



NEW PLYMOUTH BOYS' HIGH SCHOOL
TE KURA TAMATĀNE O NGĀMOTU

Title	EDUCATION OUTSIDE THE CLASSROOM
Reference Number	B203
Section	Curriculum
Written By	BOT Policy Committee
Checked By	BOT Policy Committee
Approved By	NPBHS Board of Trustees
Issue Date	29 May, 2003
Review Date	November, 2026
Associated Policies	
Associated Procedures	Risk Management System for Transport

DEFINITION :

Education outside the classroom (EOTC) is curriculum-based teaching and learning activities that go beyond the walls of the classroom. EOTC includes any curriculum-based activity that takes place outside the school ranging from a museum or marae visit, to a sports trip, field trip, or outdoor education camp.

RATIONALE :

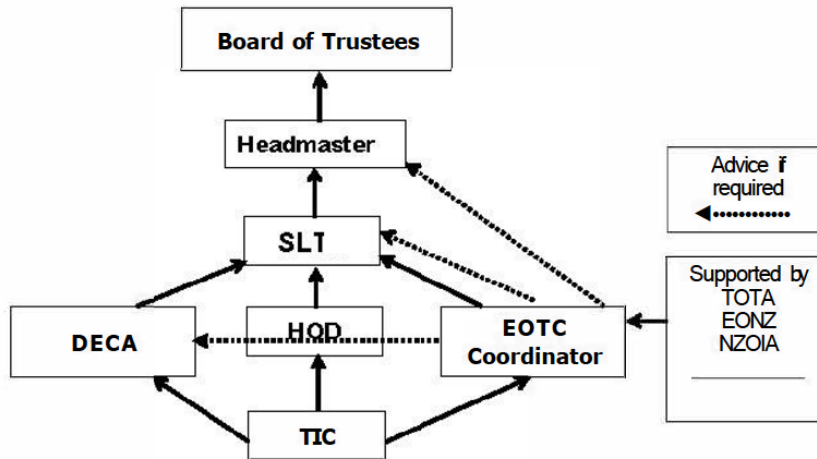
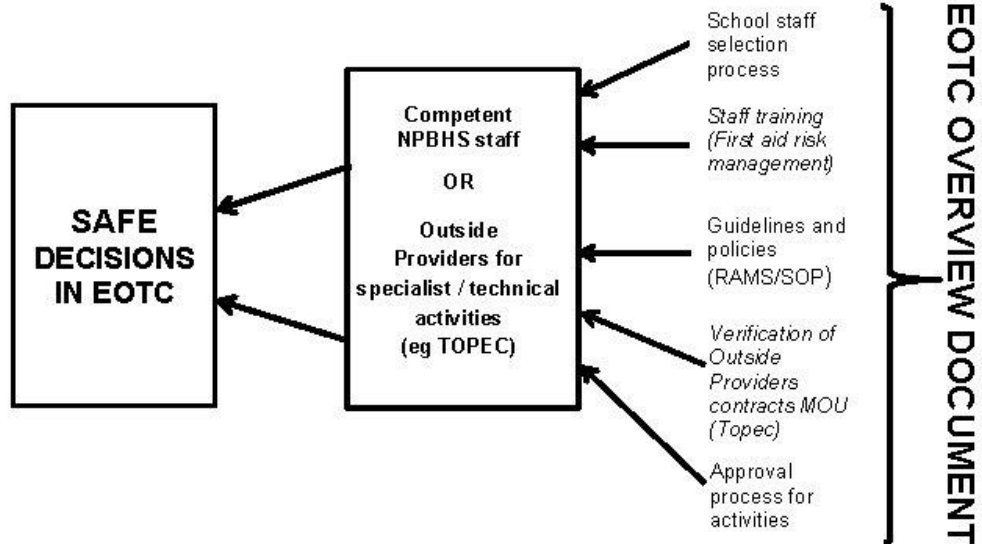
EOTC provides quality opportunities for students to learn a wide range of skills, and to develop physically, personally and socially, in a stimulating exciting environment. EOTC compliments and enhances learning and understanding in all curriculum areas as well as in co-curricular contexts. NPBHS is committed to ensuring all students have the opportunity to participate in EOTC activities and this policy exists to guide EOTC programmes and personnel involved according to a quality system so as to provide safe, valuable and enjoyable activities for students.



NEW PLYMOUTH BOYS' HIGH SCHOOL

Te Kura Tamatāne o Ngāmotu

SAFETY SYSTEMS OVERVIEW



EDUCATION OUTSIDE THE CLASSROOM (EOTC)

Why we have EOTC at our school

Experiences outside the classroom reinforce learning by enabling students to make connections between what they have learnt in the classroom and the world beyond the classroom. EOTC experiences give students opportunities to demonstrate the essential knowledge, skills, values, attitudes and key competencies identified in the National Curriculum (New Zealand Curriculum and Te Maratanga O Aotearoa).

The EOTC programme is important to NPBHS, and aims to provide:

- Opportunities beyond the classroom to support learning in all areas of the curriculum
- Opportunities for students to discover, enjoy, learn and develop in outdoor, leisure and recreational contexts
- Safe learning experiences across a variety of contexts and environments.

NPBHS recognises the potential benefits to staff and students through experiencing acceptable risks. The school's EOTC programme will aim to strike the right balance, so that the real risks are managed and learning opportunities are experienced to the full.

Engaging in EOTC

With all events beyond the classroom there is a potential for gain and a potential for loss.

To realise the gains teaching staff, and those supporting the teachers (support staff, volunteers, student leaders and contractors) are responsible for:

1. the writing of the specific goals and outcomes for any EOTC episode.
2. ensuring the safety of all students and adults involved in the events. Risk identification, elimination, isolation and minimisation are crucial elements in mitigating the losses and thus realizing the gains.

Updated: December 2013

Approved BOT:

Next review:

EDUCATION OUTSIDE THE CLASSROOM (EOTC) PROCEDURES

This document has been arranged under the following headings:

- 1 INTRODUCTION
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The following documents have been consulted:

EOTC Guidelines, Bringing the curriculum alive (NZ Ministry of Education 2016)

(<https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>)

Outdoor Activities Guidelines for Leaders (Sport NZ)

Outdoor Safety Management Risk Management for Outdoor Leaders (NZ Mountain Safety Council Manual 38, 2004)

Accreditation and Moderation Action Plan (Skills Active)

Managing Assessment (NZQA)

GLOSSARY

BOT	Board of Trustees
EOTC	Education outside the classroom, is defined as all those events that occur outside the classroom, both on-, and off-site, including all curriculum events, sporting events and cultural events.
HOD	Head of Department
HOF	Head of Faculty
NPBHS	New Plymouth Boys' High School
PD	Professional development
RAMS	Risk analysis and management system
SLT	The senior leadership team member with responsibility for EOTC
SOP	Safe operation plan
TIC	Teacher in charge



1. INTRODUCTION

- 1.1 The procedures specified in this document apply to teaching staff, and those supporting the teachers (support staff, volunteers, student leaders and contractors).
- 1.2 The BOT (Board of Trustees) have delegated responsibility for all EOTC matters to the Headmaster.

2. PLANNING AND APPROVAL

- 2.1 The Senior Leadership team member with responsibility for EOTC (SLT) must approve, for inclusion on the school calendar, any events that remove students from other curriculum classes.
- 2.2 In the planning phase, pre-approval must be given by the appropriate Head of Faculty (HOF) for the event goals/objectives and learning outcomes and by the SLT for events where students will be absent from other classes. *See Appendix 1*
- 2.3 Where possible approval (pre and final) is required at least three weeks before the event.
- 2.4 Teachers and contractors have approved alternative plans if the event is weather dependent or they are suddenly unable to attend or lead the event (illness, death in the family etc). This may involve cancellation of the event.
- 2.5 As part of the planning process the EOTC Planning Checklist is completed as follows:
 - 1. Board approval (if required)
 - 2. Budget
 - 3. Information to Parents
 - 4. RAMS / SOPs as required
 - 5. Outside providers verification
 - 6. Parental contact details
 - 7. Staff experience
 - 8. Medical / Consent forms, including medical for staff
 - 9. Intentions and contact details to the office
- 2.6 Where an event is stopped or changed once it is underway the change must be communicated to NPBHS (SLT) and verbal approval confirmed.
- 2.7 Variation from NPBHS EOTC procedures should only be considered when following the procedures compromises the safety of an individual or group.

3. PARENTAL CONSENT, including Information to Parents

It is a requirement of our school that parents are informed and consent is obtained as described below.

- 3.1 Disclosure of the risk, along with logistical information must be conveyed to the parent/caregiver (letter, email or phone call are acceptable methods of communication). The risks are clearly explained so parents and students understand them. Parents and students are



given the opportunity to ask questions and understand that activities are entered into voluntarily.

The following checklist should be considered when designing the information letter/email: date of writing, name and date of event(s), start and finish times, group or individuals involved, venue address/phone number/description, curriculum objectives/purpose of event, transport arrangements, staffing including relevant experience and qualifications, costs if any, clothing and equipment required, rules both school and event (for example, smoking, alcohol, and illegal drugs, and unsafe behaviour policies, including what not to bring and cell phone use), incident management plans, procedures if anyone becomes ill, date by which to return consent form and health profiles, contact number of SLT and after hours number, other relevant information, signature of author.

3.2 Blanket parental/caregiver consent for most EOTC events is obtained at the start of each year.

3.3 Event-specific, season-specific, and course-specific parental consent is required as specified below:

Activity type	Description	Approval	Parental consent	Risk management planning
A. On site (in the school grounds)	(i) Lower risk environments For example: measuring for maths, sports day, horticulture, Adventure Based Learning activities, painting murals.	None required.	None required	Usual lesson planning Health/ EOTC Information
	(ii) Higher risk environments (eg school pool)	HOD/HOF	Blanket consent at start of year	Generic SAP Health/ EOTC Information
B. Off site (short visits to local venues)	(i) Lower risk environments For example: museum, art gallery, sports and recreation events.	HOD/HOF SLT	Blanket consent at start of year	Intentions to office Contingency plans Health/ EOTC Information
	(ii) Higher risk environments (eg surfing, Geo field trips, Bio field trips, some STAR courses – chainsaw)	SLT	Separate consent or Blanket course consent (eg Outdoor Education Course consent)	Intentions to office SAP/RAMS/Outside Provider form Contingency plans Health/ EOTC Information
C. Off site (day trips – additional risk management required)	(i) Lower risk environments – lower technical skills required For example: farm visit, day orienteering in a local park, city visit, swimming in pools.	HOD/HOF SLT	Blanket consent at start of year	Intentions to office SAP/RAMS/Outside Provider form Contingency plans Health/ EOTC Information
	(ii) Higher risk environments – higher technical skills required For example: skiing, sailing, waka ama, rock climbing, swimming in natural environments (beach, river), factory visit,	SLT	Separate consent and risk disclosure	Intentions to office SOP/RAMS/Outside Provider form

	forestry or agricultural field trip involving chemicals or heavy machinery.			Contingency plans Health/ EOTC Information
D. Off site (residential overnight/s)	(i) Lower risk environments – lower technical skills required For example: trips to another city or region, sports tournaments and exchanges, field trips to urban environments, historical sites and “front” country (having well-formed tracks).	HODHOF SLT Headmaster Board of Trustees	Separate consent	Intentions to office SAP/RAMs/Outside Provider form Contingency plans Health/ EOTC Information
	(ii) Higher risk environments – higher technical skills required For example: overseas trips, field trips (for example, social studies, biology, geography), into natural water, bush or alpine environments, or other hazardous environments (for example, where chemicals, heavy machinery, or other hazards are present) outdoor education camps, multi-day outdoor pursuits journeys in the backcountry (for example, biking, tramping, kayaking).	SLT Headmaster Board of Trustees	Separate consent and risk disclosure	Intentions to office SAP/RAMs/Outside Provider form Contingency plans Health/ EOTC Information

3.4 It is important that parental consent, including risk disclosure and medical consent, and health information are completed by all adult and student participants in the EOTC event, to meet school health and safety responsibilities. These must be given to the TIC of the activity.

4. SUPERVISION

4.1 Competent staff lead all events. Competency is demonstrated to the Headmaster or SLT. Competency can be measured by qualifications and/or experience. In the case of the latter the use of logbooks is recommended. Refer to pages 41-50 MOE EOTC guidelines.

4.2 Teachers, Support staff, volunteers, student leaders and contractors have the right to say no to leading and/or supervising an event.

4.3 The TIC, in consultation with the SLT, has the right to not take a student that they deem will compromise safety.

4.4 Support staff, Parent helpers, contractors or Outside Providers whose work involves regular or overnight contact with students are police vetted for their suitability to work with students. Volunteers are not required to be police vetted.

4.5 Checks are made that support staff, volunteers, student leaders have the necessary understanding to be involved in EOTC.

4.6 Teachers, Support staff, volunteers, student leaders and contractors are briefed by the Teacher in Charge (TIC) regarding the objectives of the trip, specific roles and responsibilities, risk management for all parties including self, and the school policies and procedures.

4.7 All staff are capable of implementing the School Incident management Plans.



- 4.8 All participants have access to a qualified and current First Aid provider at all times during an event, including in transit to and from the event.
- 4.9 Leaders of all events must be fully conversant with the requirements specified on the appropriate Safe Operation Plan SOP / RAMs
- 4.10 Contracts must be written up and agreed upon by signature when individual contractors or providers are contracted into a supervisor and/or instructional role.
- 4.11 If there is a dispute between a contractor / provider and NPBHS staff regarding a decision before or during an event the more conservative option must be followed, this provides the highest standard of safety and care to students. If agreement can't be reached the activity must be stopped and the SLT informed.
- 4.12 Where an outside contractor/ provider is employed the BOT are still responsible for student safety. This responsibility is delegated to the TIC. The TIC must take all reasonable steps to establish the credentials of the provider (eg Maritime Safety certificate for rafting companies, 'Outside Providers' form). The provider then has the responsibility to provide a suitable 'duty of care'.
- 4.13 The **supervision ratio** is established prior to the approval process.

The ratio is a decision of the TIC, and will be based on the following:

Competence of the staff, volunteers, student leaders and contractors, level of first aid cover, age, behaviour and ability of students, special needs of students (medical, behavioural and educational), duration and nature of activity – land based, water based, nature of site, site requirements (e.g. permits), incident management options, access to emergency services, season, weather forecast and remoteness of site.

Special note on Ratios:

"A ratio compares the number of skilled and experienced supervisors with the number of novices involved in an EOTC event (at times adults may be novices). It is important that the selected ratio ensures that both quality learning and safety are maximised. Ratios for EOTC are hard to prescribe, as they will vary according to the age and needs of the students, the activity, the location and the competence of the students and staff involved. Competence is central to setting ratios and putting an effective supervision plan in place for any EOTC activity. If in doubt, be conservative and/or seek professional advice when deciding on ratios and an appropriate supervision plan." (Ministry of Education, 2016)

- 4.14 Prior to departure the office needs to be notified of the trip and the group of students leaving, with a contact number. There also needs to be a designated contact person who will notify relevant people if the group does not return as planned.
- 4.15 Staff ensure that students experience "challenge by choice" (that is, they are not forced to participate).
- 4.16 Unsupervised/ unaccompanied activities, for example students transporting themselves to events or surveys, are supported by strategies such as 'shadowing' or appropriate boundaries and the use of cell phones or radios so that communication with students is immediate.
- 4.17 Those staff leading an activity for the first time are mentored/supported by an experienced staff member who is competent to run the event, until they are judged as competent to lead the event.
- 4.18 There is no use of non-prescription drugs on any NPBHS EOTC event.



- 4.19 Staff members/adults involved in active supervision of students must not consume alcohol on any NPBHS EOTC event.

5. **RISK IDENTIFICATION, ANALYSIS AND MANAGEMENT**

It must be remembered that risk is the potential for loss AND gain. If we do not risk, we do not grow as a person.

- 5.1 For all levels of EOTC staff must consider the potential losses and their causes. In doing so they must assess the level of frequency and severity, and take action to eliminate, isolate or minimize them. All Teaching staff, and those supporting the teachers (support staff, volunteers, student leaders and contractors) are active 'risk managers.'

- 5.2 Where a SOP does not exist for a particular event a Risk Analysis and Management system (RAMS) form is developed by the TIC in consultation with the SLT

- 5.3 In constructing the SOPS/RAMs the following have been considered:

- Potential losses.
- Hazards (causal factors). These are the contributing factors to incidents (Hazards are the cause or source of harm, Health & Safety in Employment Act, 1992).
- The management strategies include the industry standards (current accepted/best practices) and any school developed strategies, which will mitigate against the losses.
- Incident management plans
- Equipment for emergency situations
- Equipment factors, including any hazards associated with its use.
- People factors, including any hazards associated with them.
- Environmental factors, including associated hazards.
- The potential severity and frequency.
- Where appropriate, student and staff swimming competency.

- 5.5 Appropriate equipment for emergency evacuation and first aid shall be available at all events and on route to events (cell phone or mountain radio, first aid kit).

- 5.6 Staff are familiar with the environment for high risk activities and the area where the programme activities will take place. All leaders must have visited the site before using it with students or they must be accompanied by a staff member who has used the site before. Where this is not the case, trips must be checked with the SLT. Board cover expenses.

- 5.7 Staff and students work together to enlighten students of the hazards, and devise strategies to reduce the hazards.

- 5.8 The TIC briefs all staff and students on the risk management procedures for the event.

- 5.9 Any new hazards, incidents and near misses are reported immediately to the SLT. Incidents are entered in the Incident Database at the school office. Serious incidents must be reported to Worksafe NZ.

6. **TRANSPORT**

- 6.1 A first aid kit is carried by all vehicles transporting students from NPBHS.

- 6.2 Where seat belts are provided students must use them. A car with five seat belts can only transport five people.



- 6.3 Staff and students driving vehicles must have the appropriate license under NZ law and be appropriately trained and competent to drive the vehicle in the intended traffic, road and weather conditions.
- 6.4 All vehicles used must have both a current Warrant of Fitness and Registration.
- 6.5 Students are not permitted to drive mini buses.
- 6.6 For legal and insurance purposes teachers, support staff, volunteers, and contractors must have their license sighted and their license number and name recorded with the school prior to driving the mini buses.
- 6.7 Licensed students may drive cars for school events provided approval in writing has been obtained from the parents/caregivers for the driver and all the named passengers. The student's license must be sighted by the TIC.
- 6.8 The number of driving hours required for the journey and length of the driver's workday (including non-driving hours) must comply with NZ Transport Authority regulations (maximum 13 hours on duty including driving time, 5.5 hours' work time, 30 minute rest break, 10 hours between work days).
- 6.9 Drivers must have planned strategies to avoid driver fatigue (planned stops, more than one driver).
7. **INCIDENTS involving teachers, support staff, volunteers, student leaders and contractors and/or students**
- 7.1 NPBHS believes that all teaching staff, and those supporting the teachers (support staff, volunteers, student leaders and contractors) should openly discuss their experiences, capture the reflections, and review the procedures. This way effective practice is assured.
- 7.2 A near miss is an incident or observation with the potential for more serious consequences.
- 7.3 An incident reporting form, available on the staff manual, is filled out following any injury, incident or near miss by the TIC and the SLT informed.
- 7.4 Serious harm incidents must be reported to the Ministry of Business, Innovation, and Employment before the scene is interfered with (by email or phone) and the report sent to them within seven days of the incident by the SLT.
- 7.5 The Headmaster, TIC and SLT are informed where there has been a serious harm incident and school's emergency response and trauma incident procedures are followed.
- 7.6 Where a serious harm incident or near miss has occurred SLT is responsible for implementing an investigation, involving appropriate member(s) of staff. This is referred to the Headmaster and BOT where necessary. In the case of serious harm an external review may be appropriate.
8. **EQUIPMENT**
- 8.1 Activities and circumstances for which safety equipment should be used are identified by the TIC of the event.
- 8.2 Safety equipment and/or clothing is provided to all staff and students and is always used and/or worn.



- 8.3 Students are not taken on events when they do not have the requisite gear and the school is unable to provide it.
- 8.4 Staff and students are instructed in the safe use of all equipment including safety equipment.
- 8.5 Where staff and/or students provide their own safety equipment and/or clothing this is monitored by the TIC of the event and where appropriate, checked and approved by the TIC.
- 8.6 All hired gear and/or clothing is checked before leaving the hire company.
- 8.7 Safety equipment must comply with NZ Standards and Codes of Practice.
- 8.8 Use and maintenance logs are kept for all safety equipment.
- 8.9 All equipment is stored appropriately.
- 8.10 School first aid kits are carried for all events.
- 8.11 Contractors may choose to carry their own First aid kit in consultation with the TIC.
- 8.12 All first aid treatments must be communicated via email or in person to the school nurse (nurse@npbhs.school.nz). Treatments will be recorded in the first aid register.
- 8.13 Facilities are checked prior to the event where appropriate.

9. **COMMUNICATIONS**

- 9.1 The TIC of the event ensures there is a communication system in place for all events.
- 9.2 There must be the capability for contact between staff in the field and the SLT or nominee. Where plans change the SLT must be informed.

10. **REVIEW**

- 10.1 For all high risk events they are to be reviewed by the TIC and the result lodged with the SLT. TIC completes the EOTC Review form, and files this with the SLT
- 10.2 Annual reviews (including incident and near miss) will be carried out by the SLT and reported to the Headmaster and the BOT.
- 10.3 The EOTC procedures, SOPs/RAMS and contingency plans will be reviewed regularly against current accepted best practice by the SLT.

11. **DEVELOPING A PROGRAMME**

- 11.1 The planning process includes the following factors
- Identification of needs – related to the NZCE. Why are we doing the activity?
 - Identification of aims and objectives
 - Identification of entry level
 - Course content
 - Expressed outcomes
 - Teaching and assessment time allocation
 - Resourcing
 - Assessment and the resourcing requirements



- Internal & external moderation requirements
 - Industry consultation
 - Timeline for implementation
 - Approvals
 - Evaluation and review
 - Consultation with iwi
 - Sequencing of activities
 - Sustainability
- 11.2 Approval for a new programme or course is required initially from the HOF, then from the Senior Management.
12. **STAFF SELECTION**
- 12.1 The school-wide procedures apply.
- 12.2 The SLT allocates staff to appropriate roles based on competency and currency/and or activity.
13. **JOB DESCRIPTIONS**
- 13.1 The school-wide procedures apply in constructing a job description.
- 13.2 Job descriptions are held on personal files.
14. **INDUCTION**
- 14.1 The school-wide procedures apply for all new and returning staff, including reading and understanding this document.
- 14.2 In the case of Beginning Teachers there is a nominated 'supervising teacher' and the processes associated with progressing towards Full Registration are followed.
See www.teacherscouncil.govt.nz
- 14.3 The Beginning Teacher is mentored / supervised for at least the first event.
- 14.4 The EOTC risk management induction procedures are implemented for all new and returning Year 9 Camp staff.
15. **APPRAISAL/TEACHER BEHAVIOUR/PROFESSIONAL DEVELOPMENT**
- 15.1 School-wide procedures apply.
- 15.2 All staff including those on contract is required to adhere to the Teachers' Council Code of Ethics for Teachers
- 15.3 It is the responsibility of staff to be aware of the procedures associated with any breach of this code. www.ppta.org.nz
16. **STUDENT SUPPORT**
- 16.1 Information about programmes / courses is accurate, timely and includes information on the outcomes, supervision, risk identification and management of risk; and is made available to students and their parents/caregivers.
- 16.2 As per the school policies all events are, ethnic and ability/disability and cultural inclusive.



16.3 Students are reminded of the school support systems (counseling services, complaints procedures, deans and form teachers, careers advice).

16.4 Students are aware of their right to limit their participation without prejudice in activities and assessment episodes when they feel there is a risk of harm.

17. **SUSTAINABILITY**

17.1 Sustainable practices with regard to the environment are implemented during all events.

17.2 All decisions relating to EOTC must be tested against the concept of sustainability, reducing travel distances, minimizing and recycling waste, reducing food packaging, following minimum impact codes, considering financial situations of students, cultural perspectives and including everyone.

18. **STUDENT BEHAVIOUR**

18.1 Students are required to adhere to the NPBHS Code of Behaviour and any risk management requirements communicated to them by staff.

18.2 It is expected that respect be shown for the environment, other people and property.
See www.doc.govt.nz.

18.3 Students and parents are informed of the procedures associated with any breach of these codes. This includes the option to send students home at the parent's expense.

19. **ASSESSMENT**

19.1 Teachers and those contracted must implement the school wide assessment procedures.

19.2 Students must be made aware of the school wide assessment procedures and be regularly reminded of their rights and responsibilities.

19.3 In regard to their rights and responsibilities and given the nature of EOTC students must be reminded of the need for themselves and staff to have regard for deteriorating weather and 'challenge by choice'.

19.4 Staff are required to participate in both the school wide NZQA and the course-specific moderation processes.

19.5 In regard to assessment against Skills Active unit standards staff assessing or Contractors are required to meet the minimum assessor requirements.

20. **SAFE OPERATION PLANS**

20.1 While teacher judgment is valued a series of Safe Operation Plans (SOPs) are being developed in conjunction with RAMS to ensure consistency within the organization and with best practice.

20.2 Each SOP has event location specific information added to it prior to being taken on the event.

20.3 When a new activity falls outside a current SOP, a Risk Analysis and Management System document (RAMS) must be constructed and approved by the SLT.

20.4 When reviewing a SOP a RAMS approach is used.



21. LIST OF APPENDICES

Appendix 1

EOTC Management Self Audit Checklist

Initial thoughts		Areas for further development/ support
Learning Outcomes		
	Process requiring clearly stated learning outcomes and curriculum links for each EOTC event	
	Assessment	
Approval		
	EOTC event approval process that identifies who the board has delegated this responsibility to : Headmaster, and/or senior staff; and/or SLT, Sport and recreation coordinator. <ul style="list-style-type: none"> · Pre-approval (for planning to go ahead) · Final approval (for event to go ahead) 	
Staff, students, contractors and volunteers		
	Staff competence assessment process, deployment decisions	
	Volunteer competence identification and assessment process, and deployment decisions	
	Staff preparation process including induction and professional development	
	Provider checking process	
	Volunteer preparation process including induction (clear briefing on role and responsibilities)	
	Staff selection and appraisal process	
	Codes of conduct for students, staff, volunteers, contracted providers	
	Student support process	
Safety and risk management		
	Event risk and hazard identification, analysis and management process (eg, SAP, RAMS or other)	
	Transport safety procedures	
	Activity standard operating procedures	
	Parental consent process	



	Health profiles for students, staff, volunteers and contracted providers	
	Supervision plan and decisions including ratios	
	Event/activity-specific safety equipment	
	Communications system within the school; between the school and the field; in the field	
	Equipment usage/maintenance/storage procedures	
	Swimming competence assessment	
	Aquatic safety procedures	
	Variance process (when can deviate from the stated procedures)	
	Venue/facility safety check	
Emergency response		
	Emergency procedures, including a Traumatic Incident Response Plan (TIRP)	
	Incident reporting process (eg School incident report)	
	Incident analysis process	
	Procedure for reporting serious harm incidents to relevant statutory bodies (Dept of Labour, - now the Ministry of Business, Innovation and Employment (MBIE))	
Programme development and review		
	New programme development process	
	Event review procedure	
	EOTC Management System review cycle and process	