

Improving Search and Rescue Outcomes In New Zealand

A Core Curriculum for Interagency Training Focusing on Search and Rescue Incident Management

Report to the NZSAR Council

Prepared by the Core Curriculum Working Group

November 2009



Executive Summary

In February 2009 the NZSAR Council endorsed the report entitled *Improving Search and Rescue Outcomes Through Interagency Collaboration and Training*. In line with one of the report's recommendations the Council directed the development of a NZSAR core curriculum to be a platform for interagency training focusing on SAR incident management.

The NZSAR Secretariat facilitated that instruction by setting up a working group made up of experienced SAR practitioners. Over a period of a few months the group met five times and produced a core curriculum comprising eighteen fundamental Topics, each with several Subtopics. These Topics are considered to be generic to all major organisations in the SAR sector and, as such, provide a foundation of common content on which to base a consistent approach to interagency training and performance.

This report of the working group's activities sets out:

- a description of the task and the processes followed;
- the main products –
 - the SAR Core Curriculum;
 - a list of key courses currently offered in the sector;
 - a matrix of those courses and their location in the Core Curriculum;
 - a decision that CIMS-based Emergency Management and SAR competencies are largely interchangeable (and therefore the *CDEM Competency Framework* is worthy of application to SAR);
 - a 'first-look' adaption of the *CDEM Competencies Framework* for SAR purposes;
 - examination of current key SAR courses; and
 - recommended priorities for attention.

The report also includes:

- suggestions for how the core curriculum might be used, especially by managers and trainers;
- a plan for communicating and presenting the curriculum and its implications;
- a plan for implementation;
- an Incident Management training framework that brings together the fundamentals of existing courses; and
- recommendations for reviewing and evaluating the application of the core curriculum.

The report concludes with suggestions for attention in the near future, including a set of recommendations for the Secretariat to facilitate into action.

Acknowledgements

The members of the working group have brought their collective experience to this task and shown commitment, goodwill and open-mindedness in their discussions. The NZSAR Secretariat expresses appreciation, on behalf of the NZSAR Council and the NZSAR Consultative Committee, to those people and organisations who contributed to this work for the SAR community as a whole.

Part 1

Introduction

All organisations have a reason for being – a purpose. That purpose is expressed in some form of strategic statement about goals and direction, and in various plans about the business – what the organisation does. All organisations use and develop their people with that purpose in mind.

So it is with the organisations that make up the Search and Rescue (SAR) sector. A February 2009 report to the NZSAR Council¹ stated that *the SAR community is made up of expert organisations with dedicated and skilled members*. The report acknowledged that *those organisations have the necessary structures, strategies, resources and policies to develop and train their people for the purposes of their organisation*.

What was missing, the report concluded, was a consistent and collaborative approach to inter-agency performance in SAR operations. Therefore, a significant contribution to improving SAR outcomes could be made by boosting integrated training in the SAR community, and a useful platform for that is an agreed core curriculum.

The term ‘curriculum’ has an educative flavour to it. It outlines the content of what is intended to be taught and, therefore, learned. In the context of the SAR community of expert organisations, the core curriculum is the body of knowledge, skills, values and experience that is considered generic or common to the sector.

¹ See the report *Improving Search and Rescue Outcomes Through Interagency Collaboration and Training* at www.nzsar.govt.nz

The Task and Process

The NZSAR Council directed the NZSAR Secretariat to develop a NZSAR Training Core Curriculum focusing on SAR incident management. Consequently a working group of experienced SAR practitioners, working on behalf of the SAR community, were asked to draft that core curriculum.² After several meetings, drafts, consultation and feedback processes, the group distilled the core curriculum to the content shown in the attached chart.

The working group approached its task on the basis of:

- a **direction** – from the NZSAR Council;
- a set of **expectations** - from a meeting of managers of SAR organisations; and
- an **assumption** – i.e. that the main organisations in the SAR community are already operating competent training systems and programmes

The group set itself a question – namely, **what activities are generic for SAR organisations**, and therefore can be seen as a core curriculum for managers and trainers to:

- see as an overview of activities that are of interest to all organisations in the SAR community;

² The regular working group members are Rodney Bracefield (Rescue Coordination Centre NZ); Ross Browne (LandSAR NZ); Laurie Gallagher (LandSAR NZ); Ross Gordon (SARINZ); Bruce Johnston (NZ Police HQ); Phil Pollero (Coastguard NZ); Brett Sullivan (Surf Life Saving NZ); Sherp Tucker (NZ Police Tasman); and Ted Preston (Project Facilitator). Other members are Nigel Clifford (RCCNZ) and Gerry Prins (NZ Police).

- treat as a frame of reference when reviewing their own training decisions – to identify strengths or gaps in coverage;
- refer to when arranging training activities involving other associates in SAR – to identify needs, synergies and programmes; and to
- use opportunities presented by a shared resource base.

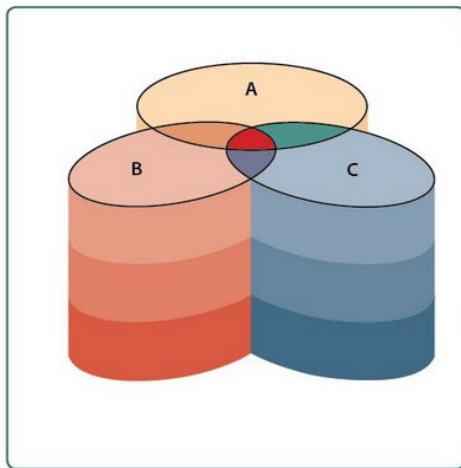


Diagram 1 – The ovals A, B and C represent organisations in the SAR sector. The brown, green and blue areas indicate where their activities overlap (and may even be formalised in service-level agreements or memos of understanding). The red zone represents the intersection of activity that is common or generic to all SAR organisations – i.e. the area of the core curriculum.

The shaded layers represent the three levels of training focus – basic, intermediate and advanced.

The working group set itself some **guiding principles**, such as:

- avoid reinventing the wheel – build on existing resources and experience;
- focus on a developmental training framework;
- cooperation between organisations;
- the business of organisations remains their business.

Emergency Management and SAR

In the early stage of consultation via the NZSAR Consultative Committee, the working group received a recommendation that the curriculum should reflect SAR's relationship with the wider Emergency Management (EM) sector. The comments referred to:

- CIMS – being the common operating procedure for inter-agency incident management, especially now that the Blue Book has been reviewed and is due for re-publication soon;
- the '4 Rs' – Reduction, Readiness, Response and Recovery (with Readiness and Response being particularly pertinent to SAR planning and operations); and
- acknowledgement that many agencies (including members of the SAR Council and this Consultative Committee) and hundreds of individual SAR members are already participants in wider EM activities.

Of compelling importance, though, was the recent and timely publication by the Ministry of Civil Defence and Emergency Management (MCDEM) of the *Civil Defence Emergency Management Competency Framework*. This comprehensive document, the product of interagency work over a couple of years, offered the working group a ready-made opportunity to take advantage of that work, to

'plug in' the competency framework to our core curriculum, and to participate in the next phase of interagency development being led by MCDEM³.

Given that SAR organisations' training systems are competency-based – i.e. their training arrangements are intended to produce competence in essential knowledge, skills and attributes (like judgement) - this was an important decision that shaped the SAR/EM linkage from that point.

It means that the eighteen Core Curriculum Topics identified by the working group are complemented by the eight EM Competency areas of Relationship Development, Information Management, Risk Management, Planning, Implementation, Communication, Capability Development and Leadership.

The core curriculum and the key competencies that relate to it are complementary, and add value and clarity to management processes regarding organisational, unit and personal performance.

- The core curriculum is the content (i.e. the topics) of SAR activity for organisations.
- Key competencies describe the performance mix of knowledge, skills and attributes (such as judgement) that are exhibited when people are in their SAR roles.
- Both content and performance can be described in terms of levels – from basic through intermediate to advanced, and that assists managers to make decisions about resourcing, training and evaluation.

NB The working group found the direction of the CDEM Competency Framework to be in tune with the purpose for developing the SAR core curriculum, namely to improve interagency SAROP performance through training. The CDEM document

³ Another recent MCDEM publication, *CDEM Exercises*, has not been studied by the working group but should be similarly adopted and adapted for SAR purposes.

is about the CIMS-based planned management of responses to emergency situations, and most SAR activities can be similarly described.

A start has been made to draft a SAR Competency Framework (substantially using the CDEM Competency Framework). In due course the SAR document will address competencies for those activities that are unique or special to SAR.

Identifying the Curriculum – the Product(s)

- 1 The main product is the **outline of the Core Curriculum content**, set out in Appendix 1 as a set of eighteen Topics (loosely arranged from the strategic to operational focus) elaborated into Subtopics.

- 1 Government Policy and SAR Governance
- 2 NZ SAR Structure and Organisations
- 3 Law, Ethics and Guidelines
- 4 International
- 5 Research & development
- 6 Preventative SAR
- 7 Risk Management
- 8 SAR Technology
- 9 Investigation & Search Planning
- 10 Rescue Planning
- 11 Management
- 12 Medical and welfare
- 13 Media management
- 14 Incident Management
- 15 Major Resource Utilisation
- 16 Incident Review and Evaluation
- 17 Training and Assessment
- 18 Common terminology - Glossary

These Topics are generic to the SAR sector and, as such, are a platform of activities that should promote a consistency in SAR organisations, especially in regard to interagency training.

The Core Curriculum is not a plan. That is for **each organisation to arrange** according to its purpose. However, when organisations, their partners and associates are planning their collaborative activities the curriculum enables customisation and flexibility while retaining consistency. Good ideas, innovative resource use and improved procedures can be encouraged with confidence.

- 2 An accompanying product is **a list of key courses currently being offered** throughout the sector. This list of current courses, when mapped with the Topics of the core curriculum shows, with even a cursory analysis, where there are widespread investments (such as in First Aid training), or where there are gaps (such as in managers' knowledge of SAR governance, structures, laws, international trends and research). Further analysis of the need (or not) for training, will inform decisions that may involve new relationships with partners.
- 3 A subgroup of the working group has twice met with people experienced in **competency development** in the environment of emergency management and services⁴. The focus of these meetings is the extent to which the CDEM Framework can be converted (not reinvented) for SAR use. At this stage the view is that the EM competencies are readily and substantially transferable, so some sort of 'SAR Edition' is being considered. The next planned phase of MCDEM work is to further describe EM roles and functions, and then work with education and

⁴ Four of the working group members are experienced in competency development. They are joined by developers from MCDEM, Fire and Rescue Services ITO, Coastguard and Mountain Safety Council.

training providers⁵. SAR interests can be served by participation in that. We have been invited to do so.

- 4 The working group has identified **priorities for action**. Some actions can be taken at the local level, some can be addressed by each organisation's managers, and some can be facilitated at the national interagency level. The NZSAR Secretariat is seen to be in a good position to promote some sector-wide activities (just as it has done with the facilitation of this work on the core curriculum).

The priorities for attention are associated with:

- Incident management (Topic 14) Include Land, Marine, and Air
- Incident Review and Evaluation (Topic 16)
- Investigation and Search planning (Topic 9)

Topic 2, *NZ SAR Structure and Organisations*, is also seen as a priority for action and is already underway – RCCNZ is leading that work.

The SAREX challenge

The traditional event for interagency training, the SAREX, is receiving attention. The working group discussed the issues related to SAREX planning, monitoring and debriefing at length and concluded that many current issues with SAREX coordination and planning are symptomatic of wider training issues.

While that is a matter for each organisation to address as part of its approach to training and development, it is identified as a topic within the core curriculum

⁵ This is seen as the natural pathway to qualification. The working group has been careful to ensure that no aspect of the core curriculum development is a hindrance to any future work regarding qualification structures.

(Topic 17, Training and Assessment) and SAREXs will be incorporated into the subtopics that cover interagency collaboration.

In a more immediate setting, the working group sees an opportunity to give traction to the issue by specifying that the teaching of SAREX planning, monitoring and assessment be associated with the SAR Incident Management Training design presented in Appendix 3. The group is firmly of the opinion that a focus on pre-planning is the most productive point of intervention into the planning, monitoring and assessment cycle. (Pre-planning is a process for identifying SAR risks in specific areas, evaluating the resources and skills required to deal with the identified SAR risks, and outlining a plan for initiating a SAROP in such a situation.) Existing pre-plans vary widely in quality and concept; in many cases they don't exist at all.

Therefore it is recommended that the Secretariat commission, as a first step, the development of a guideline or template to provide a simple, consistent format for the preparation of pre-plans. This will enable SAR organizations to identify areas of weakness and so provide focus for effective planning of SAREXs. It is recognised that this is not a complete solution to the issues around SAREX planning, but it is a start.

The CDEM publication *CDEM Exercises – Director's Guidelines for Civil Defence Emergency Management Groups* gives comprehensive information on setting up exercises for training. The working group recommend that this be adapted for use in the SAR sector.

Part 2

Using the Curriculum

The main user group is intended to be the managers and senior trainers of each SAR organisation. It is the managers who make the policy and resourcing decisions, albeit with the advice of their trainers, and it is the trainers who undertake the needs analyses and produce or oversee the required programmes and lesson plans.

The prime recipients of this training investment, especially as it relates to those core curriculum topics of a structural, coordination or leadership nature, are the most experienced practitioners in each organisation – i.e. the people most engaged with decision-making in collaboration with their colleagues in partner agencies. In the end, though, the training effect will be beneficial to everyone in an organisation and, consequently, everyone engaged in interagency activities.

Managers and trainers may use the core curriculum:

- as a reference when reviewing the content coverage of training;
- to show where there might be gaps, overlaps or repetition in courses;
- as the basis for discussion with external training providers;
- as the basis for discussion with partner agencies that may have particular expertise to offer;
- to help review roles and relationships; and
- by using the associated **competencies**, to better manage, resource and encourage organisational, unit and personal development and performance.

Communicating about the Curriculum

Communication has been part of this process since its inception. The progress of curriculum development has been reported via the NZSAR Secretariat to the NZSAR Council and NZSAR Consultative Committee whenever they have met since the working group started. Through the Consultative Committee in particular several organisations have made contributions of ideas and people.

The NZSAR Secretariat manager and the Core Curriculum project facilitator visited Christchurch and Auckland to inform, discuss and be advised about the role of the Secretariat and the training platform being developed for the sector.

Looking ahead, the plan for communicating includes:

- reporting by the Secretariat to the Council and Consultative Committee;
- Consultative Committee members informing the appropriate people in their organisations and arranging feedback;
- working group members talking about it;
- using the Secretariat's website and Link Newsletter;
- each organisation's internal newsletter; and ultimately
- widespread use and application by the SAR community.

The core curriculum, the map of current courses and the SAREX template will be posted on the Secretariat's website www.nzsar.org.nz. It is not intended to publish in hard copy, largely because it is cost-efficient to use the web and because the content will be reviewed and edited to reflect developments (like the identification of SAR-specific competencies).

Resource Implications

The manner in which the SAR Core Curriculum was developed was both effort-effective and cost-effective. The contribution of working group members' time and expertise was met by their employers, with direct costs for the five meetings in Wellington being met by the NZSAR Secretariat. When the purpose and benefit of the task is clear SAR organisations have a history of pitching in, and this approach is a good fit in the SAR structure. However, while that willingness to contribute is appreciated it is not taken for granted.

The working group's experienced membership took a practical and outcomes focus to not only the activities of the Core Curriculum but also to the resourcing implications. Within the normal course of business SAR organisations undertake a level of training needs analysis that is appropriate for their size and purpose, and the consequent arrangements for courses and other developmental experiences are reflected in current budgets. Similarly, reviews of the efficiency and effectiveness of systems and processes are part of currently resourced business-as-usual. In that context the use of the Core Curriculum as a review tool is cost-neutral.

Given that SAR is a resource-constrained sector there are, however, new activities (such as the interagency Incident Management training package) proposed in this report. Where the costs cannot be met from organisations' baseline funding, or from the Secretariat's budget, then direct support in the form of funds or transferred resources will be sought, on a case-by-case basis, from the NZSAR Council.

A Plan for Implementation

The keyword for implementation of activity associated with the Core Curriculum is 'engagement'. That process is already underway. The working group, although small in numbers, is widely experienced and sufficiently networked to undertake the initial drafting of the curriculum. Because there are parts of the SAR sector not directly represented on the working group, a process of reporting and seeking comment and advice was embedded from the outset. In this regard the NZSAR Consultative Committee was, and will remain, the conduit to the sector.

The working group's products are offered to be useful to the sector as 'one SAR body'. The generic components make up a platform of content that should give confidence to managers and trainers (in particular) when they are making training decisions not only for their own organisations but also in association with their partners in SAR.

From this point, therefore, the plan for implementation is:

- the Consultative Committee endorse this report (with amendments if required) for transmission to the NZSAR Council;
- the SAR Council will respond to the report's Recommendations (with amendments if required) by supporting the substance of the report and directing the NZSAR Secretariat to take particular action;
- the NZSAR Secretariat will act accordingly, using such resources such as:
 - Its people and their functional relationships with the sector
 - its purpose-funded assets (especially those that enable contracted tasks to be commissioned for the benefit of the sector);
 - its communication mechanisms, especially the website and Link newsletter;
 - its partnership with New Zealand SAR and EM organisations, both collectively (via the Consultative Committee and other inter-agency groups) and individually (with each organisation);

- its international links and networks (for information, comparison and modelling); and
- each organisation will use the curriculum and associated products as best benefits their business and, in particular, their approach to collaborative training and working with SAR associates.

In the New Zealand SAR setting, where volunteers play an integral role, knowledge of the core curriculum *per se* is likely to be of little interest or value. What is of prime value is the outcome of how leaders, managers and other influential people use the curriculum and its products to boost the effectiveness of training for a SAR operation. Therefore, engagement (through leadership, modelling, and motivation) is the factor that will convert the purpose of the core curriculum into SAR results.

In the context of risk assessment there is no apparent downside to the use of the core curriculum – it is, after all, simply an identification of content that already exists for most SAR organisations. On the other hand, the consequence of non-use of the core curriculum, while not showing an immediate effect, would soon be reflected in the go-it-alone characteristics that were seen to be undesirable in the less-developed collaborations of the past.

The progress of implementation will be monitored, with a focus on an evaluative event in mid-2010.

Evaluation and Review

The working group has identified the topics and sub-topics that make up the content of the core curriculum. This content will evolve as managers and trainers use the curriculum to inform training decisions. Further development of the subtopics will lead, in particular cases, to the design of lesson plans to promote consistency in targeted interagency activities.

It is proposed that the NZSAR Secretariat convene a meeting early in 2010 of interested parties to review the general use of the core curriculum and to identify the activities that would benefit from prescriptive (or guiding) lesson plans. This meeting could be a workshop attended by representatives from SAR Providers and training organisations including the Training Advisory Panel and the Core Curriculum Working Group.

The workshop group should examine the current list of courses with the view to:

- categorising subject matter as subtopics (to match the core curriculum);
- identifying subtopics for development (especially those requiring lesson plans or guidelines);
- creating a review process;
- developing a timetable for implementation of the designed lesson plans; and
- establishing an evaluation and review process.

The material developed would be available for immediate use by the participating organisations and the Secretariat's website would be the vehicle for sector-wide publication

In the longer term, an annual cycle of light monitoring and evaluation would suffice, unless unusual signals emerged. It is likely that occasional monitoring of website traffic would confirm the currency of courses on the matrix, and commentary on any developments in the core curriculum could be invited either on the website itself or through the Consultative Committee.

Part 3

Conclusion

In mid 2008 the NZSAR Council commissioned a review of training across the SAR sector. Unsurprisingly the resulting report produced recommendations on the theme of improving SAR outcomes through collaborative inter-agency training. On the basis that *search and rescue* implied a common purpose, a common set of knowledge and skills and, without doubt, a common sense of commitment, one of the report's main recommendations was that these generic elements should be brought together as a core curriculum – thereby providing a platform for generic, consistent and collaborative training.

That **review report** was endorsed by the Council in February 2009. A group of experienced SAR practitioners, working on behalf of the sector, in August presented to the NZSAR Consultative Committee a substantial **report on progress** toward developing the core curriculum. This **proposal report** draws together the working group's products and recommendations for their adoption.

The recommendations below set out the group's view of the next steps to be taken to improve SAR outcomes through collaborative training. Apart from the content of the core curriculum, the package 'SAR Incident Management Training for New Zealand' is the focal point of the group's endeavours.

The working group has completed its task and is confident that, with the backing of the Consultative Committee (and the NZSAR Council) and the coordination and facilitation resources of the NZSAR Secretariat, the core curriculum will be a fundamental tool for SAR organisations to use in their training activities for desired SAR outcomes.

Recommendations

The Core Curriculum Working Group recommends that the Consultative Committee:

1. endorse the New Zealand SAR Core Curriculum (set out in Appendix 1);
2. note that SAR activities are linked to the wider field of Emergency Management;
3. support the work in progress, facilitated by the NZSAR Secretariat, to:
 - a. produce the integrated training package for Incident Management, as set out in Appendix 3 (Topic 14);
 - b. develop the *CDEM Competency Framework* for SAR purposes;
 - c. prepare a guideline or template for development of SAR pre-plans based on the *CDEM Exercises* document;
 - d. convene a workshop of SAR trainers (mid- 2010) to:
 - review the use of the core curriculum in the context of collaborative training, and examine future developments and possibilities;
 - discuss SAR-related interagency training in general.
4. note that the Current Courses/Core Curriculum matrix (Appendix 2) will require ongoing support from SAR organisations to keep it up to date as courses evolve;

5. promote the adopted Core Curriculum to the executive and training sections of those SAR organisations that have such a structure, and promote to the wider SAR community the benefits such a Core Curriculum will provide in operational effectiveness;
6. Agree that the NZSAR Secretariat send this report to the NZSAR Council (with the endorsement of this Committee); expressing:
 - a. the view that the SAR Council support the *development* of programmes to implement the Core Curriculum, with the expectation that all SAR organisations will also support the *running* of training programmes, as at present;
 - b. acknowledgement of the contributions made by individuals and organisations in the development of the SAR core curriculum.

Appendix 1 - The SAR Core Curriculum

Topics	Subtopics
1 Government Policy and SAR Governance	<ul style="list-style-type: none"> NZ Government/Cabinet/ ODESC NZSAR Council, Consultative Committee, Secretariat NZ Police NZ Defence Force Ministry of Transport Civil Aviation Authority Maritime NZ / Rescue Coordination Centre NZ Ministry of Civil Defence and Emergency Management Funding, reporting and analysis
2 NZ SAR Structure and Organisations	<ul style="list-style-type: none"> Definition of SAR RCCNZ, NZ Police structures, roles, responsibilities partnerships (including Service Level Agreements and Memoranda of Understanding) Strategic partners Policies, procedures (CIMS/IAMSAR) and protocols
3 Law, Ethics and Guidelines	<ul style="list-style-type: none"> NZ Law Common law Aviation and Maritime law International law(s) and conventions Ethics & Codes of Conduct, Guidelines

Topics	Subtopics
4 International	<ul style="list-style-type: none"> Partnerships, trends and issues International SAR organisation(s) Interpol Research and development
5 Research & development	<ul style="list-style-type: none"> NZ statistics & trends International Statistics & trends Analysis's & evaluation of SAROP Emerging developments
6 Preventative SAR	<ul style="list-style-type: none"> National prevention strategies Public education High risk sectors
7 Risk Management	Theory & Practice (with reference to Standard NZS 4360)
8 SAR Technology	<ul style="list-style-type: none"> Alerting devices Tracking devices Detection devices Computer software Communications <ul style="list-style-type: none"> SAR response system Systems, theory, practical use

Topics	Subtopics
9 Investigation & Search Planning	Pre operational, Operational , Post operational <ul style="list-style-type: none"> • Land • Marine • Air
10 Rescue Planning	Pre operational, Operational , Post operational <ul style="list-style-type: none"> • Land • Marine • Air
11 Management	<ul style="list-style-type: none"> • Management theory and application • Leadership <ul style="list-style-type: none"> ○ theory and application ○ attributes (e.g. interpersonal skills) • Communication <ul style="list-style-type: none"> ○ Interagency / intergroup/ Interpersonal
12 Medical and welfare factors	<ul style="list-style-type: none"> • Physiology and Psychology • Stress management • Crew Resource Management
13 Media management	<ul style="list-style-type: none"> • Media relationship building • Media use <ul style="list-style-type: none"> ○ Media training ○ Media protocols/guidelines/legislation ○ Image building

Topics	Subtopics
14 Incident Management	<ul style="list-style-type: none"> • Structures and systems (e.g. CIMS/IAMSAR) <ul style="list-style-type: none"> ○ Planning / Intelligence ○ Operations ○ Logistics • Roles and responsibilities (e.g. CIMS/IAMSAR roles) • Generic documentation • Information management • Coordination, command and control • Decision-making processes (including external influences on decision-making) • Administration • Environmental factors (terrain/marine/air analysis)
15 Major Resource Utilisation	Aircraft, Vehicles, Vessel etc <ul style="list-style-type: none"> • Safety Principals • Planning considerations • Communication procedures
16 Incident Review and Evaluation	<ul style="list-style-type: none"> • Operational • Post operational <ul style="list-style-type: none"> - Investigation - Analysis - Report - Circulation/communication - Pre plan review (confirmation / change)

Topics	Subtopics
17 Training and Assessment	<p>Using the Training cycle</p> <ul style="list-style-type: none"> • Needs analysis – skill gap identification <ul style="list-style-type: none"> ○ organisation ○ group ○ individual needs analysis • Planning of training programmes • Resourcing and implementation of training <ul style="list-style-type: none"> ○ national programmes ○ local programmes ○ interagency collaboration (e.g. SAREXs) • Evaluation of training, with feedback into training needs identification (with re-entry into the Training Cycle) of ongoing and emerging training activities <ul style="list-style-type: none"> • Refer to SAR role competencies • Performance Assessment process (using competency documentation where appropriate)
18 Common terminology	<ul style="list-style-type: none"> • Definitions/Glossary

Appendix 2 - Current Courses – Curriculum Coverage [Work in Progress]

		Days	SAR Core Curriculum Topic																	
Provider	Course		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
RCCNZ	SARO/SMC	110	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Air Observers	2	*	*						*		*		*						
	Air Observers refresher	1	*	*						*		*		*						
SARINZ	CIMS – Level 2											*			*					*
	CIMS for SAR – L4											*			*					*
	Action Oriented Team Leadership											*	*							
	MLSO	5		*		*	*		*	*	*		*	*		*	*			*
	Lost Person Behaviour	1																		
Coastguard*	Personal Safety													*						
	NZ SAR System			*										*		*				
	Legal Considerations				*															
	Search Techniques									*	*									
	Observation Techniques									*		*								
	Working with aircraft									*	*	*								*
	On Scene command									*	*	*							*	
	SAR Communication									*			*				*			*

Provider	Course		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Towing Techniques				*						*	*	*	*						
	Emergency Repairs											*								
NZ Police	National SAR Course		*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Air Observers			*						*		*		*						
	CIMS Level 2												*			*				*
	CIMS Level 4										*	*	*		*	*	*	*		*
	Police District SAR Training			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Marine Controllers			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Land Controllers (MLSO)			*		*	*	*		*	*	*	*	*	*	*		*		*
Surf Life Saving NZ	Aquatic Assessor								*											
	Lifeguard/patrol leadership											*				*	*	*		
	First Aid													*						
	Self preservation								*					*						
	Assorted Rescue																			
	Facilitators Trng																			

Note – * These Coastguard courses are modules of 2 hours duration

Courses under development – Curriculum Coverage [Work in Progress]

Provider	Course	SAR Core Curriculum Topic																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
RCCNZ / Police	On Scene Coordinator	*	*					*		*	*	*			*		*		*
SARINZ	MLSO - Initial Response							*		*		*	*		*	*			
	MLSO – Formal Search Planning – Multi-day operations							*		*		*	*		*	*			
	MLSO – Developing & Managing SAR Capability						*	*				*		*	*		*	*	

Other Courses – A sample of skill-specific programmes [Work in Progress]

Provider	Course	SAR Core Curriculum Topic																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MSC	Risk Management						*	*											*
	Bushcraft – 3 levels						*												
	Above the Bushline						*												
	Navigation – 3 levels						*		*										
	GPS						*		*										
	Communications						*		*							*			
	Survival						*						*						
	First Aid						*						*						
Ambulance Sector	[To come]																		
Aviation SAR Operators	Working with Helicopters															*		*	
	Winch Operators															*		*	
MOC	MRO Cert								*										
	MGRO Cert								*										
	MGO Cert								*										

Notes

- 1 The Mountain Safety Council programmes focus on preventive education.
- 2 Several Ambulance NZ member organisations run courses in first aid and trauma management.
- 3 While CAA does not run courses various SAR and Rescue Service aircraft (mainly helicopters) operators do so in their local context. The main courses relate to Topics 10, 12 and 15, and are *Working with Helicopters* and *Winch Operators Training Programme*. Further specific courses relate to water, under-water, alpine, cliff-face and night operations.
- 5 MOC (Maritime Operations Centre) is accredited by the Ministry of Economic Development to train and examine:
 - a. MROC – Maritime Restricted Operators Certificate (Basic level)
 - b. MGROC – Maritime General Radio telephone Operators Certificate (Intermediate Level)

- c. MGOC – Maritime General Operators Certificate (Advanced level).

Appendix 3 – SAR Incident Management Training for New Zealand

Briefing Document

- 1 The working group recommends that the NZSAR Secretariat facilitate the production of an integrated training package for Incident Management (IM).

It is envisaged that the package would:

- be based on the IM programmes already existing for the land, marine and aviation sectors;
 - be developed in a collaborative way – e.g.
 - Police / RCCNZ / Coastguard / Surf Lifesaving identify marine needs
 - Police / RCCNZ / LandSAR identify land needs
 - Police / RCCNZ identify aviation needs;
 - be brought together at a combined meeting(s) by 28/02/2010 to;
 - identify interagency training decisions and agreements;
 - identify areas for shared training and SAREXs;
 - develop a plan for implementation in 2010 – 2011
 - plan for review in 12 months
- 2 The package would consist of a generic template for an IM programme that could be used by land, marine and aviation (with the addition of examples, exercises, and scenarios relevant to their own sectors) to structure their own IM training programmes and courses. It would:
 - identify generic and collaborative areas of activity in IM;
 - identify areas where generic lesson plans would be beneficial
 - reflect best practice in IM for the lead organisation;

- use, transfer or convert best practice from associate organisations;
- express nationally consistent IM activities (i.e. CIMS/IAMSAR) that also accommodate local imperatives;
- clarify the role and use of the On Scene Coordinator;
- describe intra- and inter-agency coordination and communication mechanisms.

- 3 The package would include resources such as course outlines, lesson plans, teaching aids, info packs and checklists.

