

# Report of External Evaluation and Review

Search and Rescue Institute New  
Zealand Limited trading as SARINZ

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 October 2013

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	Search and Rescue Institute New Zealand Limited trading as SARINZ
Type:	Private training establishment (PTE)
Location:	3 Dana Place, Mairehau, Christchurch 24 Powell Crescent, Ilam, Christchurch
Delivery sites:	SARINZ tutors deliver training throughout New Zealand at sites suitable for search and rescue and at workplaces where the training can be customised to the needs of the client.
First registered:	27 October 2009
Courses currently delivered:	Multi Agency <ul style="list-style-type: none"><li>Applied Coordinated Incident Management System) (CIMS) (CIMS4). Includes unit standards: 17279 <i>Demonstrate knowledge of the coordinated incident management system (CIMS) version 4 (level 2) 2 credits;</i> 22445 <i>Describe the roles and functions of a CIMS Incident Management Team (IMT) at an incident version 2 (level 4) 4 credits.</i></li></ul> <p>This programme includes Action Orientated Team Leadership.</p> <p>SARINZ has applied to NZQA for approval of unit standards 17279 and 22445 as a Training Scheme.</p>

## Search

- Track and Clue Awareness
- Search Methods

## Rescue

- Foundation Rope Rescue
- Vertical Rope Rescue

SARINZ has consent to assess unit standards 20536 *Demonstrate awareness of rope rescue operations and hazards* (level 2) 2 credits; 20538 *Perform descender based rope rescue* (level 4) 6 credits; 20539 *Perform specialist rope rescues* (level 4) 15 credits; and 20537 *Provide initial response at rope rescue incidents* (level 4) 6 credits. It also has consent to assess three other ropes rescue related unit standards.

## Customised Training

Refresher/revalidation type training

Code of Practice signatory? NA

Number of students: Domestic: 74 PTE learners in the year to date with this number expected to at least double by the end of the calendar year (estimated 5 per cent Māori, 5 per cent Pasifika, 90 per cent Pakeha). This does not include learners SARINZ has trained and assessed for the Mountain Safety Council.

International: NA

Number of staff: 1.5 full-time equivalents (2 x 0.75). SARINZ contracts approximately 20 tutors as required.

Scope of active accreditation:

- Level 3 domains in outdoor recreation
- Work and study as well as adult education and training domains across levels 3, 5, 6
- Level 5 domains in communication skills
- First aid domain at level 2
- A variety of unit standards across level 1 to level 4 in outdoor experience, techniques and survival skills, civil defence and disaster responses, as well as health and

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safety issues during search and rescue activities

SARINZ trains and assesses learners against six unit standards for the Mountain Safety Council. The results are reported by Skills Active Aotearoa Industry Training Organisation, which is the standard-setting body for these unit standards.

For a detailed list of SARINZ's complete accreditation (not all currently active), refer to: <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=792728001>

**Distinctive characteristics:** The parent body, SARINZ Group, was established in late 2002 and began delivering training in early 2003 through a training partnership with Tai Poutini Polytechnic (ended January 2012). SARINZ also operates a small PTE of its own, first registered in October 2009. SARINZ's operations are based in Christchurch, but SARINZ delivers training throughout New Zealand. The delivery, assessment and registration of credits on the New Zealand Qualifications Framework (NZQF) comprise only a small portion of training undertaken by SARINZ. Overall, SARINZ does not differentiate (in terms of process, quality or information) between courses or training events undertaken directly as a PTE or those it undertakes commercially outside the PTE framework. Courses are short and typically run from eight to 50 hours.

All personnel with the operational team (management, tutors including contract tutors) are expected to have and maintain links with industry. In fact, all of the SARINZ contract tutors have been recruited from industry and remain involved in an operational capacity.

**Recent significant changes:** SARINZ's operations were severely hampered in the 2011 training year as a result of the September 2010 and February 2011 Christchurch earthquakes. SARINZ staff were involved in response activities as were many of its part-time contract tutors. In addition, all of the SARINZ staff members were personally affected. The SARINZ office was forced to relocate to new premises. Key

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clients suspended all training activities and/or were also involved in response activities. Post-earthquake training took a while to rebuild some momentum because of the significant time volunteers had invested in the earthquake response and who were thus unable to prioritise training activities.

The loss of training meant the loss of income for a small training organisation reliant on delivery to generate income, and this had a marked impact on SARINZ's activities in 2011 and 2012. The loss of income forced SARINZ to decrease its administrative staffing levels.

Governance and management merged partly as a consequence of financial constraints brought about by the Christchurch earthquakes and significantly reduced funding when the PTE's training partnership with Tai Poutini Polytechnic ended in 2012.

The management team is small, with the accounts manager a local LandSAR (Land Search and Rescue) volunteer and the general manager also a LandSAR volunteer and lead tutor.

As SARINZ is no longer externally funded to provide initial land search and rescue training but only refresher training, it has focused on increasing the proportion of user-pays learners it trains.

Previous quality assurance history:

SARINZ has had no quality assurance visit from NZQA since it first registered in late 2009, but it had a compliance visit in May 2010, from which NZQA formed an opinion that SARINZ was fully compliant with NZQA's quality assurance criteria and policies.

EmQual (the Fire and Rescue Services Industry Training Organisation) commented that its external moderation of SARINZ's resources, assessment materials and assessment decisions showed the organisation was consistently compliant and aligned with the national standard.

SARINZ has no active risk conditions. It is exempt from student fee protection requirements.

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Learners are employer, corporate or self-funded, and/or the courses are short (five days duration or less, or 50 hours duration or less) and low cost (\$500 or less).

## 2. Scope of external evaluation and review

The scope of the external evaluation and review (EER) of SARINZ included the following focus areas:

- Governance, management and strategy. This is a mandatory focus area.
- Multi Agency Training. Applied Coordinated Incident Management System (CIMS) (CIMS4) is the main focus of this course. It is SARINZ's most popular course. It includes unit standards 17279 and 22445. The standard-setting body for both unit standards is EmQual. These unit standards were reviewed/revise/rolled over in 2011.

CIMS is central to the management of search and rescue. It is the mandated system to manage and coordinate responses in emergencies. CIMS is a main activity of SARINZ and a focus of ongoing review of all its courses. Following the Christchurch earthquakes and Pike River mining explosions and loss of life, there has been a dramatic increase in demand for this training. Previously, there was a major review of CIMS in 2010 but the findings of the 2010 and subsequent CIMS reviews have not yet been fully implemented. Action Orientated Team Leadership is also part of this course.

- Rescue Programme. This course covers Foundation and Vertical Rope Rescue. It is SARINZ's second most popular course. SARINZ is delivering and assessing against a number of Rope Rescue standards for the Fonterra Emergency Response Team. In previous years, SARINZ delivered the training and assessed against the standards for the New Zealand Industry Training Organisation (NZITO). Fonterra ended its relationship with NZITO at the end of 2012, and has requested that SARINZ deliver and assess the same unit standards under its PTE accreditation. SARINZ has consent to assess unit standards 20536, 20538 and 20539, which are the components of this course. This programme began in March 2013.

### 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

The EER team of two evaluators accompanied by one NZQA observer (who did not participate in the determination of findings and statements of confidence) conducted the EER at the PTE's head office in Christchurch over two days. The evaluators talked to the chair of the LandSAR board, the chair of the SARINZ trust board, a trustee and director, the acting general manager, the accounts manager, tutors/trainers/instructors/assessors, the Fonterra Emergency Response Team and police search and rescue coordinators, learners, graduates, EmQual personnel including the EmQual moderator, and a resource developer.

Documents and information sighted included: self-assessment information; learner information; evaluations and feedback; results, achievement data, analysis and outputs and outcomes; learner resources, teaching and assessment materials; governance and management documents; the quality management system manual; and the SARINZ website.



# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Search and Rescue Institute New Zealand Limited trading as SARINZ**.

SARINZ learners consistently achieve very well. Highly motivated and engaged by high quality training, most participants complete their training successfully and gain the unit standards that are the basis of the assessment of what they have learned and can do.

The value of the outcomes of the training is very high. Learners gain land search and rescue knowledge and skills that are relevant, up to date and based on the most recent national and international research and best practice. They are then able to apply what they have learned positively to benefit their local, regional, national and international communities and themselves, their families and other people and their families.

Consequently, SARINZ learners, most of whom are volunteers, and those who supervise and manage them, such as New Zealand Police, are equipped to be able to participate in effective and efficient land-based search and rescue practices and decision-making in New Zealand and even internationally, consistent with international good practice; to use the outdoors in a safe manner; and to further educate the public in matters related to land search and rescue. They increase the probability of finding lost persons, rescuing them and returning them safely to their family, whānau and loved ones. As the designers of programmes, activities, resources and assessments, the deliverers of training solutions and advocates of best practice search and rescue, SARINZ helps others establish a level of operational competence, improve emergency response capabilities and boost operational effectiveness.

Governance and management are closely integrated. Highly experienced and qualified tutors who engage in national and international practices and research, and other contracted, well-trained tutors, all of whom guide and support learners very effectively, contribute significantly to the highly successful educational performance of SARINZ.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Search and Rescue Institute New Zealand Limited trading as SARINZ**.

SARINZ has developed effective self-assessment practices that evaluate learner achievement, the value of the outcomes of its training to its learners and other interested parties, how well its programmes and activities match the needs of its learners, and the effectiveness of the teaching. The quality and validity of the self-assessment information is generally sound, although matters such as how age, gender and ethnicity are related to achievement and how well learners are guided and supported are not currently explored. More information about such matters could contribute to further ongoing improvements to the training which is already of very high quality. On the other hand, SARINZ participates in and uses research effectively to contribute to the effectiveness of its training.

SARINZ was seriously affected by the 2010 and 2011 Christchurch earthquakes and suffered a significant reduction in external funding which was reallocated. While SARINZ is increasing its user-pays training as it must do, these events and consequent restructure and downsizing appear to have affected the continuity and development of some of its self-assessment practices. Notwithstanding this, SARINZ's self-assessment is still purposeful and generally effective, and its findings over time have continued to contribute to its making useful improvements, including in the delivery of training and ongoing development of related resources. The organisation's self-assessment and risk management support governance and management's decision to continue operating the SARINZ PTE within its current constraints. The evaluation team is confident in SARINZ's capability in self-assessment despite its current limited resources.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Based on the data provided by SARINZ, its self-assessment and interviews with trainees and graduates and other interested parties, the evaluation team was highly impressed by how well SARINZ's learners achieve. SARINZ delivers training to a wide range of organisations from throughout the search and rescue sector, the emergency management sector, and, increasingly, government departments and non-governmental organisations wanting to increase their ability to plan for, and respond to, emergencies in their respective sectors. All courses delivered by SARINZ are of short duration, mostly competency-based, non-NZQF, and in four main areas: multi-agency training, search, rescue, and customised training.

In 2013 to the end of June, 100 per cent of the 74 learners the PTE has trained achieved unit standard 17279 (19 occurrences), 22445 (25 occurrences), 20536, 26994 and 26995 (10 occurrences for each unit standard). The total number of learners for all training conducted by SARINZ and the PTE to the end of June in 2013 is 500. In 2012, 98 per cent of learners (134 learners, 165 out of 169 occurrences) achieved unit standard 17279 (109 occurrences) and 22445 (56 occurrences). The total number of learners for all training conducted by SARINZ and the PTE was 1,156. In 2011, 82 per cent of learners (61 learners, 56 out of 68) achieved unit standard 17279 (49 occurrences), 15757 (nine occurrences), 4098 (five occurrences) and 11281 (five occurrences). The total number of learners for all training conducted by SARINZ and the PTE was 2,263. These results represent improved and consistently high completions and assessment successes. SARINZ explained that the lower PTE completion rate for 2011 was due to 2011 training not being able to be completed after the Christchurch earthquakes, and the ending of its shared relationship with another provider. The evaluation team accepted SARINZ's explanation because it was based on specific and detailed self-assessment.

Most land search and rescue learners are volunteers. SARINZ's initial training was formerly government funded but is now paid for by the trainees themselves or their employers. Volunteers and employers have chosen to continue training through SARINZ rather than access funded training based on the quality of the training they receive from SARINZ. While learners are motivated to succeed, not all do so at the

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<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

first attempt, or subsequently. The consistently high achievement reflects well on both SARINZ and the PTE's training.

SARINZ tracks and monitors the progress of its learners, which supports their achievement. It captures, collates, analyses and considers achievement data and uses it to identify quantitative and qualitative trends. There have been some slight delays in doing this more recently due to its reduced staffing since its restructure. SARINZ uses the achievement data as one measure of the quality of the training, how well its learners have achieved, and how well it has supported the capacity and capability of search and rescue in New Zealand, a mainly volunteer sector. The achievement data contributes to SARINZ's reporting back to learners, and their employers as appropriate, and to make changes that ensure that its training delivery is the best it can be. For the PTE, this has been primarily centred on the CIMS course and customised training.

## 1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The value of the outcomes for all interested parties is that SARINZ learners gain essential, relevant and up-to-date knowledge and skills that enable them to contribute positively to their local, regional, national and even international communities. Completing SARINZ courses and related unit standards assessment gives volunteer emergency response professionals, search and rescue practitioners and outdoor enthusiasts the skills and capabilities they can use to help increase the probability of success, and to bring lost persons home sooner and safely. The value of these outcomes is enhanced by the fact that the training is informed by national and international research.

In 2011, using sponsorship from New Zealand Oil and Gas, SARINZ commissioned an independent research report into, *The impact of SARINZ training on land based SAR volunteer performance*, conducted by Russell Wordsworth and Dr. Sarah Wright (Department of Management, University of Canterbury) which was published in 2012. It found that that over 86 per cent of SARINZ training was directly operationally relevant and that the SARINZ training prepared the learners adequately for operational performance in the field. According to the report, the interview data suggested that, overall, operations managers and incident controllers could see evidence of SARINZ training being implemented in operational procedures during an incident and in cases when volunteers were called upon to carry out more complex tasks at an incident ('SARINZ training was the dominant influence in shaping volunteer behaviour'). It reported that post-deployment confidence in SARINZ training was higher than pre-deployment

confidence and should be seen as a positive indicator of the relevance and effectiveness of SARINZ training.

Learners are often faced with having to implement practices and processes shortly after training. The research reported that satisfaction with SARINZ training was very high and this view was supported by a wealth of interview data and written comments. SARINZ itself receives messages via social media and emails to tutors and staff and through word of mouth that reflect the value of SARINZ's training

This independent report is highly consistent with other evidence: the SARINZ Performance Survey Analysis Report 2010, subsequent course/learner/graduate/stakeholder/tutor self-assessment based on evaluations; surveys and unsolicited feedback in 2011, 2012 and 2013; and the interviews conducted by the NZQA evaluation team. Highly respected land search and rescue stakeholders such as New Zealand Police land search and rescue co-ordinators, Fonterra Emergency Response Team and other local search and rescue volunteer groups and co-ordinators recognise SARINZ is a quality search and rescue provider that understands and responds to the interests of its sector and communities and is well connected locally, nationally and internationally.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

As the majority of training is client-focussed, the client's (i.e. learner and/or employer) needs are established through discussion and conversation as part of establishing the training scope. This is often conducted via a series of phone calls and/or emails and/or face-to-face meetings to discuss the training requirements and outcomes with the needs of the host organisation, their health and safety policies and/or organisational requirements and mapping to any applicable unit standards. If the training is to be unit standards-based such as CIMS 4 (unit standard 22445), this will often result in the learners' employer seeking particular emphasis on certain aspects of the training (span of control, initial action, transition from emergency response to their business continuity plan). While the customised aspects of the training may fall outside unit standard requirements for assessment, they are critical to meeting the needs of the learner and are often a point of difference between organisations that deliver the same or similar training. SARINZ certainly believes that this point of difference with other providers is the key reason for repeat business.

The integration of current and new research-based knowledge and practical skills is highly appreciated. This includes discussing and analysing not only the 'how', but the 'why' of learning. Training and living in the outdoors gives access to a variety

of terrain features, which helps make the training authentic, as do group and teamwork approaches to learning, and practising various processes and learning how to better integrate several techniques, as happens in real search and rescue operations. The flexible tailoring to the needs of different individuals and groups, whether whitewater kayaking or bush tracking or vehicle processing, supported by appropriate equipment and resources, is highly respected. Customising whole programmes for particular organisations contributes to their effectiveness and towards matching the needs of the wider sector.

The independent report for the SARINZ PTE also identified which areas needed improvement and/or were currently not being addressed. It provided learner-based evidence on which training formats worked for them, meaning that reviews, redesign and future training packages could be designed with this in mind.

Actual improvements resulting from the independent report and SARINZ's own self-assessment have included amendments to the CIMS training package to better meet the needs identified by a range of key emergency agencies. The changes to the CIMS materials include:

- Integrated theoretical knowledge and application skills based on SARINZ's CIMS research into delivery and training and good international practice and end-user needs
- Amendments to training packages to ensure better and appropriate integration of training and assessment processes and materials
- Amendments to training packages from research undertaken to determine fact-based outcomes rather than hearsay, rumour or supposed facts
- Changes in the understanding of self-improvement by tutors and an awareness that peer feedback is critical to self-improvement, which leads to the improved delivery of training and increased learning of participants.

SARINZ's self-assessment is clearly focused on matching the needs of its learners and stakeholders, continuous improvement and benchmarking against international practice trends. It is based on evaluations and surveys as well as informal, unsolicited feedback which in recent times have not always been captured, collated and analysed quite as well or in quite as timely a manner as they were previously. Nevertheless, it is very positive about how well the programmes and activities match the needs of learners and other interested parties -including employers and search and rescue coordinators (police, local search and rescue voluntary groups, LandSAR). The interviews conducted by the NZQA evaluation team confirmed SARINZ's self-assessment. Previous full course reviews have occurred for search methods (2008), track and clue awareness (2009), the CIMS investigation project (2010/11), CIMS materials (2012) and suburban search (2012 ongoing), as well as annual reviews and amendments to the Fonterra Emergency Response Team package, depending on need.

## 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The effectiveness of SARINZ training is considerable and based on its knowledge, experience and research. SARINZ has at least two particularly highly qualified and experienced tutors who participate in national and international practice, and research and conference presentations, and contribute to published textbooks and participate in mutual peer review and critiquing with their international colleagues. They contribute to the institutional and collective knowledge and experience that SARINZ holds dear. The tutors contribute to developing and delivering effective programmes and innovative teaching methodologies, and also contribute to the comprehensive pathways and professional development of less experienced and new tutors. This includes a detailed pathway process to develop tutors' expertise.

Every new applicant or aspiring tutor is expected to undergo the approved tutor appointment process. The early stages are viewed by SARINZ as critical to ensuring that only appropriate and approved persons are chosen as tutors. A key part of any tutor appointment is that they must shadow the course at their own cost to 'learn the ropes'. Depending on their prior tutoring experience, they may be asked to tutor a small portion of the training under the direct supervision of a fully approved tutor/assessor. An aspiring tutor must tutor sufficiently long and well enough to gain approval by two current tutors.

SARINZ has endorsed a process whereby tutors are developed over a prolonged period of time, which has resulted in feedback and approval remaining consistently very high, as only subject matter experts with the learners' best interests in mind and using approved and well-practised teaching methodologies are put in front of participants. Ongoing professional development includes informal and formal peer review embedded in the delivery of courses and regular feedback from training participants. An area SARINZ is currently seeking to address is how to provide the same level of valuable feedback to senior tutors, who may often be tutoring solo, far from home, and thus find it difficult to get credible evaluations completed.

Learning environments are carefully and meticulously planned and structured for the benefit and needs of learners. Appropriate and effective responses are made for the well-being of learners. Tutors and learners relate to each other and one another effectively and support highly practical and applied learning and practice. Throughout their learning, learners have many opportunities to understand, apply and practise their knowledge and skills in a variety of relevant and genuine contexts.

The feedback from learners has been very positive with regard to how well training is run, how well tutors relate to the learners, and the passion, knowledge, experience and skills that tutors have and share. The learners generally leave courses feeling they have learnt new skills and have been well supported by the

tutors, who carry out most assessments during the course. The student evaluation forms have been the key indicator of how participants perceive the course and their learning. Because of SARINZ's involvement in the industry and its close relationship with operational teams throughout the country, it also receives informal, anecdotal and sometimes unsolicited feedback as well as formal written feedback about training events, which show that SARINZ and its PTE compare very favourably with other training providers.

SARINZ assessment is valid, sufficient, fair and consistent. It provides learners with useful feedback on progress. All new material is externally pre-moderated by the standard-setting body, EmQual, before first use, consistent with good practice and requirements. The development of all resources and assessment materials used by SARINZ and its PTE follows the same process based on good practice and including wide industry consultation (except the Fonterra-specific training) and tutor and small and medium business involvement. EmQual is very positive about the resources and assessments SARINZ develops and uses, and the assessment decisions it makes based on them.

As part of its learner/client/trainer relationship, SARINZ is also involved in a number of groups which enables it to maintain contact with industry and ensure that all aspects of its training remain relevant and at the forefront of its client organisation and/or learners' needs.

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

SARINZ gives its learners the guidance and support that could be reasonably expected for short courses.

Most of the guidance and support is provided by the tutors. SARINZ's training has a direct operational relevance and saves lives. SARINZ does not accept that every practitioner makes a good tutor, and its standards put the learners' needs first. SARINZ also has an open-door policy where learners are encouraged to contact tutors or SARINZ office administration staff or use social media (Facebook) to share stories, ask questions, seek clarification and/or provide feedback.

SARINZ has developed standard templates for information about available programmes and their content and assessment requirements. It encourages the use of a standard generic SARINZ email and social media format for questions.

SARINZ has a healthy awareness of its learners. For example, all staff are aware of literacy and numeracy difficulties as well as dyslexia and other barriers to learning, but not all are formally trained in all such areas. They are also aware of physical and mental boundaries around capabilities. SARINZ tutors in particular



recognise the knowledge, skills and capabilities of each participant as to whether they are able to progress to higher levels of training, and advise them and/or their employers accordingly. Learners and organisations find this advice very helpful.

SARINZ publishes and distributes papers and newsletters on matters of interest, and collaborates with Education Outdoors New Zealand, New Zealand Red Cross and Youth Search and Rescue.

SARINZ's self-assessment about how well its learners are guided and supported is slightly limited, as is often the case in this area. Nevertheless, it has identified from its self-assessment that it wants to provide more opportunities for timely and effective pre-course information and to review the learner information booklet and pre-course, on-course and post-course administrative processes.

## 1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The purposes of SARINZ are clear and shared by governance, management, tutors and staff.

The purposes of SARINZ are to:

- Provide education, training and assessment for the purposes of developing and retaining an internationally credible, effective and efficient land based search and rescue capability throughout New Zealand
- Further educate the public of New Zealand in matters related to search and rescue, and to use the outdoors in a safe manner
- Undertake research and development activities to ensure that search and rescue practices and decision-making processes are well founded and in accordance with international practices.

In order for SARINZ's training to remain at the forefront of search and rescue training nationally and internationally, SARINZ undertakes various research projects so that the training is based on factual evidence. Some of the findings of these projects have already been incorporated into the learner resources, for example rope and anchor testing. SARINZ thoroughly tests many of its rope rescue components to destruction, measuring the results to allow more accurate teaching in its rescue programme. As the designer of resources, deliverer of training solutions and advocate of best practice search and rescue, SARINZ's goal is to help others establish a high level of operational competence, improve emergency response capabilities and boost operational effectiveness.

The SARINZ Group consists of the trust and the charitable company SARINZ Limited, which supports the operational functions of the group, including participation in research and development (such as SAR 2030 – Population changes predicted and their implications for the future of SAR, and Probability of Detection (Sweep-width detection), training and the PTE. Previously, this structure clearly separated governance and management. However, governance and management have since merged, partly as a consequence of financial constraints brought about by the Christchurch earthquakes, significantly reduced external funding and consequent restructure.

Leadership within this context is still effective. The management team is hands-on with the quality management of tutors, training and delivery. All personnel in the operational team (management and tutors) are expected to have and maintain links with industry. All of the SARINZ contract tutors have been recruited from industry and remain involved in an operational capacity. Staff and contractors support and share SARINZ's common purposes and goal.

SARINZ has anticipated and responded to changes in practice well by balancing innovation and continuity, sharing its research, knowledge and experience about the latest international practice, and continuously changing and updating its own resources. While SARINZ is still funded to deliver refresher training, the organisation has diversified its delivery and increased the volume of user-pays training based on the proven quality of what it offers and its ability to customise training and resources to the needs of different organisations and individuals. This is very evident when comparing the total SARINZ learner numbers with the SARINZ PTE. For example, in 2010, 336 of 2,500 learners were user-pays (13 per cent), in 2011, 560 of 2,263 learners (25 per cent), in 2012, 658 of 1,156 learners (57 per cent), and in 2013 to the end of June, 426 of 500 learners (85 per cent) were user-pays. SARINZ still maintains a sense of optimism about its survival and future possibilities based on the NZQA/EmQual targeted review of qualifications including search and rescue and the Ministry of Education review of emergency management funding.

The SARINZ board and trust management closely monitor the operation of the organisation, including the effectiveness of the outcomes for learners, continue to review the organisation, and maintain its effectiveness despite the Christchurch earthquakes and a significant reduction in funding. These events brought changes to SARINZ's planned self-assessment activities during 2010, 2011, and 2012, and subsequent to that time. SARINZ had actively begun a comprehensive model of ongoing self-assessment in 2010, with a key evaluation question forming part of the monthly operating meetings. It has identified that it still needs to further review its governance and management arrangements and further review, develop and update its strategy documents including the SARINZ 2012-2015 strategy. While these processes were forced to be suspended and/or deferred, SARINZ continues to show it still has considerable self-assessment capability which is focused and used very effectively.

## Focus Areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

### 2.2 Focus area: Multi Agency Training (Coordinated Incident Management System (CIMS))

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

### 2.3 Focus area: Rescue Programme (Ropes)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

# Recommendations

NZQA recommends that SARINZ:

- Continue to explore and develop as many alternative ways of delivering differently funded training as possible.
- Continue to develop and action its considerable self-assessment capability and practice so that its self-assessment realises its potential, as it does in research, as part of a coherent and comprehensive approach across the organisation.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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