



Policies and Procedures Manual

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Academic Integrity

Objectives

To ensure the integrity of the qualification is maintained by establishing the authenticity of completed work.

To maintain the reputation of Dairy Training Ltd as a provider and to protect the reputation of learners by avoiding academic misconduct.

Tutors are better able to identify 'key indicators' that highlight learning issues, and possible fraudulent activity.

Learners are receiving the full benefit of the qualification in terms of understanding and adapting principles to their own business.

To uphold the credibility of the assessment process and graduate capability.

To raise awareness of and prevent academic misconduct through provision of training, guidance information, and resources.

To detect academic misconduct and have processes in place to respond appropriately when it is detected.

To provide guidelines and procedures for the ethical and effective use of artificial intelligence (AI) in assessment practices.

Principles

1. **Honesty:** All learners are expected to submit their own work, accurately acknowledge sources and refrain from misrepresentation or falsification of data.
2. **Fairness:** Fair evaluation and assessment practices are maintained to ensure equal opportunity for all learners.
3. **Respect:** Respect for the intellectual property rights of others including proper citation and referencing of sources is essential.

Guidelines

NZQA provide guidelines on effective practice for preventing and detecting academic fraud as follows:

Prevention and detection

Prevention and detection activities are best focused where learning and teaching occurs.

The following summarise activities that, when used together, help actively prevent and detect cheating by students:

Actively preventing cheating by raising student consciousness

The first step in preventing dishonesty is raising student consciousness. Organisations should ensure learners have the opportunity to think about, be reminded of, and understand the need for honesty and integrity before they are assessed.

Actively preventing cheating through well-designed and administered assessment

Well-designed and administered assessments will deter students who are tempted and minimise opportunities for cheating. Students should understand what the requirement and purpose of assessment is.

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Actively detecting cheating by staying alert for the potential for it to happen

Detection should be undertaken as a matter of course – active detection keeps tutors alert to situations where a student may have cheated.

Actively detecting cheating through exploring suspicions

The relationship tutors have with students is vitally important in good assessment practice. However, if a tutor has suspicions that students may be cheating, they need techniques to help them take a closer look.

To uphold academic integrity/prevent academic misconduct:

1. Learners must not engage in plagiarism, collusion, cheating, copying, or any other form of academic misconduct.
2. Tutors and/or assessors must not provide so much guidance to learners completing assessments tasks that the learner doesn't need to understand the concepts themselves. Learners must be able to complete and/or explain the concepts/learning/assessment tasks to demonstrate their understanding.
3. Learners must show respect for other peoples' ideas, creations, work, etc. by acknowledging all sources used in assessments including citing AI-generated content.
4. Where collaboration amongst learners is encouraged, individual contributions must be identified.
5. Unauthorised sharing of assessments is strictly prohibited.
6. Any suspected case of academic misconduct will be investigated, and disciplinary action will be taken.
7. Whenever possible, assessment of Dairy Training Ltd micro-credentials will require learners to focus on their own business, or one they are familiar with, when completing assessment activities. This improves the likelihood that assessment evidence is unique to each learner.
8. AI can be used to support learning, e.g. through developing ideas, generating images, summarising texts however it should not be used in a way that stops people from learning and understanding concepts themselves. Learners are expected to use AI tools ethically and responsibly. This means not using AI to cheat or gain unfair advantage in assessments.

Detection of Academic Misconduct

Tutors are often able to identify irregularities in work presented to them by learners by identifying key indicators. Typical indicators include:

Differing handwriting (if applicable) or writing style on completed assessments

Noticeable changes in the standard of completed work

Use of advanced terms and ideas not typically used by the student

Attendance issues

Inconsistent participation in class activities

A mismatch between understanding shown in class discussions and written work

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It is important that any such issues are addressed quickly to ensure integrity is maintained. Staff should be aware that some of the indicators above may occur for a variety of reasons and not automatically guarantee fraudulent activity has occurred.

Assessment Processes to Maintain Authenticity

1. Open book assessment

Many assessments are open-book assessment tools that the learner will complete at home.

- a. Learners sign the completed assessment to verify that the work is their own.
- b. Tutors undertake spontaneous oral assessment or professional conversations with learners covering relevant areas of knowledge, to clarify understanding is at the appropriate level and depth
- c. At level 5, where possible, assessments are directly related to the learner's own business.

2. Closed book assessment

- a. Visual monitoring by the tutor. A closed book assessment is carried out under the supervision of the tutor.

3. Where partners/spouse are doing the same course or qualification

- a. Tutor informs those parties that oral assessment will occur periodically throughout the course.
- b. Tutor will orally assess individual learners at any time.
- c. Different case studies are used where possible.

4. Where a reader/writer is used by learner

- a. Oral assessment takes place to ensure full understanding of the concepts and content delivered. In this case oral assessment is required in greater depth than for general assessment validity checking.

5. Recognition of current capability (RCC)

- a. Tutors use professional conversation to reinforce physical evidence.
- b. Verification of existing skills through attestations from relevant parties.
- c. Physical evidence is viewed and discussed.

Responding to Academic Misconduct

1. Act promptly if academic misconduct is detected.
2. Discuss the concerns about academic misconduct with the learner and encourage them to be open and honest about the circumstances.
3. Support learners under investigation throughout the investigation process.
4. Follow guidelines for Consequences of Misconduct found in the "Student Code of Conduct" policy
5. Ensure disciplinary procedures are proportionate to the scale and seriousness of the offence.
6. Tutors report misconduct situations to Dairy Training Operations Manager.
7. DTL office keep records of misconduct cases and use this information to inform future prevention of academic misconduct.

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Reference

NZQA (n.d.) *Assessment and Moderation of Standards* [Assessment and moderation of standards :: NZQA](#)

NZQA (n.d.) *Academic Integrity and Artificial Intelligence* [Academic integrity and Artificial Intelligence :: NZQA](#)

OpenAI. (2024) *ChatGPT* [large Language Model]. Retrieved from [AI Policy for Assessment \(chatgpt.com\)](#)

Admission to DTL Programmes or Micro-Credentials

Objectives

To ensure students enrolling on DTL owned programmes or micro-credentials (here after all referred to as programmes) have clarity around eligibility, entry criteria and admission requirements.

Requirements

Guidelines for entry/admission will be included in programme documentation.

If any discrepancies or inconsistency occurs in the programme documentation, entry will be at the discretion of the DTL manager or DTL academic board.

If not otherwise stated, applicants must be a New Zealand citizen or resident.

DTL has the right to decline an application if it is believed the student cannot reasonably meet the assessment requirements of the programme.

If an applicant does not meet all the entry requirements, DTL may consider 'special entry' if they are satisfied the academic and health and safety requirements can be met.

Guidelines

Typically, entry requirements will include;

- a. Minimum age
- b. Prior experience required
- c. Prior academic achievements (NCEA, Level 3 certificate etc)
- d. New Zealand citizen or resident requirement
- e. English proficiency requirements

The enrolment process will ensure eligibility and suitability are met (particularly regarding industry experience). Any enrolment form received that does not meet specified requirements will be reviewed by the DTL Training Coordinator. They will then contact the student and arrange a one-to-one phone interview. If there are still concerns at this stage, the student may be refused entry to the course or may be asked to complete a literacy and numeracy adult assessment test to ensure they are at the sufficient level of literacy and numeracy to successfully achieve the micro-credential.

Programmes at level 4 will typically require prior industry experience and level 3 or equivalent qualifications.

Programmes at level 5 or above will require students to have relevant prior industry experience, be at least 18 years of age and hold relevant qualifications or experience at level 4 or above.

Enrolment applications from work visa holders will be put on a waiting list. If a course has attracted viable numbers of funded students (NZ citizens and residents) but has fewer than 15 students prior to the course starting, the work visa student/s may be offered a place to increase

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numbers to a maximum of 15. Viable numbers will vary according to the funding category and will be decided by the DTL Manager.

If student spaces are limited, selection is based on the order of suitable applications being received.

NB If there are no courses currently on offer, potential students can register their interest on the Dairy Training website, and they will be contacted by Dairy Training administration when a course opens for enrolment

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Assessment Grades and Appeals

Grades

Requirements

All DTL owned programmes, or micro credentials will adhere to the follow grade codes unless NZQA requires differing terminology.

For competency-based assessments:

In Cloud Assess

1. Questions completed successfully will be marked, “Achieved” and those that require more evidence will be marked, “Not Achieved” to generate a second attempt.
2. Once all questions in an activity have been achieved, an overall outcome of “Achieved” can be awarded.
3. Once all activities have been achieved, the Cloud Assess system will automatically report the result through to the Student Management System, SELMA, for reporting to NZQA.

In SELMA

Grade value	Code
Pass granted for Recognition of Prior Learning	RPL
Completed course successfully	C
Withdrawn	W
Did not complete	DNC

Appeals

Guidelines

For all DTL owned Programmes, training schemes and micro-credentials, students have the right to appeal assessment results and should follow the guidelines below. If a student feels their grade is incorrect, they need to:

1. Discuss results with their tutor within 2 weeks of receiving their grade. One reassessment opportunity for each assessment may be offered (provided no academic misconduct has occurred).
2. If still unhappy with results meet with the DTL Manager within 3 weeks of them receiving their results.

Any appeals beyond the time frames given will be at the discretion of the DTL Academic Board.

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Biosecurity Policy

Objectives

To maintain the health of people, animals, and pasture Dairy Training Limited (DTL) is committed to minimising the spread of diseases, weeds and pests via the movement of people, vehicles and animals. DTL must demonstrate good practice, ensuring events run by the company do not result in the introduction/spread of a new disease, weed or pest to the host farm and that students understand the importance of gold standard biosecurity.

Clean on, clean off. The measure designed are to minimise the risk of someone bringing an unwanted organism to the farm or taking something home with them.

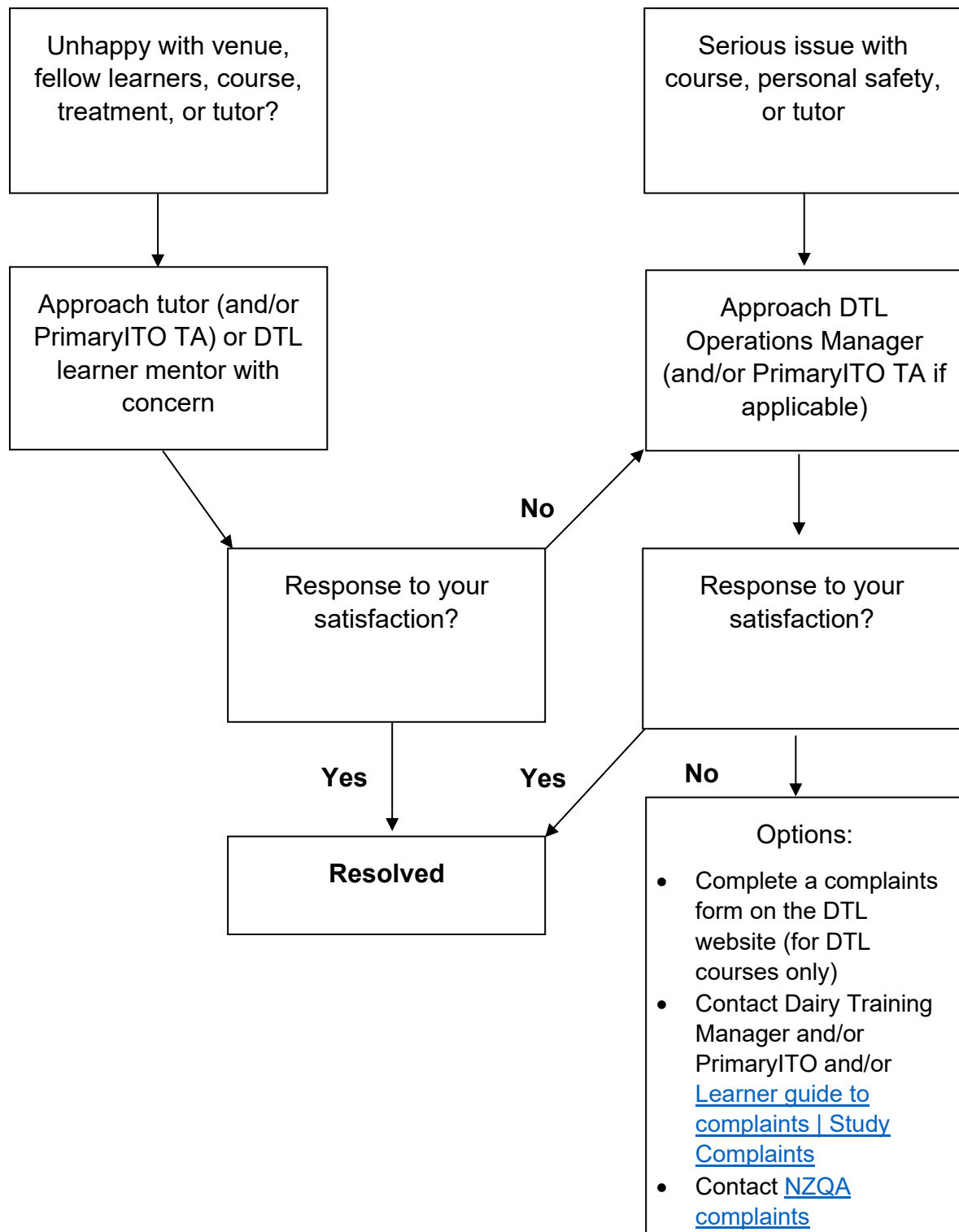
Biosecurity procedure

1. **Pre-event:** Discuss biosecurity needs with the host farmer
 - a. Pests/weeds/diseases they currently have on farm, and any there are concerned about
 - b. Discuss biosecurity, how to minimise contaminant transfer – parking ideally not in a paddock and if so, not in a paddock that has not had stock in for at least seven days
 - c. Minimise number of vehicles coming on
2. **Start of event**
 - a. Park vehicles in an area away from stock access
 - b. Boot clean and disinfection near parking area. Change water if it gets dirty. Dispose of water in an area that animals can't access and that doesn't drain into effluent pond. Fish bin x 2, scrubbing brush, Steri-gene.
 - c. Visitors to arrive with clean clothes/overalls, body. Any biological matter e.g. faeces, urine, saliva can carry disease
 - d. If bringing any equipment onto farm, ensure it is essential and that is clean and disinfected
 - e. Cover biosecurity protocol for the farm in the introduction
3. **End of event**
 - a. Boot clean and disinfect before leaving (clean on, clean off). Follow protocol as above
 - b. Ensure equipment is clean between farms, including:
 - Tea/coffee containers, bins holding supplies, urn etc
 - Items that come into contact with ground e.g. white board stand, stool legs etc
 - Disinfecting kit – include bottom of fish bins, disinfectant container, brushes etc
 - c. Ensure everything going back into car is clean – do not want to contaminate the car.

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Complaints Procedure

If learners and/or their community are not satisfied with their programme or if they feel they have not been treated fairly, respectfully, or ethically, the following process can be used to lodge a complaint. (For DTL owned micro-credentials, do not involve the PrimaryITO staff).



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DTL provides a method where learners can openly discuss any concerns in a safe and confidential environment.

A complaints form is available on the DTL website, see Appendix 1.

1. During the complaints process the student can be sure of:
 - a. Confidentiality during and after the process
 - b. The process will be handled in a timely manner
 - c. Learners will be treated with courtesy and respect at all times during the process
 - d. Learners will be kept informed at all times during the process
 - e. Learners will be given every opportunity to express their point of view

Learners also have a responsibility to:

- f. Ensure any complaint is valid
- g. Provide full and accurate information
- h. Respect others involved
- i. Respect confidentiality

Complaints Process

- j. The complaints process is laid out in the Student Handbook.

Disputes Resolution

If a dispute cannot be resolved through contact with DTL the complainant may want to access options offered through the [Learner guide to complaints | Study Complaints](#)

If learners or the community want to make a complaint about a possible breach of NZQA regulations that has affected their studying experience, they can access information here: [NZQA Complaints](#)

Electronic Completion of Assessment Work

Rationale

All assessment work for both PrimaryITO courses and DTL micro-credentials is completed in electronic formats. Electronic assessment systems enable easy access to and tracking of assessment work, submission dates, marking outcomes and feedback. They provide safe, permanent storage of assessments.

Students can submit their assessment either through Mahi Tahī (PrimaryITO Platform level 3 & 4), through Cloud Assess (DTL owned courses) or Google Drive (PrimaryITO Production Management)

Guidelines

1. All assessments are made available in electronic form to learners.
2. Assessment guidelines are included in the Assessment Overview document, provided in the introduction section of DTL courses in Cloud Assess.
3. PrimaryITO L3 and L4 assessments are on MahiTahi learner platform with instructions included.
4. Te reo Māori is an official language of New Zealand and assessments may be completed in te reo Māori. If learners intend to complete an assessment in Māori, they are to notify the tutor at the beginning of the course.
5. The Cloud Assess system keeps a record of the marking results and feedback. Assessment activities will be marked “Achieved” if all requirements are met, and “Not achieved” if answers are inadequate according to the model answer and quality rubric. A second attempt, showing the assessor feedback, will be generated if an answer is marked, “Not achieved”, and the learner will have an opportunity to re-do and resubmit the work. A second “Not achieved” outcome results in a fail.
6. PrimaryITO guidelines on the marking process/learner attempts are provided in a document titled, “Marking Process for PrimaryITO Courses” which is available to tutors in Daisie.
7. Assessor feedback can be positive, as in a confirmation of achievement, or can be indicating when further work needs to be done. Feedback should be specific, actionable, informative, constructive, and respectful. Avoid vague, or overly general feedback such as “good work” and avoid providing the answer in the feedback.

Emergency Policy and Procedures

Objectives

To ensure all DTL staff are aware of procedures to follow in the case of an emergency.

Requirements

On site – DairyNZ

New DTL staff employed by DairyNZ will go through the Induction Process put in place by DairyNZ. This process includes information on aspects of Health and Safety and Emergency procedures.

All DTL staff who are employed by DairyNZ will be familiar with and follow the Health and Safety policies put in place at DairyNZ.

All DTL staff who are employed by DairyNZ will be familiar with and follow the DTL Health and Safety and Wellbeing policies and procedures.

Class Venues

Venues for classes are selected according to the “Course Venue Selection” policy and procedure.

Tutors will make themselves and students familiar with emergency procedures posted at these venues. Should an emergency arise, the tutor should follow procedures as posted at the venue, and then contact the DTL admin staff as soon as possible.

Ensure all staff, students and visitors are aware of evacuation procedures and safe meeting sites.

In the event of an Emergency

Ensure the safety of all staff and students from any ongoing hazards (this may require evacuating a site)

Contact emergency services

Carry out first aid to any injured party as required

Contact DTL management

Secure the site

DTL Contacts

Hamish Hodgson - DTL Manager

07 858 2764 or 027 455 5582

Jenny Sinclair - DTL Operations Manager

027 1800 4406

Laura Littlejohn - Training Coordinator

0800 467 768 or 027 490 1509

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Emergency Procedures

In case of emergency, dial **111** for Fire Police Ambulance

Prior to Farm Visits

Contact the host and collect information about their emergency procedures, including the location of the emergency assembly point. Ensure this is shared with the visiting group.

Never enter the scene if you will endanger your own safety – check carefully first

Follow first aid procedures:

D - Danger

R - Response

S - Send for Help (and Automatic External Defibrillator - AED)

A - Airway

B - Breathing

C - CPR

D – Defibrillator

Emergency	Risk	Actions	First Aid
Serious Injury (Notifiable Event)	Death Debilitation	<ol style="list-style-type: none">1. Make sure you are safe: Access the area for danger (e.g. live wires, hazardous substances etc)2. Ensure the injured person has the care they need: Call Emergency Services, phone 111 Provide First Aid If possible send a person out to the road to direct emergency services to the appropriate place on the farm.3. Do not disturb the scene: Unless the equipment is in a position to cause further harm or damage to property everything at the accident site should be left undisturbed.	Use appropriate first aid while waiting for an ambulance.

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		<p>4. As soon as possible after emergency services have taken over, contact the Dairy Training Ltd (DTL) Manager and report the incident:</p> <p>If possible, take photographs of the scene.</p> <p>The property owner should also be informed of the incident</p> <p>5. DTL will be responsible for:</p> <p>Co-ordinating the notification to WorkSafeNZ</p> <p>Contacting emergency contacts of any injured persons</p> <p>Responding to any media enquiries</p>	
Fire	<p>Burns</p> <p>Damage to facilities</p> <p>Explosion</p>	<p>To put out fire you could</p> <ul style="list-style-type: none"> • Smother it – with a damp blanket or foam • Cool it – with water or suitable extinguisher • Remove fuel source or turn off fuel source if possible <p>Never use water on burning liquid fuels</p> <p>Never use water on electrical fires</p> <p>If you discover a fire</p> <ul style="list-style-type: none"> • Let others know – fire spreads quickly • Dial 111 for the fire brigade • Fight the fire if it can be quickly controlled • Evacuate • Close doors and windows while leaving 	<p>Use appropriate first aid procedures</p> <p>Run burn under cold water for at least 20 minutes</p> <p>Cover burn with cling film</p>

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Electricity	Electrocution	If you find someone who is getting electrocuted <ul style="list-style-type: none"> • Do not touch a person • Turn off the electricity source • Leave power off until equipment and circuits have been checked by a professional • Notify others before switching power on 	Once the electricity source is turned off: Follow appropriate first aid procedures
Gas Leaks	Fire Explosion Inhalation	Gas may be detected by <ul style="list-style-type: none"> • Smell • Hissing sound • Broken pipes/valves • Gas cylinders on their sides • Victims unconscious • Vehicles left running indoors If you discover a gas leak <ul style="list-style-type: none"> • Turn off the gas if it can be done safely • Warn others/evacuate the area • Turn off electricity • Remove sources of spark or ignition • Open doors and windows • Call the fire brigade 	Once the gas source is eliminated Loosen clothing on the victim Follow appropriate first aid procedures
Chemical Spill	Poisoning of humans, stock or resources Inhalation of poisonous gas Chemical burns	For major spills <ul style="list-style-type: none"> • Call the fire brigade 111 • If possible, contain the spill • Evacuate the scene • Confirm the type of chemical to determine best management (Continued next page) • Call 111 or poisons and hazardous chemical hotlines for guidance 0800 764 766 or (03) 474 7000 	Remove victim from danger. Use appropriate first aid procedures. Remove contaminated clothing. Shower
Medical Conditions	eg Stroke, heart attack, allergic reaction,	For medical emergencies <ul style="list-style-type: none"> • Call 111 • or Healthline 0800 611 116 	Stroke: FAST

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	seizures and convulsions, asthma Death Disability	<ul style="list-style-type: none"> Note symptoms to help with diagnosis 	<p>F-Face A-Arms S-Speech T-Take action, call 111</p> <p>Heart: Chest pain, sweating, short of breath, anxious.</p> <p>Seizure: Keep person safe from injury but don't intervene, if longer than 5 minutes call 111.</p>
Choking	Death	If conscious attempt to dislodge blockage, if victim loses consciousness call 111 and commence CPR.	<p>Encourage to cough.</p> <p>If unable commence thrusts, checking if blockage cleared.</p> <p>5 Back thrusts, 5 chest thrusts. Repeat until blockage expelled.</p> <p>If unconscious call 111</p>
Earthquake	Death, injury	<p>If an earthquake strikes:</p> <ul style="list-style-type: none"> Keep calm Drop, cover and hold Do not run outside. Stay indoors if practical Keep away from windows and heavy furniture If necessary, evacuate to pre-determined assembly point <p>After the quake make sure to:</p> <ul style="list-style-type: none"> Assemble group and check what has happened to everyone Treat any injuries Be wary of re-entering buildings, especially if cracks are evident 	<p>Call emergency services if necessary</p> <p>Follow appropriate first aid procedures</p>

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		<ul style="list-style-type: none"> • Avoid chemicals and/or other dangerous substances • Report to DTL manager <p>DTL will be responsible for contacting emergency contacts of injured persons</p> <ul style="list-style-type: none"> • If help is needed go to your nearest Civil Defence post 	
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Farm Visits & Offsite Field Trips

Farm visits and other field trips can be highly relevant and effective opportunities to enhance student learning. If courses will include farm visits, students will be advised of these visits in advance. To ensure the safety of all concerned, the following guidelines will be followed.

Objectives

To ensure tutors and learners are not put at risk or exposed to harm at any time during a farm visit or field trip. Everything that is reasonably practicable to minimise risk is put in place.

Staff and students come home healthy and safe.

Requirements

The tutor will approach the farmer/site manager prior to the visit to determine:

Any hazards or risks that could arise from workplace activities.

Any hazards or risks not normally expected or found in the farm workplace.

If the business has a health and safety management plan

Relevant SOPs or equipment policies, such as tractors, quads, and use of motorcycles.

From this information the tutor will:

Fill out an offsite health and safety form – See Appendix 1

Discuss this information with learners prior to the visit covering:

- These are the hazards that you may encounter
- This is how we will approach these hazards to minimise any risk
- These are the relevant SOPs and/or policies

Remind students of the need for them to take responsibility for their own and others safety.

Guidelines

Learners will be informed of and expected to follow a standard set of rules while on farm.

Leave gates as you find them

Approach stock, only as directed

Unauthorised buildings should not be entered

Follow the instructions of farm staff

Stay with the group

Learners must:

Wear suitable PPE while on farm (such as suitable footwear)

Protect themselves or others from harm

Act responsibly at all times

Follow tutor directives

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Fee Protection

Overview

DTL does not currently collect fees for any programmes or micro-credentials.

If fees are charged for DTL owned programmes, training schemes or micro-credentials then DTL needs to adhere to the content of this policy. This does not apply to Primary ITO contracted delivery.

Requirements

All student fees will be managed in accordance with the Education and Training Act 2020 Section 452 - Student Fee Protection Rules 2022

Fees will be held with an independent trustee such as an accountant or lawyer

All student fees will be held in a trust for a minimum of 7 days after the commencement of the relevant programme or training scheme.

Students will be entitled to a refund if they withdraw in a timely manner (as follows).

For students enrolled on DTL owned programmes, courses, training schemes or micro-credentials, students must withdraw within 14 consecutive calendar days of programme commencement or 10% of the duration of the programme (whichever is greatest) to have any refunds or entries on their academic record.

If students do not withdraw in a timely manner as stated above, they will be recorded as a fail or withdrawn on their academic records. Students considering withdrawing need to notify the tutor or DTL and discuss the reasons and implications with their tutor, preferably prior to the commencement of the first class.

Students withdrawing within the required 14 days of programme commencement but after the commencement will be entitled to 90% of any fees they have paid.

Students withdrawing prior to the commencement of the programme will be entitled to a full refund.

Students withdrawing after the 14-day period will not be entitled to any refunds.

Harassment

Rationale

No learner, or tutor or other staff member, should be exposed to harassment of any nature (As defined under the Harassment Act (1997)).

Any such behaviour will not be tolerated by DTL, and any such issue should be reported to the DTL Manager.

Guidelines

All reports of harassment must be reported directly to the DTL Manager

All reports of harassment will be handled in strict confidence and follow the complaints policy.

Harassment could include, but is not limited to:

- Intimidation
- Sexual harassment
- Sexual discrimination
- Bullying
- Verbal abuse
- Electronic harassment or other nonverbal forms
- Physical abuse
- Acting in a way that causes a person to fear for their safety
- Stalking

Pastoral Care

Dairy Training Ltd (DTL) is committed to supporting our learners to be successful in their learning journey. Along with support for academic achievement our approach aligns with [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

DTL has several policies and procedures related to learner support in academic achievement, health, and wellbeing. These include:

- Safety and Wellbeing
- Emergency Procedures and DTL Contact
- Student Complaints
- Te Reo Māori Assessment
- Te Tiriti of Waitangi
- Harassment
- Privacy
- Staff code of conduct
- Student code of conduct
- Supporting learner mental and physical health
- Learner/Student Induction
- Withdrawal Procedure
- Assessment Grades and Appeals
- End of Class Evaluation
- Course Venue Selection and Use
- Farm Visits and Off-site Trips

Objectives

To adhere to the code of practice to ensure learners are:

- Physically and mentally safe
- Respected and accepted for who they are
- Supported in their learning and wellbeing
- Listened to in a way that upholds their mana and autonomy
- Provided with an effective complaints system

Guidelines

To achieve the objectives above DTL has developed and implemented a Code of Practice Plan for Wellbeing, Health and Safety including the following:

- Provide learners with the student handbook via Cloud Assess learner platform or by other means, such as email or hard copy, for courses that are not in Cloud Assess.
- Include relevant information from policies and procedures in the student handbook
- Provide policies and procedures to tutors via Daisie so that they are aware of their responsibilities in learner support
- As a contractor, aid PrimaryITO & Wintec staff in their role of providing pastoral care to learners in their programmes.

[Type here]

Gather feedback from learners and stakeholders to highlight areas for improvement and action. This includes end of course surveys, phone interviews with alumni and stakeholders, end of class tutor feedback, learner destination surveys and pulse surveys (Wintec), meetings with PrimaryITO and Wintec staff.

Keep records of complaints and the outcomes. Complaints are not considered resolved until reviewed by the Academic Board and handling approved.

Enable learners to contact tutors via Cloud Assess, phone or email if they need help, support, or guidance to do with their course work/assessments.

Provide a learner mentor to act as a connection point and support for ākonga enrolled in DTL micro-credentials. The mentor is someone the learner can contact if they have any issues, concerns, needs, or questions to do with their course, outside of questions to do with the assessments. E.g. Questions relating to literacy and numeracy support, health, safety and wellbeing concerns, cultural needs, etc.

Privacy Statement

Introduction

Dairy Training Limited (“we” / “us” / “Company” / “DTL”) is committed to protecting your privacy and any personal information we collect. Your privacy is important to us, and we take the responsibility of handling your personal information very seriously. We recognise that individuals and organisations have a right to be certain that their personal information is collected, stored, disclosed, and used fairly in accordance with privacy laws.

To ensure your personal information and privacy is protected, we have implemented this Privacy Policy (“Policy”) that sets out the following:

1. What information does DTL collect?
2. Why does DTL collect the information?
3. How does DTL use your personal information?
4. How does the DTL protect your information?
5. Access to your information
6. Cookies and use of Tracking Technologies
7. Do we disclose information to third parties?
8. Third Party links
9. How long do we hold your information?
10. Your consent
11. Changes to our Privacy Policy
12. Contacting us

Application and context

This Policy came into effect on 2 February 2022.

Throughout the course of business when using our services or interacting with us, some personal information may be collected and/or shared. DTL recognises the importance of its stakeholder’s privacy and has implemented and maintains appropriate systems and practices to ensure that all personal information is kept safe.

This Policy applies to the services offered by DTL. It explains how we collect, use, disclose and store personal information when you visit our website and use any products or services which we sell and/or provide. Unless given consent to do otherwise, DTL will only collect and use personal information in the manner prescribed in this Policy.

This Policy applies to every person and entity who interacts with DTL and provides personal information about them or another person or entity.

This Policy applies to all information, created and obtained, in relation to all DTL business information and activities. It applies to all records and formats of information or data that have been obtained either in-house or off-site. It includes information gathered and stored on all information platforms used for business purposes, including but not limited to DTL’s:

CRM System;

[Type here]

Daisie
Educate Plus
Cloud Assess
Other record management systems;
Databases;
Business information systems;
Emails;
Websites; and
Social media applications.

In the event that you provide DTL with information that relates to another person, please ensure that this disclosure has been consented to and that the person is aware of, and has read, this Policy.

This Policy is in line with the Privacy Act 2020 (“Act”) and the Information Privacy Principles.

This Policy should be read in conjunction with other relevant DTL policies, terms within any specific agreement with you, and the terms and conditions on our website located at: <https://www.dairytraining.co.nz>

The Policy is subject to change in accordance with any developments relating to privacy law and standards. We will ensure that any changes to our policy will be communicated.

1. What information does DTL collect?

Personal information means information about an identifiable individual. When using our services and entering data on our website or other platforms, you may be asked to enter personal information. Information that you may be asked to disclose includes, but is not limited to:

Your contact details, for example, title, name, address, contact phone number, email address, emergency contact information, location data, date of birth, gender and financial information;
Third party information;
Correspondence with us (for example, file note, reports, emails, letters, registration forms, survey responses, other forms, and any other relevant correspondence);
Credential information and information entered into our online platforms (for example, passwords, security information, login data, payment and order history, account numbers, cookies, and any other relevant information); and
CCTV footage (in the event you visit our physical premises).

2. Why does DTL collect the information?

All personal information will be collected fairly and directly from you unless you give us consent to collect the information from someone else. In some cases, personal information may be otherwise collected from other sources if it were necessary or if it were otherwise publicly available

Personal information collected by us will only be used for the purpose that it was collected. Personal information may be collected and used by DTL for a variety of reasons, including but not limited to, the reasons discussed below:

[Type here]

When enquiries are made regarding the prospect of doing business with DTL: In the event we are contacted (including by phone, through our website, through social media platforms, in person, or by other means) by a prospective DTL stakeholder, it may be necessary for us to collect your personal information to assess whether collaboration with you is a viable, and possible, option and to respond and provide support to you.

Processing new clients/stakeholders: Following on from point (a) above, it may be necessary for us to process or collect further information in order for us to assess, verify and consider. Examples of these situations include but are not limited to:

- verification of identity,
- due diligence,
- review of relevant publicly available personal information,
- credit information and lending history.

When you are a stakeholder/client: When you are a stakeholder or client of DTL it may be necessary for us to process your personal information for administrative purposes. Examples of these situations include but are not limited to:

- sending order status,
- sending invoices,
- processing payments,
- correspondence relating to any enquiries, complaints, feedback, general updates and information sharing,
- for internal management purposes (for example, audits and performance management).

For marketing purposes: DTL may use its database information for marketing purposes. Examples of these situations include but are not limited to:

- analysis regarding trends and strategies,
- sending correspondence and updates (for example, text messages, newsletters or offers),
- for general account management,
- for improvement and development of our services,

To enable you to access/use our services through online platforms: DTL offers digital platforms including social media accounts, apps and websites. Data entered in such platforms will be recorded in order for us to be able to respond to you and to allow you to access this information (for example, our website user account functionality).

For other purposes relating to the dairy training industry.

Any other purposes authorised by you or that are notified to you at the time of collection.

3. How does DTL use your personal information?

DTL will use the collected personal information for the purpose it was collected unless:

Permitted by the Privacy Act 2020;

If directed by a Court of law;

The individual concerned has been notified and has consented to the other use of the information;

It is necessary to use the information for another purpose in order to prevent or minimise a serious and imminent threat to life or health of an individual to a person; and/or

The purpose for which the information was collected is directly related to another purpose.

[Type here]

From time to time, you may receive email or text message communications from DTL regarding information relevant to the dairy industry. DTL will not share your email address or phone number with third parties. If you do not want to receive e-mails or text messages from us in the future, simply unsubscribe from the e-newsletter by clicking the unsubscribe button in the email newsletter.

4. How does DTL protect your information?

DTL takes all reasonable steps to prevent loss, misuse, or disclosure of personal information. All personal information is stored on secure servers in a digital format. DTL employees and contractors are obliged to respect the confidentiality of any personal and/or sensitive information held.

5. Access to your information

DTL will not disclose an individual's personal information to another individual or organisation but for the exceptions listed in this policy.

If an individual concerned requests access to their personal information they should contact the Dairy Training Coordinator on admin@dairytraining.co.nz. If such a request is granted the individual concerned will have the opportunity to inspect, take notes or photocopy the information in the presence of the Privacy Officer.

Reasons for refusals of requests to access, or to correct, personal information will be provided by the Privacy Officer.

DTL will respond to requests for information as soon as reasonably practicable. The following factors may influence the time required:

- the method of communication;
- whether a third party needs to be consulted;
- the type or amount of personal information requested;
- the manner in which personal information is held.

Access by individuals concerned

DTL will provide access to the personal information of individuals concerned upon written request unless:

- the access would pose a serious and imminent threat to the life or health of a person;
- the law allows or requires DTL to withhold or limit access;
- the access would be likely to prejudice an investigation into suspected unlawful activity;
- the access would cause an unreasonable impact upon the privacy of another individual or company;
- the request for information is frivolous or vexatious.

Access by third parties

DTL will ensure that any disclosure of, or access to, personal information will be in accordance with the required legal and contractual measures and will only occur to the extent necessary.

[Type here]

DTL will not disclose personal information to an individual or entity that resides in a country/jurisdiction without a privacy regime similar and equivalent to New Zealand's privacy regime.

DTL may provide third party access to your personal information to the following, non-exhaustive, types of third parties:

DairyNZ employees only as required and authorised by DTL's Privacy Officer;
suppliers/agents involved in delivering products or services;
contractors;
companies engaged to perform services for, or on behalf of, DTL;
marketing organisations DTL uses;
regulatory bodies; and/or
other third parties that consent has been provided for.

We may disclose your personal data to regulatory authorities, tax authorities and/or investigating authorities, where:

we are obliged to do so by law or regulation; or
we are responding to a request, including where there is a significant health and welfare issue (including for animals); or
you have provided instructions to DTL to allow this information to be disclosed.

Requests from others

DTL will only provide access of the personal information of individuals concerned to another person or organisation upon written request in the event:

such disclosure is related to the purpose of collection and that the individual concerned would not reasonably object to such disclosure.
the individual concerned was reasonably likely to have been aware or have been notified that the personal information is usually disclosed to the person or agency.
the disclosure is necessary to prevent or lessen a serious and imminent threat to life or health of a person.
the law recognises access by the government agency concerned.

6. Cookies and use of Tracking Technologies

The DTL website, and its associated organisation websites, do use cookies. Google Analytics generates statistical and other information about website use by means of cookies, which are stored on users' computers. The information generated relating to the DTL's websites are used by DTL to create reports about the use of the website. Google stores and uses this information. Google's privacy policy is available at: [google.com/privacypolicy.html](https://www.google.com/privacypolicy.html)
Note: blocking cookies will have a negative impact upon the usability of some websites.

7. Third Party and External Links

DTL has no responsibility or liability for the content and/or activities of sites linked to the DTL website. These third-party/external sites are not under the control of DTL and have separate

[Type here]

and independent privacy policies, therefore DTL is not responsible for the conduct of companies linked to the DTL website, nor for the performance or otherwise of any content and/or software contained in such external websites.

8. How long do we hold your information?

We keep personal information for no longer than reasonably necessary to fulfil the purpose that it was collected for. A request may be made to delete personal and/or sensitive information, and all reasonable steps to delete the information will be made, except where it is required for legal reasons. Deletion of information may result in DTL being unable to provide activities and/or provide post-event services.

9. Your consent

By using our site, you consent to our privacy policy. If any provision of this privacy policy is held to be invalid, void, unenforceable or illegal for any reason, such provision shall be deemed to be severed from this privacy policy and the remaining provisions shall continue in full force.

10.Changes to our Privacy Policy

If we decide to change/ update our privacy policy, we will post any changes to this page. We advise that you check back periodically and review the policy. We will date stamp the policy so you can be aware of when the policy was last changed.

11.Contactting Us

If you have any questions or concerns regarding this privacy policy, or would like to discuss anything related to DTL and its privacy procedures, please contact the Dairy Training Manager.

If you are dissatisfied with the response received, then you have the right to complain to the New Zealand Privacy Commissioner.

Social Media Policy

Background

- Social Media company policy provides a framework for using social media. Social Media is a place where people exchange information, opinions, and experiences to learn, develop and have fun. Whether you're handling a corporate account or using one of your own, you should remain productive and avoid damaging the reputation of Dairy Training Limited in any way. This policy provides practical advice to prevent issues arising due through careless use of social media in the workplace.
- Social Media includes Facebook, X, Instagram, Snapchat, Tik Tok, and WhatsApp or any online forums, and any internet-based site that allows people to connect and share information.
- Anyone using social media needs to be aware that any information published, including images, becomes public and out of your control; it can be shared, reposted, altered, and exist forever – the internet never forgets.

Use of social media

Staff and tutors may use social media as part of their role with Dairy Training Limited, for example, blogs, websites, and Facebook pages, to communicate with students and the community.

Staff who administer a Social Media platform where content can be posted and viewed are online content hosts and may be legally responsible for all content posted on the forum.

Guidelines on use of social media

Give information as to why and how you are using social media in training or within Dairy Training Limited

Ensure we are representing Dairy Training Limited and its individuals respectfully, positively and following the Dairy Training Limited **Privacy policy** guidelines.

Check that the material you are publishing is suitable and accurate

If you refer or link to another site or resource, check that it is appropriate and that you have read all the content be sure to acknowledge your sources and conform to any copyright restrictions.

Any Complaints relating to social media will be directed to DTL Operations Manager

Using social media in your personal life

- Personal use of social media by staff must also be governed by confidentiality and professional standards.

As well as the general points above, staff and tutors must:

- Keep privacy settings appropriate, and make sure you understand the terms of service of the Social Media platforms you use, specifically, how your posts may be accessed, re-used, or republished
- Maintain a professional boundary, considering whether it is appropriate to extend or accept a friend or connection requests with students, or others involved with Dairy Training Limited

[Type here]

- Use a non-Dairy Training Limited email address for your personal Social Media interactions.
- Consider how material or images posted of you reflect on you as a professional associated with the Dairy Training Limited

Texts and emails

1. Electronic communication is accessible and popular, particularly for broadcasting information about Dairy Training Limited Courses and events however a phone call or a face-to-face meeting may be more appropriate than a text or email for some interactions.

Always consider the best way of communicating information, not just the quickest or easiest. As with any other medium, keep the email/text appropriate.

Student Code of Conduct

Required

All students/learners must comply with the DTL code of conduct and all New Zealand Law.

Students not complying with the student code of conduct may be asked to leave the class and the Primary ITO training advisor notified. (see below)

Students must not bring to, be under the influence of, or consume alcohol or illicit drugs at any class venue.

Any student reasonably suspected (by the tutor) of being under the influence of drugs or alcohol will be stood down from that class

Students enrolled on all DTL owned programmes will adhere to the relevant programme, training **scheme or micro-credential requirements**.

Students must uphold the rights of others to be respected and accepted in the learning environment regardless of differences including, but not limited to, differences in ethnicity, cultural practices, spirituality, ability, gender and sexual preferences.

Guidelines

1. Completed assessments are due next class or by the stated due date.
2. Class times are typically from 10am to 3.00 pm or 9.30am to 2.30pm, with half an hour for lunch.
3. Students are expected to be punctual to class. Should students have to leave class early, the Primary ITO training advisor will be informed and confirm the necessity with the employer (if applicable).
4. The tutor will be available 30 minutes prior to and after class to assist individual students with any course queries.
5. If the student is unable to attend class, they are to notify the tutor and put in an apology with an explanation for the absence.
6. Students are expected to hand in all assessments on or before the due date.
7. If a student anticipates needing additional time to complete an assessment, they must contact their tutor to discuss, prior to the due date.
8. Students must have made a reasonable attempt at any assessment to be considered for any resubmissions of that assessment.
9. Extensions and resubmissions are at the discretion of the tutor. If required, the DTL manager has the final decision on any extensions or resubmissions.
10. Except for group exercises, all assessments must be the student's own work.
11. Deliberate cheating or plagiarism is considered a serious offence. Refer to Ac
12. During class students are expected to behave in a manner that is not disruptive to the classroom environment, this includes, but not limited to
 - a. Use of appropriate language
 - b. Paying attention and participating in classes.
 - c. Respecting other people's opinions and allowing differing viewpoints
 - d. Following tutor instructions.
 - e. Act in a way that supports all student learning (not just their own).

[Type here]

Consequences of student not adhering to the Guidelines

1. In the first instance a verbal warning will be given by the tutor, and the appropriate training advisor advised (if applicable)
2. In the second instance the tutor will inform the DTL Operations Manager and give the student a written warning. If applicable, the training advisor will arrange a misconduct meeting with themselves, the student and their employer to make all parties clear on the improvement required.
3. In the third instance the tutor will hand over to the DTL Operations Manager and the student will be permanently excluded from the course. The DTL manager will be notified of the proceedings.

Consequences for Serious Misconduct

1. Conduct that, after investigation, is deemed illegal, could harm others or is in breach of harassment rules, will be regarded as serious misconduct and will result in permanent exclusion from the course.
2. If a student has been found to have committed serious misconduct, any future enrolments on other courses will be at the discretion of the DTL manager.
3. Students may be required to attend disciplinary meetings with DTL and/or partner organisations such as WINTEC or Primary ITO.

Student Induction

Objectives

Learners will be inducted into DTL at the beginning of the programme. This is to make sure the learner is fully informed of the necessary regulations of the programme and processes of DTL.

Learners are fully informed on the nature and content of a course or qualification on enrolment.

Learners are aware of support and welfare considerations available to them throughout their learning.

All learners are given a student handbook outlining relevant information.

Guidelines

1. Primary ITO Courses

- a. The Primary ITO is the recruitment agency for learners that attend courses contracted to DTL by the Primary ITO.
- b. DTL provides the Primary ITO regional coordinator/s with a timetable. The learner receives this prior to commencement of class.
- c. The Primary ITO training adviser will have informed the learner of course content at recruitment.
- d. By the first day of a course, learners are given access to the Student Handbook which contains information on learner support and welfare services, health and safety, contact details, etc. This is available in "Publications" on the DTL website and for DTL owned courses, the student handbook is loaded into Cloud Assess.
- e. The DTL tutor details expectations of the learner, the tutor and (if applicable) the Primary ITO training advisor.
- f. Diagnostic testing, pretesting or other strategies to establish the student knowledge and learning background, will be carried out by Primary ITO, and shared with DTL.

DTL Courses

- g. An auto responder message is sent to learners once they submit an enrolment.

Thank you, we have received your Enrolment Application for Feed for Profit - Moutoa.

Once we've assessed your enrolment application, we'll be in touch to confirm your acceptance and with more information. Closer to the course start date, you'll be emailed a login for our learning platform (Cloud Assess).

Course requirements

You will be required to complete an assessment to demonstrate your learning. You must bring a laptop (ideally) or device to course days to access course materials, editable documents, and assessments. Please bring a pen, paper and your lunch. Tea and coffee are provided.

If you have any questions, please get in touch.

0800 467 768 | admin@dairytraining.co.nz

Kind regards,

The Dairy Training Team

[Type here]

- h. Prior to the course beginning, the Training coordinator sends the following email:

Thank you for your enrolment to our Business by the Numbers course .

I have attached a copy of the timetable for your reference .

We will be in contact with you closer to the start date , to get you set up on our learner platform.

In the meantime, please get in contact if you have any questions .

Kind regards

- i. Learners are set up with access to the learner platform, Cloud Assess, and they receive an automated email with a link to a video on how to navigate the system.
- j. Training coordinator emails class list to tutor so that each learner can be contacted by the tutor prior to the beginning of the course to welcome them and answer any queries.
- k. Student handbooks for DTL courses are available in Cloud Assess. The tutor lets learners know about the student handbook on the first day of course.

Supporting Learner Mental and Physical Health

Objectives

- To support learners to manage their physical and mental health.
- To adhere to the requirements of NZQA. (2021). *Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021*. [pastoral-care-code-of-practice-2021-english.pdf \(nzqa.govt.nz\)](https://www.nzqa.govt.nz/pastoral-care-code-of-practice-2021-english.pdf). Outcome 4 Process 2, clause 21 and Outcome 4 Process 3, clause 22 (1)

Background

DTL has limited contact time with learners. We provide vocational training and do not offer full-time courses or accommodation for learners so contact with learners is infrequent (at most up to 5 hours per week for a few weeks, and often only 5 hours per month for up to a year). This means that learners tend to have other avenues for sharing health and wellbeing concerns. Plans and procedures for supporting learner health, safety, and wellbeing must take the limited contact time into account, however we are committed to supporting learners through the following actions:

Guidelines

Code of Practice Outcome 4 Process 2, clause 21 – Promoting physical and mental health awareness:

- Provide all learners with a student handbook which includes links to health and wellbeing support agencies, including farming specific agencies such as Farm Strong and Rural Support Trust.
- Whenever possible, provide classes in-person rather than online. This gives learners the opportunity to connect with each other, share experiences, and support each other through challenging times.
- Support learners' connection to their language, identity, and culture. Cultural identity may be related to race, gender, sexuality, and ability. In New Zealand dairy farming, learners are commonly European, Māori, Asian (predominantly Indian, Filipino, Sri Lankan and Nepalese), and South American. Tutors provide opportunities for learners to build relationships and share experiences and language related to the course topics where possible. Tutors strive to develop respectful class environments where all cultures are respected.
- Assessments can be completed in Te Reo if preferred.
- Tutors encourage interaction and discussion between learners to embrace the principle of Kotahitanga (unity and collaboration) and Ako.
- Tutors are encouraged to use techniques that optimise tuakana teina (peer to peer) learning.

Code of Practice Outcome 3 Process 3, clause 22(1) – Proactive monitoring and responsive wellbeing and safety practices:

[Type here]

- Collect details of emergency contacts for students enrolling in DTL's short courses as required by the Ministry of Education.
- In the event of any of the situations listed below the tutor will contact DTL administrators. Emergency contacts will then be contacted by the DTL Training Coordinator.
 - In event of an emergency at the venue
 - Civil emergency
 - If a learner experiences a medical emergency
 - If the tutor is concerned about the health or wellbeing of a learner
- To enable learners to communicate health and mental health needs they are provided with contact details for tutors, DTL admin staff, and a learner mentor and are encouraged to make contact if they have concerns. Tutors are available prior to and after classes if learners want to talk in confidence.
- DTL helps tutors identify learners experiencing a mental health crisis.
 - Provide training related to learner mental and/or physical health every second year at tutor conferences.
 - The [Mental Health Foundation of New Zealand](#) website contains information on what to do in an emergency, who is at risk of suicide and signs to look for. This information is included in the tutor manual and highlighted to tutors during induction.
- Tutors are to become familiar with ways to de-escalate high-stress situations.

Te Reo Māori Assessment

Objectives

- To uphold the principles of Te Tiriti of Waitangi in education
- To support the revitalisation of te reo in Aotearoa.
- To provide safe, inclusive education that builds a sense of belonging.
- To uphold rule 13 of the Māori Language Act 1987

Requirements

- Learners will have the opportunity to complete assessments in te reo if they so choose.

Overview of Excerpts

Following are extracts from the DTL policies and procedures that reference the opportunity for students to be assessed in te reo Māori.

Excerpt 1 – Assessing competency

Objectives

To ensure assessments are fit for purpose.

To ensure consistency of assessment by all tutors.

To ensure learners have clear feedback on competency achieved, and on requirements to achieve competency.

Learners are appropriately assessed according to unit standard criteria, unit standard special conditions, qualification outcomes and, as appropriate, programme learning outcomes.

Requirements

Te Pukenga (Primary)ITO Assessments

Te Pukenga (Primary)ITO assessment activities are based in the Mahi Tahi system. Completed assessments are allocated to the tutor and marked electronically. Marking guidelines are provided within the system as pop-up notes when marking.

Dairy Training Assessments

Criteria of assessments

- Valid – the assessment tasks/activities/tools cover what is required by the learning outcomes.
- Fair and unbiased – providing the learner fair opportunities to demonstrate their understanding of the learning outcomes and is free from discrimination.
- Appropriate – pitched at the appropriate course level as outlined in the NZQCF Level Descriptors. Also suitable to the subject, context, and learners.
- The task is clearly outlined including instructions and guidelines for the learner. The brief is clear, unambiguous, and grammatically correct.
- Weighting of the assessment is appropriate and clearly stated.
- Marking criteria and a rubric will be available to the learner and tutor.

[Type here]

- A Marking Guide (Model answers) and the Outcome Criteria will be available to the tutor
- The outcome of the assessment is clear and uses the grading outlined in the Assessment Grades and Appeals Policy.

Marking of assessments must be as per the Marking Guide and Outcome Criteria.

When an assessment is submitted in the Cloud Assess Learner Platform the learner must sign and date the following declaration before submitting their work: *“I declare that the assessments I have completed during this course are entirely my own work, except where properly acknowledged through citations, and that I have not plagiarised or colluded with others in its completion.”*

Assessments are completed electronically in Cloud Assess and are stored indefinitely and securely within the system.

Assessments completed and submitted in Cloud Assess show the learner’s name, activity completed, and date submitted. They move to the assessor’s “To Do” list for marking.

- Learner access to Cloud Assess will expire after a certain period of time following the end of their course.

All assessment tools will adhere to the moderation policy.

Assessments due dates are recorded on course timetables, and within the course material in Cloud Assess.

Guidelines

2. Where a competency-based assessment requires more evidence, the tutor will:
 - a. Clearly indicate that more evidence is required by selecting “Not achieved” beneath the question.
 - b. Provide feedback to explain where the deficiency lies.
 - c. Return assessment to learner for more input by giving an outcome of “Not achieved” for the whole activity, which will generate a second attempt.
3. When an assessment is resubmitted in Cloud Assess the tutor will:
 - a. Re-mark the assessment according to the Marking Guide (model answer) and Outcome Criteria.
 - b. Clearly indicate if competency is achieved by marking “Achieved” on the question then selecting “Achieved” for the activity outcome if all other activities are also achieved.
 - c. The attempt number is shown under Details ·· on the top right of the screen. All attempts display the date submitted.
4. Occasions may arise where a learner is verbally assessed. E.g. Where there are reading/ literacy issues, where a tutor may wish to clarify understanding of an element, or where spouses / partners are in the same class. If a learner is assessed or re-assessed **verbally** the tutor will:
 - a. Clearly indicate the element/or component areas being verbally assessed, along with competency achieved.
 - b. Record/write a written summary of key aspects of the student answer within the feedback section beneath the original answer in Cloud Assess
5. Completed student assessments will be retained and may be used for internal and external moderation. Samples selected for moderation will show competency at differing levels.

[Type here]

6. Te reo Māori is an official language of New Zealand and assessments may be completed in te reo Māori. If learners intend to complete an assessment in Māori, they are to notify the tutor at the beginning of the course.
7. Assessments will be returned within 2 weeks (ten working or 2 class days (whichever is longer) from the date the assessment was submitted) unless stated otherwise in contractual agreements.

Excerpt 2 – Electronic completion of assessment work

Rationale

All assessment work for both PrimaryITO courses and DTL micro-credentials is completed in electronic formats. Electronic assessment systems enable easy access to and tracking of assessment work, submission dates, marking outcomes and feedback. They provide safe, permanent storage of assessments.

Students can submit their assessment either through Mahi Tahi (PrimaryITO Platform level 3 & 4), through Cloud Assess (DTL owned courses) or Google Drive (PrimaryITO Production Management)

Guidelines

1. All assessments are made available in electronic form to learners.
2. Assessment guidelines are included in the Assessment Overview document, provided in the introduction section of DTL courses in Cloud Assess.
3. PrimaryITO L3 and L4 assessments are on MahiTahi learner platform with instructions included.
4. Te reo Māori is an official language of New Zealand and assessments may be completed in te reo Māori. If learners intend to complete an assessment in Māori, they are to notify the tutor at the beginning of the course.
5. The Cloud Assess system keeps a record of the marking results and feedback. Assessment activities will be marked “Achieved” if all requirements are met, and “Not achieved” if answers are inadequate according to the model answer and quality rubric. A second attempt, showing the assessor feedback, will be generated if an answer is marked, “Not achieved”, and the learner will have an opportunity to re-do and resubmit the work. A second “Not achieved” outcome results in a fail.
6. PrimaryITO guidelines on the marking process/learner attempts are provided in a document titled, “Marking Process for PrimaryITO Courses” which is available to tutors in Daisie.
7. Assessor feedback can be positive, as in a confirmation of achievement, or can be indicating when further work needs to be done. Feedback should be specific, actionable, informative, constructive, and respectful. Avoid vague, or overly general feedback such as “good work” and avoid providing the answer in the feedback.

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Te Tiriti o Waitangi

Objectives

- To honour Te Tiriti o Waitangi principles of partnership, protection, and participation, in our role as a tertiary education provider.
- To provide safe, inclusive learning environments that build a sense of belonging and cater for the diverse needs of our learners throughout their training with Dairy Training Ltd.

Guidelines

- Tutor training and resources:
 - Continue to upskill tutors in aspects of cultural competency and how to engage ākonga Māori through suitable systems, processes, and pedagogy. Tutor training may be provided through sessions at tutor conferences, workshops, online training, a Māori mentor/advisor.
 - Tutors will have access to a portfolio of resources to support provision of training that optimises success of ākonga Māori. This includes:
 - Zoom training tips – Māori Learner Success. Training provided to tutors via zoom.
 - DTL's Cultural Awareness Strategy document – The Best of All Worlds.
 - Ben Purua introductory video (shown at every course).
 - TEC Tech-Enabled learning website with resources for online course delivery (including culture specific resources).
- Create an inclusive culture to help ākonga Māori feel safe and welcome in class:
 - Show Ben Purua induction video to communicate what students can expect during class.
 - First course day introductions include icebreaker activities and class day guidelines to highlight the value of whanaungatanga (relationship) and mahi rōpū (teamwork) in learning.
 - Beverages (tea, coffee, milo) on offer at in-person classes.
 - Tutors encourage in-class discussion and knowledge-sharing to embrace concepts of mātauranga Māori (sharing of Māori world view, knowledge, values, and perspectives).
 - Class culture is supportive and respectful including respect for tikanga Māori (Māori protocol), and pronunciation of te reo Māori.
 - For training provided under contract to PrimaryITO and/or Wintec, tutors and training advisors (TAs) work together to build and maintain supportive relationships with diverse learners.
 - Student handbooks give general guidelines and information around:
 - Assistance
 - Complaints process including links to [Learner guide to complaints](#) | [Study Complaints](#)
 - Learning Environment

[Type here]

- Literacy and Numeracy support options
 - Support
 - Wellbeing including links to support websites.
- Learner Voice
 - Tutors are available for 30 minutes before and after face-to-face classes for one-on-one discussion.
 - End-of-course surveys capture learner feedback on the course content and delivery, tutor capability, support and accessibility, class culture, environment, safety, concerns, and ideas for improvement. Sort results of surveys to identify feedback from diverse learners and identify any common suggestions and/or concerns voiced. Modify practices as appropriate.
- Engage with Māori mentors and advisors to continually improve our understanding of, and response to, the needs of our ākonga Māori.
 - DTL collaborate with DairyNZ Māori Development Advisors for guidance and support in connecting with ākonga Māori.
 - Regularly discuss emerging needs and/or concerns with a Māori mentor or advisor and respond as appropriate.

Tutor/Contractor Code of Conduct

Objectives

To ensure there is clarity around the expectations of tutors and other contractors, and that all parties are well informed, supported and treated fairly.

Requirements

DTL expects all staff to:

Be honest in all matters

Conduct themselves ethically and professionally

Continue to develop industry and educational competence and awareness.

Adhere to DTL policies and procedures

Maintain confidentiality in DTL, student and farmer affairs

Maintain DTL's reputation

Act in a manner that supports DTL's vision and values

Never participate in bullying, discrimination, or harassment

Declare any potential conflicts of interest

Adhere to their contract agreement

Do all that is practicable to ensure the Health and Safety of themselves and others is protected.

Staff or contractors who seriously breach the staff code of conduct may be subject to disciplinary action that can, in some circumstances, lead to dismissal or termination of contract.

[Type here]

Withdrawal Procedure

Guidelines for Primary ITO and Wintec Courses

1. If a student indicates they wish to withdraw from a course, discussion should be held as to why the student is making the decision and if this is the best choice for them.
2. Any withdrawals should be done prior to the start of the course or as early as possible within the course.
3. The student must be referred to their Primary ITO training advisor. The Primary ITO advises DTL of any withdrawals and the course list is amended as appropriate.

Guidelines for DTL programmes or micro-credentials.

- Students considering withdrawing should notify the tutor or DTL admin or the learner mentor and discuss the reasons and implications of withdrawal, preferably prior to the commencement of the first class.
- Students wishing to withdraw must inform the course tutor or DTL admin in writing.
- Early withdrawals may provide course vacancies that can be filled from waiting lists.
- If students do not withdraw in a timely manner as stated above, they will be recorded as Fail or Did not Complete on their academic records.
- Students who do not attend any course days and do not advise DTL of their absence will be withdrawn by DTL admin. Their non-attendance may affect their entitlement to enrol in further DTL courses.

Course Fees

- If any course fees have been paid, students withdrawing prior to the commencement of the programme will be entitled to a full refund.
- For students enrolled on DTL owned programmes or micro-credentials, students must withdraw within 14 consecutive calendar days of programme commencement or 10% of the duration of the programme (whichever is greatest) to have any refunds (if applicable) or avoid entries on their academic record.
- Students withdrawing within the required 14 days of programme commencement but after the commencement will be entitled to 90% of any fees they have paid.
- Students withdrawing after the 14-day period will not be entitled to any refunds.

Appendices

Appendix 1: Complaints

Complaints can be made in the following ways:

- Call or email Dairy Training Ltd admin staff. See website “contact us” section for contact information
- Contact the course tutor via messenger in Cloud Assess or using the contact details provided on the course timetable.
- Contact Dairy Training Ltd learner mentor using contact details provided on the course timetable
- Complete and submit the form below

Examples of complaints we can help you with:

Academic experience or academic outcome complaints may include:

- issues with material provided, or access to material
- other complaints

Behavioural complaints about tutor, DTL staff, or students may include:

- inappropriate comments
- sexist behaviour
- rudeness or bullying
- comments about your appearance, race, religion, background or beliefs
- other complaints

Service complaints may include complaints about service you have received with:

- enrolment process
- facilities
- other services

About you	
Would you like to remain anonymous?	<input type="checkbox"/> Yes <input type="checkbox"/> No
No - if you have chosen to be named, your form will be processed within 10 working days after you submit it. We will review your form and let you know next steps.	

[Type here]

Yes - if you have chosen to be anonymous (unnamed), we will respect your privacy and will not engage with you. We may raise your concerns as general feedback within the organisation and use your comments as learnings for the future.

Contact details

Your contact details will not be shared if you choose to remain anonymous

Full name

Email

Daytime phone number (mobile preferred)

Do you have a preferred communication method, or any communication access needs you would like to share?

Which best describes you?

- ☐ Current Dairy Training Ltd student
- ☐ Past Dairy Training Ltd student
- ☐ Community member

About your complaint

Course Name

Course Code (or state location of course)

[Type here]

<p>What is your concern or complaint about?</p>	<p><input type="checkbox"/> Academic experience or an academic outcome</p> <p><input type="checkbox"/> Behaviour of a staff member or a student</p> <p><input type="checkbox"/> Service I have received</p>
<p>What is the nature of your concern or complaint?</p> <p>Tell us about your concern or complaint, such as what happened, who was involved, when it happened, who was affected</p>	
<p>What support do you need from us?</p> <p>Tell us what aspect of raising a concern or making a complaint you need help with, such as arranging a meeting with students or staff involved to see if you can resolve the issue directly</p>	
<p>Is there anything else you would like us to know?</p>	

Privacy Disclosure Statement

This information is being collected to help to navigate the process of making a complaint and as strictly necessary only, to meet our other Purposes and Legitimate Interests set out in our Privacy Statement. We may be unable to process your request if you choose not to supply any information noted as mandatory. Your information will be held securely and processed in accordance with our Privacy Statement.

[Type here]