



Policies and Procedures Manual

Contents

Contents.....	2
Academic Integrity	3
Admission to DTL Programmes or Micro-Credentials	7
Assessment Grades and Appeals.....	9
Biosecurity	10
Complaints Procedure.....	11
Electronic Completion of Assessment Work	13
Emergency Policy and Procedures	14
Farm Visits & Offsite Field Trips	20
Fee Protection.....	21
Harassment.....	23
Pastoral Care	25
Privacy Statement	28
Social Media Policy.....	32
Student Code of Conduct	34
Student Induction	36
Supporting Learner Mental and Physical Health	38
Te Reo Māori Assessment	40
Te Tiriti o Waitangi.....	42
Tutor Code of Conduct	44
Video-based Assessment and Moderation.....	45
Withdrawal Procedure	48
Appendices	49

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.

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 learner
- Attendance issues
- Inconsistent participation in class activities
- A mismatch between understanding shown in class discussions and written work

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.

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.

Unless 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
- f. Access to on-farm information relevant to the programme
- g. Support of an on-farm supervisor for Level 3 courses

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 learner 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 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.

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 and micro-credentials, learners have the right to appeal assessment results and should follow the guidelines below. If a learner 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.

Biosecurity

Objectives

To protect the health of people, animals, and pasture, Dairy Training Limited (DTL) is committed to minimising the spread of diseases, weeds, and pests associated with the movement of people, vehicles, and animals. DTL is committed to demonstrating best practice by ensuring that company-run events do not introduce or spread diseases, weeds, or pests onto host farms.

DTL also aims to ensure learners understand the importance of maintaining gold-standard biosecurity practices.

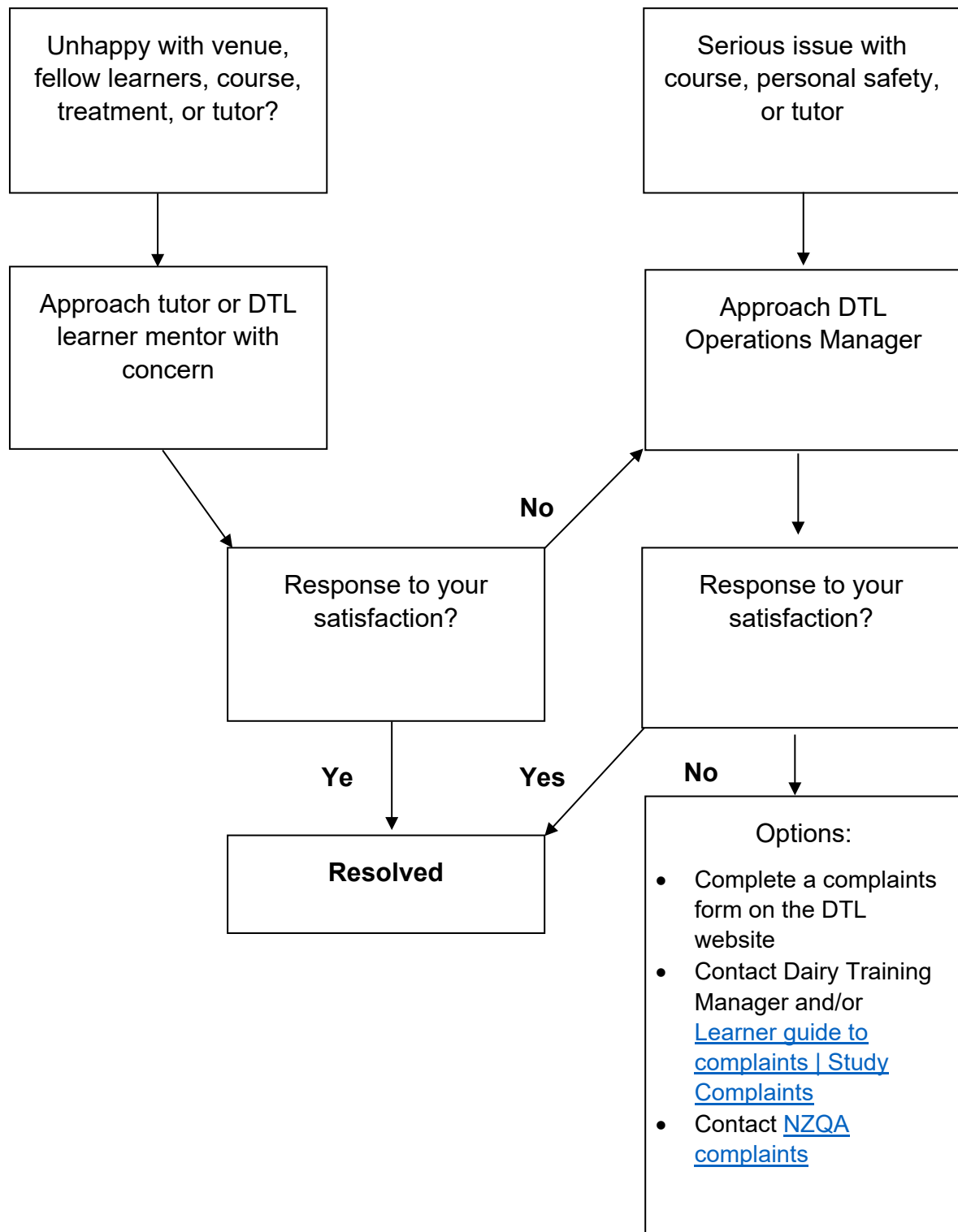
“Clean on, clean off” measures are designed to minimise the risk of bringing unwanted organisms onto a farm or taking them off-site.

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, and 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 the vehicle is clean to avoid contamination.

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.



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 4.

During the complaints process the learner 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 micro-credentials is completed in electronic format. 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.

learners can submit their assessment through Cloud Assess.

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. 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.
4. 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 may result in a “Did not complete” grade, or a third attempt may be offered at the discretion of the DTL Operations Manager. A “Not achieved” outcome of the third attempt will result in a “Did not complete” grade.
5. 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 learners 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, learners and visitors are aware of evacuation procedures and safe meeting sites.

In the event of an Emergency

Ensure the safety of all staff and learners 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

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	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.

		4. As soon as possible after emergency services have taken over, contact the Dairy Training Ltd (DTL) Manager and report the incident: If possible, take photographs of the scene. The property owner should also be informed of the incident 5. DTL will be responsible for: Co-ordinating the notification to WorkSafeNZ Contacting emergency contacts of any injured persons Responding to any media enquiries	
Fire	Burns Damage to facilities Explosion	To put out fire you could • 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 Never use water on burning liquid fuels Never use water on electrical fires If you discover a fire • 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	Use appropriate first aid procedures Run burn under cold water for at least 20 minutes Cover burn with cling film

Electricity	Electrocution	If you find someone who is getting electrocuted • 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 • Smell • Hissing sound • Broken pipes/valves • Gas cylinders on their sides • Victims unconscious • Vehicles left running indoors If you discover a gas leak • 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 • 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 • Call 111 • or Healthline 0800 611 116	Stroke: FAST

	seizures and convulsions, asthma Death Disability	Note symptoms to help with diagnosis	F-Face A-Arms S-Speech T-Take action, call 111 Heart: Chest pain, sweating, short of breath, anxious. Seizure: Keep person safe from injury but don't intervene, if longer than 5 minutes call 111.
Choking	Death	If conscious attempt to dislodge blockage, if victim loses consciousness call 111 and commence CPR.	Encourage to cough. If unable commence thrusts, checking if blockage cleared. 5 Back thrusts, 5 chest thrusts. Repeat until blockage expelled. If unconscious call 111
Earthquake	Death, injury	If an earthquake strikes: - 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 After the quake make sure to: - Assemble group and check what has happened to everyone - Treat any injuries - Be wary of re-entering buildings, especially if cracks are evident	Call emergency services if necessary Follow appropriate first aid procedures

		• Avoid chemicals and/or other dangerous substances • Report to DTL manager DTL will be responsible for contacting emergency contacts of injured persons • If help is needed go to your nearest Civil Defence post	
--	--	--	--

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

Fee Protection

Purpose

To outline how student fees are protected and managed, and to set out the requirements relating to student withdrawal and refunds, in accordance with the Education and Training Act 2020 and the Student Fee Protection Rules 2025 administered by NZQA.

Overview

DTL primarily delivers programmes and micro-credentials that are fully funded through TEC funding and supported by the DairyNZ levy. As a result, learners are not usually required to pay tuition fees.

In limited circumstances, DTL may charge learner fees. Where fees are charged, they may be collected either before a programme begins or retrospectively. Where fees are collected prior to commencement, DTL will comply with the provisions of this policy and all applicable regulatory requirements.

Requirements

Student Fee Protection

- All student fees are managed in compliance with the Education and Training Act 2020 and the Student Fee Protection Rules 2025 - NZQA
- Where student fees are collected in advance, they must be protected using an NZQA-approved student fee protection mechanism. The approved mechanism must be in place before accepting any fees.
- Where a trust-based mechanism is used, student fees are held by an NZQA-approved independent trustee (such as an approved accountant or lawyer) in accordance with the approved trust deed.
- Student fees remain protected for the period required under the approved student fee protection mechanism, including during the applicable refund period and, where required, for the duration of the programme.
- Where no student fees are charged, student fee protection requirements do not apply.
- Where student fees are collected retrospectively, fees will be collected after services/training has been provided.

Withdrawal and Refunds

- Students may withdraw from a programme or micro-credential in accordance with DTL's Withdrawal and Refund Policy.
- The applicable withdrawal period and refund entitlement will depend on:
 - Whether fees were charged
 - The length of the programme or micro-credential
 - The type of student (domestic or international, if applicable)
 - The refund policy in place at the time of enrolment
- Students who withdraw prior to programme or micro-credential commencement will be entitled to a refund in accordance with DTL's Withdrawal and Refund Policy.

- Students who withdraw within the applicable withdrawal period may be eligible for a refund of fees paid, less any permitted deductions, in line with NZQA requirements and DTL's published policy.
- Students who withdraw after the expiry of the applicable withdrawal period may not be entitled to a refund, except where required by legislation or where compassionate or exceptional circumstances apply, as outlined in DTL's policy.

Academic Implications

- Withdrawal from a programme or training scheme may have implications for a student's academic record.
- Students considering withdrawal are encouraged to notify DTL as early as possible and to discuss the reasons for withdrawal, along with any academic and financial implications (if any), prior to or as soon as practicable after programme commencement.

Harassment

Rationale

DTL is committed to providing a safe, respectful, and inclusive environment. Harassment of any kind will not be tolerated.

This policy aligns with the Harassment Act 1997, Human Rights Act 1993, and Health and Safety at Work Act 2015.

Definition

Harassment is any unwelcome behaviour—verbal, physical, written, or digital—that humiliates, intimidates, or creates a hostile or unsafe environment.

Scope

This policy applies to learners, tutors, staff, and contractors, and to all DTL-related activities, including in-person class days, off-site events and online interactions.

Examples of Harassment

Harassment may include, but is not limited to:

- Intimidation or threats
- Sexual harassment or discrimination
- Bullying
- Verbal or written abuse
- Electronic harassment (emails, messages, social media)
- Physical abuse
- Stalking
- Behaviour that causes a person to fear for their safety

Reporting

All complaints should be reported as soon as possible.

Reports of harassment can be made to:

- DTL Manager
- DTL Operations Manager or designated contact person

Confidentiality

All reports will be handled sensitively and confidentially, with information shared only as necessary to investigate and resolve the issue.

Investigation

All complaints will be assessed promptly and fairly.

Both parties will be given the opportunity to be heard.

Appropriate action will be taken based on findings.

Protection from Retaliation

DTL strictly prohibits retaliation against anyone who reports harassment in good faith.

Consequences

Breaches of this policy may result in disciplinary action, up to and including termination of contract or employment, or removal from training programmes.

Responsibilities

All individuals must treat others with respect.

Staff must act on reported concerns.

Management must ensure a safe environment is maintained.

Pastoral Care

Purpose

Dairy Training Ltd (DTL) is committed to supporting learners to be successful in their learning journey. Alongside academic achievement, DTL supports learner wellbeing in alignment with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

This policy outlines how DTL contributes to a safe, inclusive, and supportive learning environment and how learner wellbeing is supported within the scope of DTL-delivered training.

Scope

This policy applies to all learners engaged in DTL-delivered training.
DTL does not enrol international learners.

Related Policies and Procedures

DTL maintains a suite of policies and procedures that support learner wellbeing, safety, and success. These include:

- Safety and Wellbeing
- Emergency Procedures and DTL Contact
- Learner Complaints
- Te Reo Māori Assessment
- Te Tiriti o Waitangi
- Harassment
- Privacy
- Staff Code of Conduct
- Student Code of Conduct
- Supporting Learner Mental and Physical Health
- Student Induction
- Withdrawal Procedure
- Assessment Grades and Appeals
- End of Class Evaluation
- Course Venue Selection and Use
- Farm Visits and Off-site Trips

Objectives

DTL aims to ensure that all learners are:

Physically and mentally safe

Respected and accepted for who they are

Supported in their learning and wellbeing within the DTL training environment

Listened to in a way that upholds their mana and autonomy

Able to access a clear and effective complaints process

Guidelines

Code of Practice Implementation

DTL maintains and implements systems, processes, and practices that support learner wellbeing and safety within its training delivery. This includes:

- Providing learners with a Student Handbook via Cloud Assess, email, or hard copy including relevant pastoral care information within the handbook
- Providing tutors with access to policies and procedures via Daisie to support their role in learner wellbeing

Roles and Responsibilities

Academic Board

- Reviews complaints and outcomes
- Provides oversight of policy effectiveness

Management

- Ensures implementation of this policy and alignment with the Code

Tutors

- Provide day-to-day support within the learning environment
- Maintain a safe and respectful learning setting
- Identify and respond to learners who may require additional support within the scope of their role

Learner Mentor

- Acts as a contact point for ākonga enrolled in DTL micro-credentials
- Provides support with wellbeing, literacy and numeracy, and general course-related concerns (non-assessment)

Learner Support and Engagement

DTL supports learners through:

- Access to tutors via Cloud Assess, phone, or email
- A designated learner mentor for micro-credential learners
- Induction processes that outline available support and expectations

Identification of and Response to Learner Needs

DTL staff may identify learners who require additional support through:

- Tutor observation and interaction
- Learner engagement in training activities

- Informal learner feedback

Where concerns are identified within the DTL training environment, staff will:

- Engage with the learner where appropriate
- Provide practical support within the scope of DTL delivery
- Encourage or direct the learner to appropriate support services or their enrolling provider where additional support is required

Relationship with Wintec

DTL delivers the practical component of a rural animal healthcare programme under subcontract to Wintec.

DTL contributes to learner wellbeing within its training environments and communicates with Wintec where appropriate, recognising that overall pastoral care responsibility sits with the enrolling provider.

Learner Voice and Feedback

DTL gathers and uses feedback to improve the learner experience and support. This includes:

- End-of-course surveys
- Tutor feedback
- Alumni and stakeholder phone interviews
- Meetings with Wintec staff

Complaints Management

DTL maintains a separate Learner Complaints Policy and Procedure.

- All complaints are recorded and monitored
- Complaints are not considered resolved until reviewed by the Academic Board
- Outcomes are used to support continuous improvement

Monitoring and Continuous Improvement

DTL monitors its contribution to learner wellbeing through:

- Learner feedback and outcomes
- Complaints and resolutions
- Engagement and completion indicators within its training delivery

This policy is reviewed periodically to ensure ongoing alignment with the Code of Practice and continuous improvement of DTL practices

Privacy Statement

Introduction

Dairy Training Limited (DTL) is committed to protecting learners privacy and handling personal information responsibly.

DTL operates as a wholly owned subsidiary of DairyNZ, and this Privacy Statement aligns with DairyNZ's Privacy Policy and organisational data governance framework.

We collect, use, store, and share personal information in accordance with the Privacy Act 2020 and the Information Privacy Principles.

This Privacy Statement explains how we manage personal information when learners interact with us, including when learners enrol in courses, use our services, visit our websites, or engage with our digital platforms.

Scope

This Privacy Statement applies to all personal information collected by DTL in connection with its operations.

It applies to individuals who interact with DTL, including learners, clients, industry stakeholders, and website users.

Personal information may be collected through:

- Online platforms and websites
- Student management and learning systems (e.g. SELMA, Cloud Assess, CRM systems)
- Email and other communications
- Social media and digital tools
- In-person interactions, training activities, and events

Collection of Personal Information

DTL collects personal information that is necessary to carry out its functions, including delivering education and training services and meeting legal and regulatory obligations.

The types of personal information we may collect include:

- Name and contact details
- Date of birth and demographic information (including gender and ethnicity where required for reporting)
- National Student Index (NSI) number
- Citizenship or residency status
- Education and training history
- Employment or occupation details
- Health, disability, or learning support needs (where voluntarily provided)
- Emergency contact details
- Correspondence with DTL

- System usage information (e.g. login activity)
- CCTV footage at training locations (where applicable)

Where possible, we collect personal information directly from learners.

In some cases, we may collect information from third parties where learners have authorised this, it is required for service delivery, or it is permitted by law.

If learners provide information about another person, learners must have their consent and ensure they are aware of this Privacy Statement.

Sensitive information is only collected where necessary and with appropriate care. Providing such information is voluntary.

Purpose of Collection

DTL collects and uses personal information for purposes including:

- Processing enrolments and maintaining learner records
- Delivering education and training services
- Meeting regulatory and reporting requirements (e.g. NZQA, TEC)
- Communicating with learners, and their supervisors/employers (if applicable)
- Providing learner support services
- Managing payments and administration (if applicable)
- Conducting internal quality assurance and programme improvement
- Supporting DairyNZ's organisational functions, including reporting, accountability, workforce development insights, and sector analysis
- Producing aggregated or anonymised data for research, reporting, and sector improvement

If learners do not provide required information, we may be unable to deliver services to learners.

DTL will only use personal information for the purpose for which it was collected or a directly related purpose, unless otherwise permitted by law.

Use and Disclosure of Personal Information

DTL may share personal information where necessary for operational, legal, or service delivery purposes.

This may include sharing information with:

- DairyNZ and its related entities, for governance, reporting, quality assurance, and sector development purposes
- Regulatory bodies and government agencies (e.g. NZQA, TEC)
- Service providers and contractors supporting DTL systems and operations
- Organisations involved in delivering training or services on behalf of DTL
- Employers or supervisors where relevant to training delivery
- DTL takes reasonable steps to ensure that any third party protects personal information and uses it only for authorised purposes.

We may also disclose information where required by law, or where necessary to prevent or lessen a serious threat to health or safety.

Overseas Disclosure

Some service providers or systems used by DTL or DairyNZ may store or process personal information outside New Zealand.

Where this occurs, DTL will take reasonable steps to ensure that appropriate safeguards are in place and that the information is protected in accordance with New Zealand privacy law.

Storage and Security

DTL takes reasonable steps to protect personal information from loss, unauthorised access, use, modification, or disclosure.

Information is stored securely in electronic systems. Access is restricted to authorised staff and contractors who require it to perform their roles.

DTL aligns its data security practices with DairyNZ systems, standards, and controls.

Data Breaches

DTL takes privacy breaches seriously.

In the event of a privacy breach that is likely to cause serious harm, affected individuals and the Office of the Privacy Commissioner will be notified in accordance with the Privacy Act 2020.

DTL works with DairyNZ's Privacy Officer where required to manage, investigate, and respond to privacy breaches in line with organisational procedures.

Access and Correction

Learners have the right to request access to, and correction of, Learners personal information.

Requests can be made by contacting DTL at admin@dairytraining.co.nz.

We will need to verify Learners identity before processing Learners request.

DTL will respond as soon as reasonably practicable and generally within 20 working days, as required by the Privacy Act 2020.

If access is refused, reasons will be provided as required by law.

Learners are encouraged to ensure that the information we hold about learners is accurate and up to date.

Retention of Information

DTL retains personal information in accordance with legal and regulatory requirements, operational needs, and DairyNZ's data retention and management practices.

Information is retained only as long as it is required for lawful purposes and may be securely destroyed when no longer needed.

Cookies and Website Use

DTL websites use cookies and analytics tools (such as Google Analytics) to collect information about website usage and improve user experience.

These tools may collect aggregated or anonymised data.

Learners can control or disable cookies through browser settings, although this may affect website functionality.

Third-Party Links

DTL websites may contain links to external websites.

DTL is not responsible for the privacy practices or content of those sites.

Consent

By providing personal information to DTL, learners consent to its collection, use, and disclosure in accordance with this Privacy Statement.

Alignment with DairyNZ

This Privacy Statement operates in alignment with DairyNZ's Privacy Policy and organisational privacy framework.

Where appropriate, DTL shares information within DairyNZ to support organisational operations, quality assurance, reporting, and sector outcomes.

DTL seeks to maintain consistency with DairyNZ privacy practices to ensure a coordinated and effective approach to privacy management.

Changes to this Statement

DTL may update this Privacy Statement from time to time to reflect changes in legal, regulatory, or operational requirements.

The latest version will be available on our website.

Contact and Complaints

If learners have any questions, concerns, or complaints about this Privacy Statement or how Learners personal information is handled, please contact DTL at admin@dairytraining.co.nz.

We encourage learners to contact us first so we can work to resolve concerns.

If learners are not satisfied with our response, they have the right to make a complaint to the Office of the Privacy Commissioner.

Social Media Policy

Purpose

- This policy provides guidance on the appropriate use of social media to ensure that Dairy Training Ltd (DTL) is represented professionally, and that staff, tutors, and learners use social media responsibly.

Scope

This policy applies to all DTL staff, tutors, and any individuals using social media in connection with DTL.

Background

- Social media platforms provide opportunities to share information, communicate, and engage with learners and the wider community
- Social media includes, but is not limited to, platforms such as Facebook, X, Instagram, Snapchat, TikTok, WhatsApp, online forums, and other internet-based communication tools
- Information shared online, including images, may become public and can be copied, shared, or altered, and may remain accessible indefinitely

Use of Social Media for DTL Purposes

- All official Dairy Training Ltd (DTL) social media accounts are managed by the designated Marketing and Communications representative
- Staff, tutors, and learners must not create, publish, or manage social media content on behalf of DTL unless authorised to do so
- Any requests for social media posts, promotions, or public communications must be directed to the Marketing and Communications representative
- This ensures that all external communications are consistent, accurate, and aligned with DTL branding and policy requirements

Guidelines for Use

- Clearly identify the purpose of using social media in a DTL context
- Represent DTL, learners, and colleagues in a respectful and positive manner
- Ensure all content complies with the DTL Privacy Policy and does not disclose confidential information
- Check that all information shared is accurate and appropriate
- Where linking to external content, ensure the material is suitable and acknowledge sources where required

- Any complaints relating to social media use must be referred to the DTL Operations Manager

Personal Use of Social Media

Staff and tutors must ensure that personal use of social media does not negatively impact DTL or professional responsibilities

- Maintain appropriate privacy settings and understand how content may be accessed or shared
- Maintain professional boundaries, including careful consideration before connecting with learners on social media
- Use personal (non-DTL) email accounts for personal social media activity
- Consider how posts, comments, or images may reflect on professional reputation and association with DTL

Electronic Communication (Text and Email)

- Electronic communication is a useful tool for sharing information about courses and events
- Consider whether a phone call or face-to-face conversation may be more appropriate for sensitive or complex matters
- Choose communication methods based on what is most effective, not just what is quickest
- Ensure all communication is professional, clear, and appropriate

Student Code of Conduct

Purpose

The Student Code of Conduct sets out the expectations for behaviour and participation to ensure a safe, respectful, and effective learning environment for all learners.

Requirements

- All learners are expected to comply with this Code of Conduct and all New Zealand law
- Learners must not bring to, consume, or be under the influence of alcohol or illicit drugs at any class or training venue
- Any learner reasonably suspected by the tutor of being under the influence of drugs or alcohol may be stood down from the class and required to leave the training venue. Further action may be taken in line with the disciplinary process.
- Learners are expected to comply with all programme, course, or micro-credential requirements relevant to their enrolment
- Learners are expected to uphold the rights of others to be respected and accepted in the learning environment, regardless of differences including, but not limited to, ethnicity, culture, beliefs, ability, gender, or sexual orientation
- Learners who do not comply with this Code of Conduct may be removed from the learning environment and subject to disciplinary action
- Learners are expected to follow all health and safety requirements and report hazards, incidents, or unsafe behaviour immediately

Guidelines

1. Attendance and Punctuality

- Learners are expected to attend all scheduled classes and be punctual
- If a learner is unable to attend, they must notify the tutor and provide an explanation
- If a learner needs to leave early, they must inform the tutor

2. Class Participation

- Learners are expected to actively participate in learning activities
- Learners are expected to follow tutor instructions and contribute positively to the learning environment
- Behaviour must not disrupt the learning of others

3. Assessment Requirements

- Assessments are to be submitted by the stated due date or the next scheduled class
- If a learner requires an extension, they are expected to contact the tutor prior to the due date
- Learners are expected to make a reasonable attempt at an assessment to be eligible for resubmission

- Extensions and resubmissions are at the discretion of the tutor, with final decisions made by the DTL Manager if required
- Except for approved group work, all assessments must be the learner's own work
- Cheating or plagiarism is considered serious misconduct and will be managed in accordance with DTL policies

4. Behaviour Expectations

During class, learners are expected to:

- Use appropriate language and behaviour
- Respect differing opinions and perspectives
- Allow others the opportunity to participate
- Act in a way that supports a positive learning environment for all

Disciplinary Process

The steps below are a guideline and may be escalated depending on the severity of the behaviour.

Where a learner does not meet the expectations outlined in this Code:

- The learner will be informed of concerns and given an opportunity to respond before disciplinary decisions are made
- All disciplinary actions will be documented
- Learners have the right to appeal disciplinary decisions in accordance with DTL policies
- First instance
 - A verbal warning is given by the tutor
- Second instance
 - The tutor will inform the DTL Operations Manager
 - A written warning is issued
- Third instance
 - The matter is escalated to the DTL Operations Manager
 - The learner may be removed from the course

Serious Misconduct

Serious misconduct includes behaviour that:

- Is unlawful
- Poses a risk to the safety or wellbeing of others
- Breaches DTL policies, including harassment or academic integrity requirements

Where serious misconduct is identified:

- The learner may be removed from the course following investigation
- Any future enrolment with DTL will be at the discretion of the DTL Manager
- The learner may be required to participate in a formal disciplinary process

Student Induction

Objectives

Learners will be inducted into DTL at the beginning of their programme to ensure they:

- Are fully informed of programme requirements, expectations, and DTL processes
- Understand the nature and content of their course or qualification prior to and at enrolment
- Are aware of available support services and wellbeing resources throughout their learning journey
- Have access to relevant information through the Student Handbook

All learners will have access via Cloud Assess to a Student Handbook outlining key information.

Guidelines

General Induction Requirements

1. Learners receive key course and organisational information prior to programme commencement.
2. By the first day of the course, learners are provided access to the Student Handbook found in Cloud Assess which includes:
 - Learner support and wellbeing services
 - Health and safety requirements
 - Key contacts
 - Programme expectations
3. Tutors outline expectations of:
 - The learner
 - The tutor
 - The learning programme
4. Where appropriate, diagnostic testing, pre-assessment, or other methods may be used to establish learners' prior knowledge and learning needs.

Enrolment and Pre-Course Communication

5. An automated acknowledgement email is sent to learners upon submission of enrolment application
6. Once enrolment is confirmed and prior to the course start date, the Training Coordinator sends learners relevant course information, including:
 - Course timetable
 - Course requirements
 - Key contacts and next steps

Learner Platform Access

7. Learners are provided access to the learning platform (e.g. Cloud Assess) before the course begins.
8. Learners receive an automated email with instructions and/or a video on how to access and navigate the platform.

Tutor Engagement

9. The Training Coordinator provides the class list to the tutor prior to course commencement.
10. Tutors are expected to contact learners before the course begins to:
 - Welcome them
 - Answer any initial questions
 - Support readiness for learning

Student Handbook

11. Student Handbooks are made available via the learning platform (e.g. Cloud Assess) or the DTL website.
12. Tutors will ensure learners are aware of the Student Handbook and how to access it on the first day of the course.

Supporting Learner Mental and Physical Health

Objectives

- To support learners to manage their physical and mental health
- To meet the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, specifically Outcome 4 (Learner wellbeing and safety), including Processes 2 and 3 (Clauses 21–22)

Background

DTL delivers vocational training with limited learner contact time, typically through short-duration, part-time programmes averaging a few hours per week over 2–3 months.

DTL recognises that limited contact does not reduce its responsibility to support learner wellbeing. Systems and practices are designed to ensure learners are informed, supported, and able to access appropriate assistance when required.

Guidelines

Promoting Physical and Mental Health Awareness (Outcome 4, Process 2, Clause 21)

- All learners are provided with a Student Handbook that includes information on health and wellbeing support services, including national and sector-specific services such as Farmstrong and Rural Support Trust
- Learning delivery, where possible, promotes connection and peer support through in-person engagement
- Tutors create inclusive learning environments that respect and support learners' language, identity, and culture
- Opportunities are provided for learners to connect, share experiences, and support each other
- Tutors incorporate inclusive teaching practices such as Ako (reciprocity – knowledge flowing in both directions), tuakana-teina (peer-to-peer learning) and kotahitanga (unity and collaboration), where appropriate
- Assessments may be completed in Te Reo Māori where appropriate
- Tutors foster safe and respectful learning environments where learners feel comfortable raising concerns

Proactive Monitoring and Responsive Wellbeing Practices (Outcome 4, Process 3, Clause 22)

Proactive Monitoring

- Tutors actively observe learner engagement, participation, and behaviour for signs that a learner may require support
- Learners are provided with clear points of contact, including tutors and administration staff, and are encouraged to raise concerns
- Regular interaction during training sessions provides opportunities for informal check-ins

Response and Escalation

- Emergency contact details are collected for learners as required
- Tutors must notify DTL administration staff if they have concerns about a learner's health, safety, or wellbeing
- The Training Coordinator will contact emergency contacts where appropriate in situations such as:
 - Medical emergencies
 - Serious wellbeing concerns
 - Civil or site emergencies

Staff Capability and Support

- DTL provides training to tutors on identifying and responding to mental health and wellbeing concerns at least every two years
- Tutors are provided with guidance on recognising signs of distress and responding appropriately
- Resources from recognised organisations, such as the [Mental Health Foundation of New Zealand](#) of New Zealand, are included in tutor training and guidance materials
- Tutors are expected to be familiar with de-escalation techniques and appropriate referral pathways

Te Reo Māori Assessment

Objectives

- Uphold the principles of Te Tiriti o Waitangi in education
- Support the revitalisation of te reo Māori in Aotearoa New Zealand
- Provide a safe and inclusive learning environment that fosters a sense of belonging
- Recognise and give effect to te reo Māori as an official language of New Zealand under the Māori Language Act 1987

Requirements

- Learners have the option to complete assessments in te reo Māori
- Learners intending to complete assessments in te reo Māori must notify the tutor at the beginning of the course

Policy Statement

DTL recognises te reo Māori as an official language of Aotearoa New Zealand and supports learners to demonstrate their knowledge and skills in te reo Māori where appropriate. Assessment practices are designed to be fair, inclusive, and free from bias, ensuring that language choice does not disadvantage the learner.

Alignment with Assessment Policies

The option to complete assessments in te reo Māori is supported by DTL's assessment policies, which ensure assessments are fair, consistent, and accessible to all learners.

Tutor Responsibilities

- Ensure learners are aware of their right to complete assessments in te reo Māori
- Provide a supportive and inclusive environment for learners choosing this option
- Use appropriate marking guides and assessment criteria, regardless of the language used
- Seek support where required to ensure valid and fair assessment decisions
- Maintain clear and accurate assessment records

Learner Responsibilities

- Notify the tutor at the beginning of the course if they intend to complete assessments in te reo Māori
- Ensure that assessment submissions meet the required standards and criteria

Assessment Practice

- Assessments completed in te reo Māori will be assessed against the same learning outcomes and standards as all other assessments
- Assessment decisions must remain consistent, fair, and evidence-based
- Where necessary, additional support may be used to ensure accurate interpretation and marking

Summary Statement

DTL is committed to supporting the use of te reo Māori within its assessment practices and

ensuring that all learners are able to demonstrate their learning in a way that reflects their identity, language, and culture.

Te Tiriti o Waitangi

Objectives

- To give effect to the principles of Te Tiriti o Waitangi—partnership, protection, and participation—in DTL’s role as a tertiary education provider
- To provide safe, inclusive learning environments that foster a sense of belonging and support the diverse needs of all learners, including ākonga Māori

Guidelines

Tutor Capability and Development

- DTL supports tutors to build cultural capability and confidence in engaging with ākonga Māori through appropriate systems, processes, and teaching practices
- Professional development is provided through tutor conferences, workshops, online learning, and guidance from Māori advisors or mentors
- Tutors have access to resources that support culturally responsive teaching and promote success for ākonga Māori

Inclusive Learning Environment

- Tutors create a welcoming and inclusive learning environment where all learners feel safe, respected, and valued
- Course introductions include icebreakers and shared expectations that promote whanaungatanga (relationships) and mahi rōpū (collaboration)
- Tutors encourage participation, discussion, and knowledge-sharing, including recognition of mātauranga Māori
- Tikanga Māori is respected, including appropriate pronunciation of te reo Māori
- Learning environments are supportive, respectful, and inclusive of diverse cultures, identities, and experiences

Learner Experience and Support

- Learners are provided with clear information on available support services, including wellbeing, literacy and numeracy support, and how to raise concerns or complaints
- Tutors are available before and after scheduled sessions to support learners on an individual basis
- Learning environments and delivery approaches are designed to support engagement and accessibility

Learner Voice

- Learner feedback is actively gathered through end-of-course surveys and informal discussions
- Feedback is reviewed to identify themes, including the experiences of ākonga Māori and other learner groups
- Practices are adjusted where appropriate to improve learner experience and outcomes

Engagement and Continuous Improvement

- DTL engages with Māori advisors or mentors to strengthen understanding of, and responsiveness to, the needs of ākonga Māori
- Feedback, data, and sector guidance are used to continuously improve culturally responsive practices
- Emerging needs or concerns are identified and addressed in a timely and appropriate manner

Summary

This policy aligns with NZQA expectations by supporting culturally responsive practice, promoting learner voice, and contributing to equitable learner wellbeing, safety, and success outcomes for ākonga Māori.

Tutor Code of Conduct

Objectives

To clearly outline the expectations of tutors engaged by DTL as contractors, ensuring all parties are well informed, supported, and treated fairly.

Requirements

DTL requires all contracted tutors to:

- Act honestly and with integrity in all matters related to their work with DTL
- Conduct themselves in an ethical and professional manner when representing DTL
- Maintain and continue to develop relevant industry knowledge and educational capability
- Comply with applicable DTL policies, procedures, and the terms of their contract
- Maintain confidentiality of all DTL, learner, and client information
- Act in a manner that protects and upholds the reputation of DTL
- Demonstrate behaviours that align with DTL's vision and values
- Treat all individuals with respect and not engage in bullying, harassment, or discrimination
- Declare any actual, potential, or perceived conflicts of interest
- Take all reasonably practicable steps to ensure the health and safety of themselves and others when undertaking work for DTL

Failure to meet these standards may result in action being taken in accordance with the terms of the contract, which may include termination of the contract.

Video-based Assessment and Moderation

Objectives

This document describes the policy, procedures, systems, and support structures in place for the use of **video-based assessment evidence** as an alternative means of assessment. Video-based assessment is used to collect valid, sufficient, and authentic evidence of learner performance while maintaining assessment integrity, learner safety, and privacy.

Guidelines, Processes, Systems, and Support Structures

1. Verification That the Learner Performed the Tasks Independently

Video-based assessment evidence requires the learner to be clearly identifiable as the person performing the task in the video submission.

To support verification of independent performance:

- Assessment activities explicitly state that tasks must be completed independently
- Learners are required to submit video evidence showing themselves completing the task
- The learner's physical presence and performance within the video provides direct visual evidence of task completion
- Where evidence does not clearly demonstrate independent performance, the assessment activity is marked Not Achieved and the learner is required to resubmit

This approach ensures authenticity while aligning with assessment integrity requirements.

2. Health and Safety in Performing Tasks

Video-based assessment is used only for tasks that are appropriate to be completed in the workplace under normal supervision arrangements.

Tutors and assessors do not observe tasks in real time and cannot intervene during filming. To manage health and safety risk:

- Learners complete assessment activities in their normal workplace environment
- Workplace supervisors (e.g. manager, supervisor, or farm owner) are informed of the learner's enrolment and role in supporting safe task completion
- Supervisors are responsible for ensuring workplace health and safety procedures are followed during task completion

Supervisors receive a version of the following communication outlining their role, and relevant to the particular course:

[Your staff] "will need support from you to help them source workplace information and to support task completion. This may include access to [insert type of] information, time to [insert

tasks], assistance with [insert tasks], and permission to take photographs and videos for submission.”

If unsafe practice is observed in a video submission, the task is marked “Not Achieved”

Feedback may be provided reinforcing correct and safe practice, if this is identified as an issue.

The learner must demonstrate safe performance in a resubmission

3. Objective Judgement Without Real-Time Interaction

Video submissions are recognised as a valid method of collecting assessment evidence.

To ensure objective judgement:

- Assessors evaluate evidence after submission, with no real-time interaction or coaching
- Judgements are based solely on the observable evidence provided
- All decisions are made against approved assessment guides and marking criteria
- Where evidence is insufficient, unclear, or incomplete, the assessment is marked “Not Achieved” and the learner is required to resubmit

This ensures fair and consistent assessment decisions regardless of delivery mode.

4. Clear Presentation of Evidence and Safety Behaviours

Assessment activities specify expectations for the quality of video evidence, including:

- Clear visibility of task performance
- Appropriate camera positioning to capture key task steps and safety behaviours
- Sufficient footage to demonstrate full task requirements

If video submissions do not clearly present the required evidence (including safety behaviours), the assessment activity is marked “Not Achieved”, and the learner must submit new evidence that meets the requirements.

5. Assessment Guides and Marking Schedules

All video-based assessments are supported by approved assessment materials that include:

- Clear instructions and evidence requirements
- Quality expectations and performance standards
- Tutor marking rubrics and judgement criteria
- Model answers or benchmarking guidance where applicable

Assessment guides and marking schedules are reviewed to ensure they remain appropriate for video-based evidence and support consistent assessment decisions.

6. Privacy and Consent

Privacy and confidentiality are addressed through both system controls and communication processes:

- Video evidence is submitted via Cloud Assess, Dairy Training's secure learner platform
- Farm supervisors are informed that images, videos, and farm information will be submitted as part of the assessment activities and this all remains confidential.
- Access to video evidence is restricted to authorised staff for assessment and moderation purposes only
- Farm supervisor and learner consent will be obtained before sharing any non-redactable video, image, or identifiable assessment evidence for external moderation

7. Storage, Retention, and Deletion of Video Evidence

All video assessment evidence is managed within Cloud Assess, which provides:

- Secure storage of learner submissions
- Controlled access permissions
- Retention of evidence in line with assessment and moderation requirements

8. Moderation of Video-Based Assessments

Video-based assessments are included within standard internal and external moderation processes. Moderation activities confirm:

- Consistency of assessor judgements
- Sufficiency and quality of video evidence
- Alignment of decision-making with assessment guides and criteria
- Moderation outcomes inform continuous improvement of assessment practice.

Summary

Dairy Training's approach to video-based assessment:

- Maintains assessment validity and integrity
- Ensures learner safety through workplace supervision
- Supports objective assessor judgement
- Protects learner and workplace privacy
- Uses secure systems for evidence management
- Video-based assessment is implemented as an equivalent and quality-assured alternative to face-to-face assessment where appropriate

Withdrawal Procedure

Guidelines

- Students who wish to withdraw from a micro-credential should notify their tutor, DTL administration, or learner mentor as soon as possible to discuss the reasons for withdrawal and any implications.
- Formal notice of withdrawal must be provided to DTL administration. Where fees are involved, this must be provided in writing using the Withdrawal Form (Appendix 8).
- Students are strongly encouraged to request withdrawal **prior to the programme start date**.
- If students do not formally withdraw within the required timeframe, their academic record may show a **Did Not Complete (DNC) or Fail** result, as applicable.
- Students who do not attend and do not make contact may be recorded as non-engaged and withdrawn in accordance with DTL processes.

Course Fees and Refunds

DTL micro-credentials are currently offered without tuition fees.

If fees are introduced in the future, the following withdrawal and refund conditions will apply:

- Students who withdraw before the programme start date are entitled to a full refund of any fees paid.
- For DTL-owned programmes or micro-credentials, students must withdraw within 14 consecutive calendar days of the programme start date or 10% of the programme duration (whichever is greater) to be eligible for a refund and to avoid an academic record entry.
- Students withdrawing within this period (but after the programme has commenced) will receive a minimum refund of 90% of fees paid.
- Students withdrawing after this period are not normally entitled to a refund.
- DTL may consider exceptional circumstances (such as illness or compassionate grounds) on a case-by-case basis.

Appendices

Appendix 8: Withdrawal Form

DairyTraining
DairyNZ

Withdrawal Form

The purpose of this form is to obtain the information required to withdraw you from a course.

Please answer all questions.

If you have any questions about completing this form, please contact the Dairy Training administration team at admin@dairytraining.co.nz or phone 0800 467 768.

The date of withdrawal is deemed to be the date inserted by Dairy Training on this form, being the date of receipt of this form completed and signed by you.

1. Legal surname(s): _____
Legal first names(s): _____

2. Date of birth: ____/____/____

3. NSN number: _____ (write 'don't know' if unsure)

4. Please identify the name of the course you wish to withdraw from
 Name of course: _____
 Location: _____

5. Reason for withdrawal

☐ Personal	☐ Employment
☐ Financial	☐ Cancellation
☐ Other (please specify): _____	

6. Further reasons or comments

7. Declaration
 Please read this declaration carefully before you submit it. It is an offence under the Crimes Act 1961 to make a false declaration.

- I declare the information I have given on this form is true and correct to the best of my knowledge. I have not withheld any information which could be considered important to the purpose of this form.

First name, surname

Signature

____/____/____
Date

Administration: for Dairy Training staff to complete

1. Eligible for refund? ☐ Yes ☐ No Amount: \$ _____

Paid? ☐ Yes ☐ No

Staff name

Staff signature

____/____/____
Date