student handbook, course manuals and course information/publicity documents. Note website also for data.	Course lead tutor
On-going review of students' goals, achievement and well-being.	Formal review of student objectives and performance is conducted per the requirements of accrediting bodies or the contractual requirements of funders. This includes requirements for filing and storage of such reviews.	Tutors with communication to Training Coordinator.
Student Advocacy	Allow for a safe and supportive environment in which students may voice complaints and the right to appeal decisions. Refer to Land Search and Rescue policy and procedures on training complaints and appeals. Individual support for students is supplied by tutors with whom they have relationship and a list of all relevant support services is on display at each permanent operational site.	All staff

<i>Support</i>	Method	Responsibility
Pastoral Care	<p>Students should be protected, respected and supported whatever age, stage, place or type of learning.</p> <p>Land Search and Rescue Code of Practice key information [NZQA Education (Pastoral Care of Tertiary and International Learners) Code of Practice] is located on Land Search and Rescue web site (external clients), and Land Search and Rescue training portal (Land Search and Rescue members), emailed with course joining instructions, and in student handbook.</p> <p>Pastoral care includes safe, physically and mentally; respected and accepted for who they; supported in learning and wellbeing; where applicable, connected with social and cultural networks; able to have their say in decisions about services.</p> <p>A list of support services is available in the student handbook and emailed to both tutors and students with course joining instructions.</p>	All staff

Assessment

Land Search and Rescue assessment activities will adhere to sound educational practice consistent with legislative requirements, the regulations of external accrediting agencies and NZQA best practice guidelines. All assessment is to comply with Land Search and Rescue internal moderation requirements, external moderation requirements of NZQA, and national standard-setting bodies.

Assessment

Assessments will be conducted without bias and meet the requirements of the assessment instruments being applied. Where unit standards are assessed, learners are only to be assessed against those unit standards or qualifications registered on the National Qualifications Framework for which Land Search and Rescue has accreditation. All relevant Consent and Moderation Requirements (CMR) and external accrediting agency requirements will be met when assessing standards and we will encourage learner success consistent with the maintenance of moderated standards and associated assessment material.

Reassessment

Students who do not pass a learning outcome on the initial attempt are to receive guidance on the areas in which they are having trouble. They are to be reassessed during the training or outside normal hours. The difficulty level of reassessments is to be as close as possible to the initial assessment.

Students who do not meet an objective will be:

- Informed of the reason(s).
- Given additional instruction on the aspects where they have not achieved competency.
- Reassessment in a similar but not identical manner.
- Those who pass a reassessment will be credited with a full “Achieved” grade.

Time for reassessments is not allocated as part of the training curriculum. However, reassessments may be conducted if sufficient time and resources are available at the discretion of the lead tutor; unless otherwise required by the conditions established by a relevant external standard setting body or credentialing agency. Students who fail to meet the passing criteria on a given reassessment will be graded as “not achieved”. If time and resources permit, additional reassessment may be conducted at the discretion of the lead tutor, unless otherwise required by the conditions established by a relevant

external standard setting body or credentialing agency.

Where evidence has been collected from a specially created assessment task, another task will be needed in order to conduct a reassessment. If the aspects of performance to be reassessed are inextricably linked to other aspects, a full assessment task is to be repeated. Otherwise, briefer more specific tasks will be created.

Evidence can come from performances that take place about the same time as the learning programme but not under control or observation of the assessor. This may be in the form of on-job experience. This evidence will be considered by the assessor within the accredited organisation and remain the responsibility of that assessor for any decision to award credits. See NZQA Learning and Assessment, A guide to assessments for more information on current best practice.

In preparing for assessment

The assessor/tutor and learner jointly decide on the timing of assessment, consistent with the agreed course structure, timetable, and the meeting of prerequisites.

If there is any doubt about a Land Search and Rescue contractor or staff member's competence to assess against a given standard, the Programme Coordinator is informed, and an alternate assessor may be appointed. Note, any alternate assessor requires the verification, against relevant CMR's and external accrediting agency requirements, of an individual's capacity to assess in their habitual areas of competence.

Where existing credit can be proven through an NZQA Record of Achievement (ROA) or written confirmation of competence from an accredited provider, learners will not be required to repeat assessments and credit will be accepted against the comparable requirements of a Land Search and Rescue course.

Land Search and Rescue may conduct recognition of prior learning (RPL) through Attestation, Challenge, Credit transfer or Portfolio. See Land Search and Rescue Policy on RPL (Recognition of prior learning) for more information.

Assessment by Land Search and Rescue Training is conducted in English. Where learners require assessment to be conducted in Te Reo Maori or another language, they will, where possible, be referred to other providers.

Where assessment tools are available from an appropriate credentialing agency or standard setting body, these are given priority for use for learner assessment. Where these are not available or are unsuitable, pre-moderated assessments may be purchased from a reputable supplier or written by Land Search and Rescue staff holding the assessment qualification/s required under the relevant CMR or credentialing standard.

Where assessment instruments are developed internal to Land Search and Rescue:

- Each criterion of a unit must be assessed.
- Assessment should be appropriate to the level, consistent with NZQA and standard setting body guidelines.
- As far as possible assessment should reflect real world situations that are appropriate to the programme or course.

An Informal pre-assessment moderation report (Appendix R to Land Search and Rescue QMS) is completed and adjustments to the assessment instrument made consistent with this report and sent to the Academic and Compliance Manager who will complete a Formal pre-assessment moderation report (Appendix R to Land Search and Rescue QMS).

When conducting assessments

Assessment is carried out in accordance with the procedures set out in the assessment guidelines/schedule, instructions or other assessment material being used – time allowed, resources allowed, location, special conditions, evidence to be collected, standards/level of performance required etc.

The results of assessment are recorded on the assessment workbook and Project Activity Report (PAR) and additional evidence e.g. plans, photographs, and video footage attached or referenced.

Where there is discretion, the learner is advantaged consistent with the maintenance of moderated standards.

Completed assessments are signed by the assessor and learner, and stored electronically with Land Search and Rescue training administration staff until the end of the year or as required by credentialing agencies.

Subsequent to assessment

Feedback is given to the learner immediately, verbally and summarised in writing on the learners Assessment workbook under 'Assessor comments'. This includes notification of the assessment outcome – achieved, not achieved (this may include a request or requirement to submit additional evidence). Learners must be competent in all criteria of a standard to receive an achieved result and credit for that standard.

Results ("Achieved" or "Not Achieved" or as required by relevant credentialing agencies) are entered in the Project Activity Report (PAR). This is sent with the course records and paperwork to the Student Administrator. Individual student and course results are loaded into the Land Search and Rescue electronic integrated management system. When a student leaves Land Search and Rescue the assessment record is retained electronically in the electronic database for 10 years.

Assessment and appeal procedures are explained to learners at the beginning of the assessment process and are also included in the Land Search and Rescue student handbook.

If a learner feels the assessment has been unjust, unfair or they wish to appeal the outcome they email their concerns to training@landsar.org.nz within 10 days of the assessment. The Academic and Compliance Manager will undertake a review of the delivery and assessment process and moderation of the materials and inform the learner of this outcome within 14 days of receiving the learners concern. If appropriate, reassessment may occur at that time.

If the learner feels they have been treated unfairly in this process, see Appeals against decisions made, later in this handbook.

Recognition of prior learning (RPL)

Land Search and Rescue is committed to the recognition of prior learning/current competency.

RPL policy is compatible with the NZQA position to ensure that the award of credit for parts, or all of any course, which may in future contain NZQA unit standards, will be formally recognised on an individual's 'Record of Learning'. For additional information and reference those awarding RPL/RCC should refer to NZQA Learning and Assessment, A guide to assessment, available on the NZQA website.

RPL/RCC will be available only to those enrolled on Land Search and Rescue courses. Enrolment does not necessarily mean taking up a student place on the course.

Any programme-specific rules regarding recognition or prior learning/current competency will be stated in the programme regulations.

RPL is assessed using more than one process and is evidence based. In all cases, the purpose of RPL will be to provide authentic, valid and reliable evidence of the applicant's current competence.

Applicants must apply for RPL providing suitable evidence of how, when and where learning was previously achieved. The evidence will be assessed by relevant training sponsors who may either; accept the initial evidence and approve the application for RPL, or require the applicant to undertake further written or practical assessment to determine 'Current Competency'.

To safeguard the quality of qualifications for which RPL is sought, no APL will be considered for components of a programme that Land Search and Rescue considers being essential to the awarding of the qualification. The Academic and Compliance Manager may waive this under exceptional circumstances.

Up to one third of a qualification may be gained through RPL. In exceptional circumstances the Academic and Compliance Manager may grant credit for more than one third of a qualification.

No partial credit will be given for unit standards, courses or modules. Only whole unit standards and all the learning outcomes of a particular course or module will be considered for RPL.

RPL will be granted at the highest level consistent with the student's demonstrated level of Competence.

All graduates who have received RPL will be equitably well qualified in their chosen area as those who completed all the standards within the entire course or programme.

The four methods of demonstrating prior learning that may be used at Land Search and Rescue are:

1. Attestation,
2. Challenge,
3. Credit transfer,
4. Portfolio.

RPL methods chosen will be appropriate for the topic concerned and appropriate for the applicant's cultural background, gender, age and ability.

For more information, refer to the Land Search and Rescue Policy on Recognition of Prior Learning (RPL)

Appeals

Land Search and Rescue will provide students with opportunities to appeal against training outcome decisions made by:

- Tutors,
- Assessors,
- Staff.

The decision being appealed against must relate to at least one of the following areas:

- Training outcome progress,
- Assessment,
- Recognition of prior learning or credit transfer,

- Admission,
- Any other training outcome process or decision.

Appeals procedure

Appeals against a training outcomes decision made by training staff/contractor.

- Students must lodge their appeal within 10 working days of being advised of a training outcome decision.
- Appeals can be emailed to training@landsar.org.nz and include, all relevant information and documentation in the student's possession, a summary of the grounds for the appeal, details of the remedy or desired outcome sought, and any supporting evidence.
- Acknowledgement of the student's appeal will be sent to the student.
- The Capability Development Manager or Academic & Compliance Manager will undertake a review of the assessment process and moderation of the materials and inform the student of this outcome within 14 working days of receiving the appeal. If appropriate, reassessment may occur at that time.
- Appeals against the decision can be made within 10 days to the Chief Executive.
- Any appeal upheld concerning assessments or marking schedules must be recorded in the course file, and specifically addressed by a review, conducted by the Academic and Compliance Manager, of the assessment or marking schedule prior to said instrument being used again.

Appeals against decisions made.

- Students must lodge their appeal within 10 working days of being advised of a training outcome decision.
- Appeals must be addressed to the Chief Executive and include: all relevant information and documentation in the student's possession; a summary of the grounds for the appeal; details of the remedy or desired outcome sought and any supporting evidence.
- Acknowledgement of the students appeal will be sent to the student.
- The Chief Executive or their appointee will investigate and make a report.
- The Chief Executive will make a final decision.
- The decision will be reported to the student within 2 working days.
- If at the end of this process the student still feels they have been treated unfairly in this process, may lay a complaint with NZQA through their website <https://www.nzqa.govt.nz/about-us/make-a-complaint/>

Complaints

Land Search and Rescue will provide a Trainee complaints procedure that is a transparent, timely and appropriate response to both formal and informal complaints that is fair, unprejudiced and confidential to all parties involved.

Complaint's procedure

Problem Solving Procedure (to be used as the first step)

The following is the procedure when a student has a problem relating to a training event or personal conflict with a fellow student.

- The student should identify the problem and discuss it at a mutually arranged time with the person concerned. Assistance in identifying the problem can be sought from a student support person (see definition below). The student may have a family/whānau member and/or a student support person at this meeting.
- If the problem concerns a complaint against a tutor or programme activity, the student should immediately make themselves safe, raise the issue with the tutor/co-tutor and discuss their concerns (if appropriate). If preferred, the student may contact a support person who is obliged to inform the student of the formal and informal complaints procedure and may recommend that such a complaint be filed.

Student Support Persons

For the purposes of this procedure the following people may be considered as Student support persons.

- Another Student
- Course tutor or co-tutor
- GTO – Group Training Officer
- GVS – Group Volunteer Support
- Group Chair
- Any person of the student's choice

Complaints

When the problem-solving procedure does not resolve the issue, a student may wish to complain about a decision, action or experience. There are two levels at which this can occur:

Informal Complaints

The first is an informal or minor complaint which can be made verbally or in writing direct to any staff member of Land Search and Rescue.

- Training staff/contractors approached by a Student with a verbal complaint shall provide an opportunity for the student to discuss the complaint in a private setting.
- Students will be offered an opportunity for the complaint to be written down. Students will be asked to sign the record.
- Students will be informed that **informal complaints** may be anonymous as by itself won't result in formal disciplinary actions. The likely outcome of an informal complaint is that it will be fed

back to the individual being complained about as an area for improvement. If complaints are anonymous, the person being complained about won't have the opportunity to apologise and it's unlikely the complainant will hear back on the outcome of what happened with their complaint.

- Students will be informed of the procedures should they desire to make a formal complaint.
- Informal complaint letters, together with all supporting information and a report on actions taken, will be forwarded to the Capability and Development Manager. The Capability and Development Manager will inform the appropriate training managers, where applicable, and forward the complaint to the Chief Operations Officer, who will present a report on the number and level of informal written complaints annually to the Board.
- Copies of student complaints relating to a programme will be kept in the programme file. Complaints relating to a training staff/contractor member will be filed in the Tutors HR file.
- If any matter, or training staff/contractor is subject to three or more informal complaints, the Capability and Development Manager may escalate the 'informal complaints' to 'formal complaint's' and follow those procedures.

Formal Complaints

The second level is where a student decides the complaint is of a serious nature and they wish it to be dealt with through the formal complaints' procedures. If the formal complaints procedure is used, Land Search and Rescue undertakes to:

- Receive all student complaints and ensure each is heard according to the complaints procedure.
- Ensure the complaint is heard fairly and without prejudice.
- Ensure the principles of natural justice are maintained.
- Communicate the results of the complaint hearing within seven days.
- Refer findings of the complaint hearing to the Capability and Development Manager for action.

Formal Complaints Procedure

These procedures are to be used for the hearing of formal student complaints. Students may complain about an action or training staff/contractor. Such complaints are lodged with the Capability and Development Manager.

- Lodging a Complaint. If the student decides to lodge a formal complaint, this shall be in writing to the Capability and Development Manager in the first instance, or the Chief Operations Officer if the complaint is about the Capability and Development Manager.
- Information. The complainant should supply as much relevant information as possible to support the complaint and subsequent investigation, including grounds for the complaint, who was involved or was witness, any supporting evidence, what the impact is, and what the complainant would like done to rectify the situation. The Capability and Development Manager may come back to the complainant to ask additional information. Complainants cannot remain

anonymous if the complaint is to progress down a formal route, as the person being complained about must be fully informed of the allegations against them in order to be given an opportunity to defend themselves.

- Support for the complainant. Where complaints have had a negative impact on the wellbeing of the complainant, complainants are encouraged and welcome to use the wellbeing Services of Land Search and Rescue. Other management strategies may be used to mitigate the ongoing impact to wellbeing, such as temporarily moving duties or suspending the person being complained about whilst the investigation takes place.
- Initial investigation. Every formal complaint shall be investigated by the Capability and Development Manager and/or delegate within the Training Management Team. This will include, but not be limited to interviewing the complainant, interviewing the person being complained about and any witnesses. Notes will be taken and presented to the Complaints Hearing Committee alongside a summary and initial evaluation of the situation. In the interest of maintaining natural justice principles, full disclosure of information will be provided to the person being complained about so they can defend allegations raised against them. Disclosure will occur in time so that the person has enough time to consider the allegations and seek external advice if required.
- Composition of Complaints Advisory Committee. A Complaints Hearing Committee will be established to consider the evidence collected during the investigation and decide if there has been a breach of the code-of-conduct and recommend a disciplinary or remedial course of action. The Chief Executive will determine the terms of reference and composition of the committee upon recommendation of the Capability and Development Manager. Generally, the Committee will consist of one training staff/contractor representative (usually not from the same programme) the Capability and Development Manager (or delegate in the Training Management Team), a secretary (usually a Land Search and Rescue staff member), and chairperson nominated by the Chief Executive (an independent person of standing within Land Search and Rescue or the community). For complaints of a more serious nature, the Chief Executive may determine that contracted staff with specialist knowledge of employment law may also sit on the committee. Any student or tutor appearing before the Committee shall have the right of representation at their own expense and be able to bring a support person.
- The person being complained shall be provided with all written allegations no less than 5-days prior to the hearing, given an opportunity to seek legal advice prior to the hearing (at their own expense). They may respond in writing prior to the hearing that the committee must consider.
- In reaching a decision, the Committee shall consider all submissions put before it. The Committee may interview the student, any employee of Land Search and Rescue, or any other person connected with the complaint. The Committee may receive any statement, document, information or matter which, in the opinion of the Committee, may assist it to deal with the matters before it, whether or not the same would be admissible in a court of law.

- Parties to the complaint shall be requested to attend the Hearing. Should any parties to the complaint, or their representatives, decline or fail to attend the Hearing, the Committee may hold the hearing on the basis of the information available to it.
- Outcome of Complaint Committee. Once the Committee has considered the complaint, evidence, defence, and has had their recommended course of action approved by the Chief Executive, parties will be notified individually of the outcome. In more serious cases, the outcome may determine that more formal investigation is required so that evidence collected is admissible in court, or that referral to NZ Police is made. In less serious cases, a remedial programme, including apologies may be required.
- Confidentiality. Except for its recommendation when notified, the proceedings of the Complaints Committee shall be confidential and privileged. No involved parties should contact the other parties whilst a formal complaint investigation is occurring. Both parties should respect the privacy and confidentiality of the other party. All complaints will be dealt with as confidentially as possible, whilst maintaining the need for a fair process, which upholds the principles of natural justice. Because a formal complaint may lead to disciplinary action, it cannot be made anonymously. A formal complaint process must be fair and reasonable to both the complainant but also the person who has allegations raised against them. In order to allow the person being complained against to respond in full to allegations as part of the investigation, complaints will need to include details of what happened and to whom, including dates, times, locations, and people involved.
- Implementation of Decision. Land Search and Rescue and its employees shall carry out any decision authorised by the Chief Executive relating to a complaint. Where mediation work is decided, both parties are expected to engage fully and in good faith with the process.
- Notification. The Capability and Development Manager or the Chief Executive will advise any student or tutor in writing of the outcome within seven days of of the Complaints Committee final sitting. This notification will inform the student of their rights to take an appeal to the Ombudsman. The Chief Executive will inform the Board that the Complaints Committee has heard a complaint and report on the outcomes.

NZQA Courses. Students have the right to lodge a complaint directly to NZQA about any registered NZQA provider through: <https://www.nzqa.govt.nz/about-us/make-a-complaint/>

Code of conduct

- Treat staff and other students with courtesy and respect regardless of age, ethnicity, gender or beliefs.
- All written work submitted is to be produced by the student whose name is on the work.
- Take care with Land Search and Rescue property and inform the course lead tutor of any breakages or losses.
- Students are responsible for their own property while on the course and must not interfere with property belonging to others.
- Land Search and Rescue is a smoke-free environment, and students may not smoke inside the buildings or on any outdoor training or assessment activities.
- Land Search and Rescue courses are drug and alcohol free. All sites, buildings, vehicles and operations are strictly alcohol-free zones (unless discussed and agreed by staff for social or graduation events).
- There is an absolute no drugs policy (other than authorised prescription medicine) on all sites and during any and all Land Search and Rescue training and activities.
- A collaborative approach is expected and appreciated in order to ensure you and your fellow students get the most out of the training.
- The instructions given by tutors and assessors must be followed at all times. This is particularly important in outdoor training situations to ensure your safety and the safety of others. Failure to follow such instructions in a timely fashion may lead to instant dismissal from that course or module and, at the discretion of the relevant Programme Manager, your course of study as a whole.
- Students displaying disruptive behaviour may, if they do not correct their behaviour after intervention from the tutor(s), be removed from the training event. Disruptive behaviour may include but not be limited to:
 - Interruption of others.
 - Threatening, harmful, hostile, or violent behaviour.
 - Lack of respect or consideration for other students or the tutors.
 - Socially inappropriate acts.

Notes

New Zealand Land Search and Rescue
www.landsar.org.nz
training@landsar.org.nz

