

Te Poari Akoranga | Academic Board 29 November 2024 hui



Location: Microsoft Teams

29 November 2024 09:30 AM - 12:30 PM

Agenda Topic	Presenter	Time	Page
Open Agenda			
Karakia tīmatanga			6
1. Administration		09:30 AM-09:40 AM	12
1.1 Welcome and apologies Apologies: K. Hewitson, N. Hutchinson			
1.2 Membership and meeting schedule calendar 2025			12
1.3 Workplan			15
1.4 Register of Interests			16
1.5 Open minutes of hui 25 October 2024			19
RECOMMENDATION: THAT Te Poari Akoranga accept as a true and accurate record the minutes of the open portion of Te Poari Akoranga meeting held 25 October 2024.			
2. Te Poari Akoranga Self-Assessment 2024	D. Young, co-chair Te Poari Akoranga	09:40 AM-09:50 AM	25
RECOMMENDATION: THAT Te Poari Akoranga: a) Receives the report titled 'Te Poari Akoranga self-assessment 2024'; b) Provides feedback on the self-assessment report; c) Recommends to Te Pūkenga Council that it approves the self-assessment report subject to incorporation of feedback from Te Poari Akoranga; and d) Recommends to Te Pūkenga Council that it approves a change to Te Pūkenga Standing Delegations Register Schedule A1, section 7 (Appeals) to remove the sub-delegation limitation to ohu whakahaere.			
3. Ngā ohu whakahaere o Te Poari Akoranga		09:50 AM-10:10 AM	38
3.1 Te Ohu Whakahaere Academic Quality	F. Moyer, co-chair TOW Academic Quality		38

3.1.1	Meeting summary report		38
<p>RECOMMENDATION: THAT Te Poari Akoranga: a) Receives the report titled 'Te Ohu Whakahaere Academic Quality hui September 2024 – open'; b) Approves Te Ohu Whakahaere Academic Quality Self-Assessment for 2024; c) Approves the revised Ākonga Appeals Policy; d) Notes that if the Ākonga Appeals Policy is approved, that sub-delegation 7. in Section D of the Te Pūkenga Delegations Register, be amended from being sub-delegated to Te Ohu Whakahaere Appeals in its entirety to the Regional Executive Directors (REDs) once confirmation has been received that the REDs are ready to start receiving final appeals.</p>			
3.1.2	Te Kawa Maiorooro		65
<p>RECOMMENDATION: THAT Te Poari Akoranga: a) Receives the report titled 'Review of Te Kawa Maiorooro' and the reviewed and updated Te Kawa Maiorooro document; b) Approves the updated Te Kawa Maiorooro V25.01 for release in January 2025; and c) Recommends to Te Pūkenga Council to delegate the granting of honorary degrees and recognition awards to Te Poari Akoranga, on the understanding that Te Poari Akoranga intends to sub-delegate this to Local Academic Committees.</p>			
3.2	Te Ohu Whakahaere Rangahau Research and Postgraduate	F. Beals, co-chair	115
<p>RECOMMENDATION: THAT Te Poari Akoranga: a) Receives the report titled "Te Ohu Whakahaere Rangahau Research and Postgraduate self-assessment 2024"; and b) Approves Te Ohu Whakahaere Rangahau Research and Postgraduate self-assessment 2024.</p>			
3.3	Te Ohu Whakahaere Approvals	D. Lithgow, Chair	127
<p>RECOMMENDATION: THAT Te Ohu Whakahaere Approvals: a) Receives the report titled 'Te Ohu Whakahaere Approvals hui November 2024 – open'; b) Approves Te Ohu Whakahaere Approvals self-assessment 2024; c) Notes that Te Ohu Whakahaere Approvals approved: • New Zealand Qualifications Authority the New Zealand Apprenticeship in Commercial Hairdressing (Level 3-4), the leading to the award of: - [2411] New Zealand Certificate in Hairdressing (Level 3) and - [2413] New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4). • New Zealand Apprenticeship in in Distribution (Level 3-4) leading to the award of: - [2573] New Zealand Certificate in Distribution (Level 4). for submission to the New Zealand Qualifications Authority approval and accreditation, subject to the incorporation of feedback from Te Ohu Whakahaere Approvals. d) Notes the resignation Doug Pouwhare, co-chair of Te Ohu Whakahaere Approvals.</p>			
3.4	Te Ohu Whakahaere Appeals	A. McLean, co-chair	136
<p>RECOMMENDATION: THAT Te Poari Akoranga: a) Receives the report titled 'Te Ohu Whakahaere Appeals hui November 2024 – open'; and b) Approves the update to Te Ohu Whakahaere Appeals self-assessment 2024.</p>			
4.	Local Academic Committee reports (open)	10:10 AM-10:20 AM	142
4.1	Otago Polytechnic - 10 September		142
<p>RECOMMENDATION: THAT Te Poari Akoranga: a) Receives the report titled 'Academic Committee Report'; and b) Notes the Academic Committee approved: • Limited Credit Programme – Vineyard Operations Level 3 • Development of Programme and Resources for the Energy and Chemical industry</p>			

- 4.2 [Ara - 26 September 2024](#) 144
- RECOMMENDATION:
 THAT Te Poari Akoranga:
- a) Receives the report titled "Ara Institute of Canterbury Komiti Akoranga Report 26 September 2024";
 - b) Notes that Ara Komiti Akoranga approved:
 - Principles for Entry and Selection Processes for presentation to Ara Te Kāhui Manukura
 - 2024 Ara Graduate Alumni Survey Executive Summary Report
 - Ara Portfolio and Assurance Programme Change Report
- 4.3 [Primary ITO - October 2024](#) 147
- RECOMMENDATION:
 THAT Te Poari Akoranga:
- a) Receives the report titled 'Academic Committee Report'; and
 - b) Notes the Academic Committee approved:
 - Limited Credit Programme – Vineyard Operations Level 3
 - Development of Programme and Resources for the Energy and Chemical industry
- 4.4 [NorthTec - 14 November](#) 149
- RECOMMENDATION:
 THAT Te Poari Akoranga:
- a) Receives the report titled NorthTec Academic Committee Report 14 November 2024
 - b) Notes that the NorthTec Academic Committee approved:
 - Type 2 Programme change to the Bachelor of Nursing Programme
 - Granting of awards outlined in the Awards Report
 - Changes to the Academic Statutes and Student Regulations for 2025 publication
 - Changes to the Academic Committee Terms of Reference
 - c) Notes that the NorthTec Academic Committee ratified:
 - New Delivery Site Applications
 - 1. Southern Institute of Technology (SIT) to deliver NorthTec Programmes of Study, NZ Certificate in Study and Employment Pathways (Level 3) and NZ Certificate in Study and Employment Pathways (Level 4).
 - 2. NorthTec to deliver Eastern Institute of Technology's (EIT) programme of study, NZ Certificate in Horticulture (Level 3) (Fruit Production)
 - Clinical/Fieldwork Access Agreements
 - Other agreements
 - d) Notes the Research and Ethics Committee Report 17 October 2024
- 4.5 [WITT - 23 October](#) 156
- RECOMMENDATION:
 THAT Te Poari Akoranga:
- a) Receives the report titled 'Western Institute of Technology at Taranaki Academic Committee Report – 23 October 2024 meeting';
 - b) Note that the WITT Academic Committee approved:
 - Certificate Graduands (including micro-credentials and training schemes) – 54 approved
 - Ratification of eVote approval of graduands (micro-credentials) – 7 approved
 - That the Programme Regulations of the student's programme of enrolment are applied in all cases
 - An exception to the Bachelor of Applied Management Programme Regulations to allow the resit of the final exam for those who were unsuccessful in their first attempt
- 4.6 [Te Tai Poutini - 24 October 2024](#) 159
- RECOMMENDATION:
 THAT Te Poari Akoranga:
- a) Receives the report titled "Tai Poutini Polytechnic Academic Committee Report 24 October 2024";
 - b) Note that Ara Komiti Akoranga approved:
 - Graduands in four qualifications
 - A Programme Change to the Training Scheme in Hospitality Supported Learning
 - 2024 Awards

4.7	Open Polytechnic - 1 November			161
	RECOMMENDATION: THAT Te Poari Akoranga:			
	a) Receive the report titled 'Open Polytechnic Academic Committee Report 01 November 2024' and;			
	b) Note that the Open Polytechnic Academic Committee approved:			
	• A change to the Rules for Credit Recognition for the Graduate Diploma in Disability Sector Leadership			
	• The closure of two courses 71152 Web Design and 72182 Writing for the Web			
	• Appointment of Jodie Hope as a new member of the Funeral Directing Stakeholder Advisory Group			
	• Appointment of Judah Rogan as a new member of the ECE Stakeholder Advisory Group			
	• Appointment of Dr Morgan Hamlin and Dr Jennifer Kirby as new members of the Research Committee			
4.8	MITO - 7 November			163
	RECOMMENDATION: THAT Te Poari Akoranga receives the report titled 'MITO Quality Oversight Committee Report 7 November 2024'.			
4.9	Toi Ohomai - 13 November			168
	RECOMMENDATION: THAT Te Poari Akoranga:			
	a) Receives the report titled 'Toi Ohomai Academic Committee Summary Report, 31st October 2024 – Open'; and			
	b) Notes that Toi Ohomai Academic Committee approved:			
	• Toi Ohomai Graduate Memo (Graduands)			
	• Toi Ohomai Academic Regulation Delegations Register Report			
	- Toi Ohomai TKM Delegations Register (spreadsheet)			
	• Post Graduate Programmes Risk Mitigation Report			
4.10	ServiceIQ - 19 November			176
5.	NZQA Consultation	D. Young, Ako Excellence Director	10:20 AM-10:25 AM	181
	RECOMMENDATION: THAT Te Poari Akoranga receives the report titled 'NZQA Consultation'.			
6.	Resolution to exclude the public			182
	RECOMMENDATION: THAT the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting Te Pūkenga Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as recorded in the agenda.			
Agenda - Public Excluded				
7.	Administration - Public Excluded		10:25 AM-10:35 AM	184
7.1	Minutes of the public excluded portion of the Te Poari Akoranga 25 October 2024			184
	RECOMMENDATION: THAT Te Poari Akoranga approves, as a true and accurate record, the minutes of the public excluded portion of Te Poari Akoranga meeting held 25 October 2024.			
7.2	Actions			186
8.	Academic Risk	P. Ammunson, DCE ACLS	10:35 AM-10:55 AM	187

A verbal update will be provided.

9.	Ngā Ohu Whakahaere Membership	10:55 AM-11:05 AM	192
	RECOMMENDATION: THAT Te Poari Akoranga: a) Receives the report titled 'Ngā Ohu Whakahaere membership'; b) Approves to offer to extend the terms of the following members of Te Ohu Whakahaere Academic Quality, Te Ohu Whakahaere Approvals and Te Ohu Whakahaere Rangahau Research and Postgraduate until the end of December 2025.		
10.	Ngā Ohu Whakahaere o Te Poari Akoranga - public excluded	11:05 AM-11:10 AM	194
	10.1 Te Ohu Whakahaere Approvals	D. Lithgow, Chair	194
	RECOMMENDATION: THAT Te Poari Akoranga receives the report titled 'Te Ohu Whakahaere Approvals hui November 2024 –public excluded.		
	10.2 Te Ohu Whakahaere Appeals	A. McLean, co-chair	195
	RECOMMENDATION: THAT Te Poari Akoranga receives the report titled 'Te Ohu Whakahaere Appeals hui November 2024 –public excluded'.		
11.	Local Academic Committees - Public Excluded	11:10 AM-11:15 AM	196
	11.1 Toi Ohomai public excluded - 13 November		196
	RECOMMENDATION: THAT Te Poari Akoranga: a) Receives the report titled 'Toi Ohomai Academic Committee Summary Report, 31st October 2024 – Closed'; and b) Notes that the Toi Ohomai Academic Committee did not approve Two, Third Subsequent Enrolment Applications.		
	Karakia whakakapi		197

Next meeting: Thursday, 13 March 2025 (note: Tuesday, 28 January 2025, if required)

Karakia tīmatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.

I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.

May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.

It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia tīmatanga Opening incantation

Whakarongo rā e Rongo

ki Te Pūkenga

te manawa nei

ki te rongo taketake,

te whiwhia, te rawea

te whiwhi-ā-nuku

whiwhi-ā-rangi

i takea mai i te kāhui o ngā ariki.

kia tūturu ka whakamau ai kia

tina,

Tīna! (everybody)

Hui e?

Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.

Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.

With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawē atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.

May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.



2024 Karakia Lead Schedule - Te Poari Akoranga

As at 11 November 2024

Te Poari Akoranga

2024 Meeting dates	Name
Fri, 30 August	Fiona Beals
Fri, 27 September	Diane Lithgow
Fri, 25 October	Fionna Moyer
Fri, 29 November	Henry Geary
<i>Thursday 13 March 2025</i>	Te Urikore Biddle
<i>Thursday 15 May</i>	Martin Carroll
<i>Thursday 26 June</i>	Nita Hutchinson
<i>Thursday 11 September</i>	Scott Klenner
<i>Thursday 6 November</i>	Linda Aumua
	Adele McLean
	Kieran Hewitson
	Deborah Young
	Paora Ammunson



Schedule A

Tā Te Kaunihera Mana Tāpae ki ngā Kōmiti | Delegation of Authority from Council to Committees²

In accordance with the Delegations Policy, Committees are granted the specific authorities listed below.

A1: Council Delegations to Te Poari Akoranga

All delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time.

Ref	Subject	Description	Objective	Power to Sub-Delegate?
1.	Academic Policies, procedures and framework	To determine policies and operating procedures of Te Pūkenga in relation to learners and academic matters.	Provide assurance and confidence that the quality and academic infrastructure, including policies, procedures and frameworks, are fit for purpose; and approve academic direction, statutes and practices to be applied throughout the organisation to ensure the goals of Te Pūkenga, as set by Council having regard to the Charter and Minister's expectations, are met and continuous improvement is achieved and sustained.	No
2.	Courses/ Programmes of Study (including work-based learning programmes)	To approve new courses and programmes, review and approve changes to existing courses and programmes, and approve the withdrawal/closure or suspension of existing courses or programmes. To seek	Provide and facilitate strategic direction and thought leadership on a range of education matters, including innovation, teaching and learning, and applied research and scholarship, with oversight of funding allocation, planning and ethics	Yes

² For completeness, it is noted that Council does not grant delegated authority to the Wellbeing and Safety Committee on the basis that such matters are at all times the collective responsibility of Council. Further, delegated authority is not granted to any advisory committees of Council.



Ref	Subject	Description	Objective	Power to Sub-Delegate?
		approval/accreditation of programmes by external bodies. ³		
3.	Courses/ Programmes of Study (including work based learning)	To approve variations to an individual learner’s course/programme of study outside programme regulations.	Provide assurance and confidence: <ul style="list-style-type: none"> (a) of the effectiveness of teaching, learning and research within the organisation with a focus on outcomes (b) that work-based learning is applied throughout packages of learning developed and delivered by Te Pūkenga (where relevant), contribute to a partnership approach to policies and decisions affecting work-based learning and create space for employers 	Yes
4.	Quality Assurance	To set and monitor the application of Te Pūkenga quality assurance processes for the development and delivery of all courses and programmes (including with respect to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review and reporting processes.	As above.	Yes
5.	Assessment	To approve and release learner results, and recognise credit for assessment (including assessment of prior learning) in	Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga)	Yes

³ Delegation to be exercised in accordance with Te Pūkenga approved Investment Plan and Strategic Plan.



Ref	Subject	Description	Objective	Power to Sub-Delegate?
		accordance with approved academic regulations.	strengthen academic leadership in key areas of focus.	
6.	Research	To set and promote quality standards for research and approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Maori or Te Tiriti/Treaty of Waitangi dimension.	To conduct research, with a focus on applied and technological research (section 315, Education and Training Act). Teaching and learning is supported by research, evidence, and best practice (Charter, Schedule 13, ETA)	Yes
7.	Appeals	To: <ul style="list-style-type: none"> a. receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); b. support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and c. if necessary, make recommendations about policies, procedures, or the provision of services 		Yes (limited to ohu whakahaere)
8.	Ohu whakahaere: Sub-Committees	To establish any ohu whakahaere (sub-committees) as are deemed necessary for the efficient and effective operation of Te Poari Akoranga and to make appointments to the same.	Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus.	No
9.	Incidental	To do anything incidental to the exercise of any of the powers or functions delegated by the Council to the Academic Board.	The Council delegates to Te Poari Akoranga “matters relating to work-based learning, courses of study or training, awards, and other academic matters”, to “exercise powers delegated to it by the council.”	No



Ref	Subject	Description	Objective	Power to Sub-Delegate?
			(Education and Training Act 2020, Section 324(2))	



2025 Schedule of Te Poari Akoranga and Ngā Ohu Whakahaere meetings

As at 18 October 2024

Te Poari Akoranga

Name	Role	Meeting dates
Kieran Hewitson	Co-Chair (Delegate for Chief Executive)	Tues 28 Jan (if required)
Deborah Young	Co-Chair (Ako Excellence Director)	Thursday 13 March
Paora Ammunson	Member (DCE Te Tiriti Outcomes)	Thursday 15 May
Fionna Moyer	Member (Co-Chair Te Ohu Whakahaere Academic Quality)	Thursday 26 June
Adele McLean	Member (Co-Chair Te Ohu Whakahaere Appeals)	Thursday 11 September
Diane Lithgow	Member (Co-Chair Te Ohu Whakahaere Approvals)	Thursday 6 November
Fiona Beals	Member (Co-Chair Te Ohu Whakahaere Rangahau and Research)	
Martin Carroll	Member (Rohe 1 business division Academic Committee Chair)	
Te Urikore Biddle	Member (Rohe 2 business division Academic Committee Chair)	
Nita Hutchinson	Member (Rohe 3 business division Academic Committee Chair)	
Scott Klenner	Member (Rohe 4 business division Academic Committee Chair)	
Henry Geary	Member (Learner nominated by Interim Learner Advisory Committee)	
Linda Aumua	Member (Co-opted)	
Tagaloatele Peggy Fairbairn-Dunlop	Permanent Observer	



Te Ohu Whakahaere Approvals

Name	Role	Meeting dates
Diane Lithgow	Co-Chair	Wednesday 26 February
Kim Davies	Member	Wednesday 30 April
Leoni Drew	Member	Wednesday 11 June
Liz McKenzie	Member	Wednesday 3 September
Harry Leder	Member	Wednesday 22 October
Paul Neumann	Member	
Veraneeca Taiepa	Member	
Maggie Wells	Member	
Denise Williams	Member	

Te Ohu Whakahaere Academic Quality

Name	Role	Meeting dates
Deb Young	Co-Chair	Wednesday 19 February
Fionna Moyer	Co-Chair	Wednesday 30 April
Fiona Campbell	Member	Wednesday 18 June
Greg Durkin	Member	Wednesday 20 August
Carmel Haggerty	Member	Wednesday 15 October
Gianetta Lapsley	Member	
Sue Roberts	Member	
Joan Taylor	Member	
Caroline Terpstra	Member	

Te Ohu Whakahaere Rangahau, Research and Postgraduate

Name	Role	Meeting dates
Fiona Beals	Co-Chair	Thursday 27 February
Annemarie Gillies	Co-Chair	Thursday 1 May
Christine Cheyne	Member	Thursday 19 June
Tepora Emery	Member	Thursday 28 August
Allen Hill	Member	



Name	Role	Meeting dates
Suzanne Miller	Member	Thursday 23 October
Waireti Roestenburg	Member	
Michael Shone	Member	
Jamie Smiler	Member	

Te Ohu Whakahaere Appeals

Name	Role	Meeting dates
Dell Raerino	Co-Chair	
Adele McLean	Co-Chair	
Sue Crossan	Member	
Melanie Baynes	Member	
Robyn McNaught	Member	

Te Pūkenga

Annual Te Poari Akoranga Work Plan 2024

	Frequency	February	March	April	May	June	July	August	September	October	November
Te Poari Akoranga Te Pūkenga Academic Board	Monthly	Friday 1 March	Thursday 28 March	Monday 29 April	Friday 24 May	Tuesday 18 June	Friday 26 July	Friday 30 August	Friday 27 September	Friday 25 October	Friday 29 November
Te Poari Akoranga self-assessment for 2023											
Terms of Reference											
2024 workplan for Te Poari Akoranga and ngā ohu whakahaere											
Ngā ohu whakahaere Terms of Reference											
Academic delegations register											
Te Pūkenga Investment Plan											
Unfied programmes final approvals											
Pastoral code self-report											
Research Productivity and Compliance Risk Assessment Tool											
2025 meeting dates											
NZQA Consultation											
Academic risk											
2025 workplan (if required)											
Ngā ohu whakahaere self-assessment reports for 2024											
Te Poari Akoranga self-assessment for 2024											
Topics TBC											

Te Poari Akoranga Register of Interests

As at 11 November 2024

Name	Interest	Nature of Interest
Kieran Hewitson Co-Chair	Te Pūkenga	Executive Director Ako Delivery
	EIT Academic Committee	Chair
	Wintec Trust	Trustee
	Bay of Plenty Tertiary Campus Trust	Trustee
	New Zealand Qualifications Authority	Evaluator
	Toi Ohomai	Academic Committee Chair
Deborah Young Co-Chair	Te Pūkenga	ACLS Ako Excellence Director
	Te Pūkenga Committee	Co-chair of Te Ohu Whakahaere Academic Quality
	Ara Institute of Canterbury	<ul style="list-style-type: none"> • Ako Excellence Director • Chair, Academic Committee • Member of Programme Assurance Committee <ul style="list-style-type: none"> - Member of Research, Rangahau and Postgraduate Committee
Paora Ammunson Member	Te Pūkenga	<ul style="list-style-type: none"> • DCE Te Tiriti Outcomes • Interim DCE ACLS
	Ako Aotearoa - National Centre for Tertiary Teaching Excellence (NCTTE)	Interim board member
Fionna Moyer Member	Wintec	Quality Specialist
	Te Pūkenga	Co-chair of Te Ohu Whakahaere Academic Quality.
Adele McLean Member	Service IQ	Workforce Equity Manager

Diane Lithgow Member	Competenz	General Manager: Strategic Engagement
	Te Pūkenga	Co-chair of Te Ohu Whakahaere Approvals.
	Ako Aotearoa	Board member
	World Skills NZ	Board member
Fiona Beals Member	Te Pūkenga Committee	Ohu Whakahaere Rangahau, Research and Postgraduate co-chair
	Whitireia and WelTec	Principal Lead, Teaching Innovation and Research
	Ara Taiohi	Member
Martin Carroll Member	Manukau Institute of Technology and Unitec	Deputy Chief Executive
	ConCOVE	Board member
	Universities Quality Assurance International Advisory Board (UQAIB)	Board member
	UniServices	Spouse is an employee
Te Urikore Biddle Member	Wintec Institute of Technology	Executive Director Māori, Quality and Academic
	Chair – Wintec Academic Committee	Chair – Wintec Academic Committee
	Chair – Wintec Foundation Trust	Chair – Wintec Foundation Trust
	Chair – Ruatoki A49B Ahu Whenua Trust	Chair – Ruatoki A49B Ahu Whenua Trust
	Director – Hoa Haere Partners Ltd	Director – Hoa Haere Partners Ltd
	Member of Institute of Directors	Member of Institute of Directors
	Member of MPTT Consortia	Member of MPTT Consortia
	Member – Waewae Whānau Trust	Member – Waewae Whānau Trust

Nita Hutchinson Member	Western Institute of Technology at Taranaki	Academic Director
Scott Klenner Member	Otago Polytechnic	Director of Research, Rakahau Māori and Postgraduate Studies
	Ara Institute of Canterbury	Research Manager
Henry Geary Member	Te Pūkenga	Interim Learner Advisory Committee: Open Polytechnic representative
	Open Polytechnic	Enrolled in New Zealand Diploma in Architectural Technology
	Open Polytechnic	Academic Committee Student member
Linda Aumua Member	Unitec	Head of School Healthcare and Social Practice
	Te Pūkenga	Member of the Interim Kaimahi Advisory Committee



Minutes for open portion of Te Poari Akoranga | Academic Board 25 October 2024 hui

25/10/2024 | 09:30 AM - Auckland, Wellington New Zealand Standard Time

Online via MS Teams

Attendees (12)

Paora Ammunson; Henry Geary; Linda Aumua; Kieran Hewitson; Deborah Young; Fiona Moyer; Diane Lithgow; Fiona Beals; Martin Carroll; Te Urikore Biddle; Nita Hutchinson; Scott Klenner

Chair: Kieran Hewitson

Apologies: Adele McLean, Doug Pouwhare

In attendance: Peggy Fairbairn-Dunlop (Council Observer), Louise Courtney (Governance Advisor, minutes)

Karakia tīmatanga

The meeting opened with karakia led by F. Moyer at 9:32am.

1.0 Administration

1.1 Welcome and apologies

Te Poari Akoranga (Te Poari) received, and accepted, apologies from A. McLean and D. Pouwhare.

1.2 Membership and meeting schedule calendar 2024

Te Poari noted the Membership and 2024 meeting schedule calendar.

1.3 Workplan

Te Poari noted the Workplan for the remainder of 2024.

1.4 Register of Interests

Te Poari noted the Register of Interests.

1.5 Open minutes of hui 27 September 2024

RESOLVED: (F. Beals/N. Hutchinson)

THAT Te Poari Akoranga accept as a true and accurate record the minutes of the open portion of Te Poari Akoranga meeting held 27 September 2024.

CARRIED



2.0 Te Poari Akoranga Terms of Reference

Te Poari noted that the changes to the terms of reference will formalise the role of the Te Pūkenga Council observer, and reflected the relationship with Local Academic Committees and changes to Te Ohu Whakahaere Rangahau Research and Postgraduate terms of reference approved at Te Poari's September meeting.

RESOLVED: (D. Young/N. Hutchinson)

THAT Te Poari Akoranga:

- a) Receives the report titled 'Te Poari Akoranga Terms of Reference October 2024';*
- b) Provides feedback on the recommended changes and whether any additional changes are required to its Terms of Reference; and*
- c) Recommends to Te Pūkenga Council to approve the revised Terms of Reference, subject to removing the bracketed number in section 4, bullet point iv) relating to ohu chairs.*

CARRIED

3.0 Ngā ohu whakahaere o Te Poari Akoranga

3.1 Te Ohu Whakahaere Approvals

RESOLVED: (D. Lithgow/D. Young)

THAT Te Poari Akoranga:

- a) Receives the report titled 'Te Ohu Whakahaere Approvals hui October 2024 – open;*
 - b) Notes that Te Ohu Whakahaere Approvals approved:*
 - New Zealand Certificate in Kitchen Joinery (Level 4) with strands in Manufacture, and Installation (4301-1);*
 - New Zealand Apprenticeship in Kitchen Joinery (Level 4);*
 - New Zealand Diploma in Aeronautical Engineering (Production Control) (Level 6)*
 - New Zealand Certificate in Manufacturing (Level 3); and*
 - New Delivery Site application for Te Pūkenga (unified) NZ2453 New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)*
- for submission to the New Zealand Qualifications Authority approval and accreditation, subject to the incorporation of feedback from Te Ohu Whakahaere Approvals.*

CARRIED

4.0 Local Academic Committee reports (open)

Te Poari acknowledged that work-based learning business divisions are taking on academic oversight by creating new committees.



ACTION: Include an audit on reporting from Local Academic Committees in Te Poari Akoranga's 2024 self-assessment. (Assignee(s): Louise Courtney; Due Date: 29/11/2024)

ACTION: Obtain Local Academic Committee meeting dates for 2025 and provide these in the schedule of meetings in 2025 meeting packs. (Assignee(s): Louise Courtney; Due Date: 29/11/2024)

4.1 Whitireia and WelTec September 2024

Te Poari noted the academic governance for 2025 and beyond may be better placed in the monitoring section of the report and received clarification that the Type 2 change to the Veterinary Nursing diploma was a transitional arrangement for an old diploma transitioning from a two to a one-year diploma.

RESOLVED: (K. Hewitson/F. Moyer)

THAT Te Poari Akoranga:

a) *Receives the report titled 'Whitireia and WelTec Academic Committee Report September 2024';*

b) *Notes that Whitireia and WelTec Academic Committee approved Type 2 changes to:*

- *PR4942 Bachelor of Nursing Māori;*
- *HV4706 New Zealand Certificate in Cookery (L4) (Managed Traineeship);*
- *PR4817 Bachelor of Nursing Pacific;*
- *NZ2491 New Zealand Diploma in Veterinary Nursing (L6); and*
- *NZ3428 New Zealand Certificate in Music (L4).*

c) *Notes that Whitireia and WelTec Academic Committee also approved the following:*

- *changes to A3-P1 Domestic Student Enrolment Procedures;*
- *academic governance for 2025 and beyond; and*
- *2025 meeting dates.*

CARRIED

4.2 Southern Institute of Technology - 26 September 2024

RESOLVED: (K. Hewitson/F. Moyer)

THAT Te Poari Akoranga receives the report titled Southern Institute of Technology Academic Committee Report September 2024.

CARRIED

4.3 MITO - 3 October 2024

RESOLVED: (K. Hewitson/F. Moyer)

THAT Te Poari Akoranga receives the report titled 'MITO Quality Oversight Committee Report 3 October 2024'.

CARRIED



4.4 Open Polytechnic - 4 October 2024

RESOLVED: (K. Hewitson/F. Moyer)

THAT Te Poari Akoranga:

a) Receives the report titled 'Open Polytechnic Academic Committee Report 04 October 2024' and;

b) Notes that the Open Polytechnic Academic Committee approved:

- *Annual Programme Evaluation Reports 2023 for the New Zealand Certificate in Floristry (Level 2), New Zealand Certificate in Organics Primary Production (Level 3), and New Zealand Certificate in Horticulture (General) (Level 3)*
- *Appointment of John Bryant and Richard Jenkins as new members of the Engineering Stakeholder Advisory Group*
- *Appointment of Surrey Jackson as a new member of the Psychology Stakeholder Advisory Group*
- *Appointment of Tracey Alenepi as a new member of the Business and Enterprise Stakeholder Advisory Group*
- *Appointment of Rachel Clarke as a new member of the Funeral Directing Stakeholder Advisory Group*
- *Updates to Credit Recognition schedule.*

CARRIED

4.5 NorthTec - 10 October

RESOLVED: (K. Hewitson/F. Moyer)

THAT Te Poari Akoranga:

a) Receives the report titled NorthTec Academic Committee Report 10 October 2024

b) Notes that the NorthTec Academic Committee approved granting of awards outlined in the Qualification Award Summary Report

c) Notes that the NorthTec Academic Committee ratified:

- *New Temporary Teaching Site at 463 Far North Road, Te Pahi 0484*
- *New Delivery Site Application: Nelson Marlborough Institute of Technology (NMIT) to deliver NZ Certificate in Study and Employment Pathways (Level 3)*
- *Clinical/Fieldwork Access Agreements*
- *Licence to Use Premises Agreements*
- *Other Agreements*

d) Notes the Research and Ethics Committee Report 5 September 2024

CARRIED



4.6 Kompetenz - 10 October

RESOLVED: (K. Hewitson/F. Moyer)

THAT Te Poari Akoranga receives the report titled 'Competenz Academic Report October 2024'.

CARRIED

4.7 Careerforce - 16 October

RESOLVED: (K. Hewitson/F. Moyer)

THAT Te Poari Akoranga receives the report titled 'Careerforce Academic Committee Report October 2024'.

CARRIED

5.0 Any other open business

5.1 New Zealand Qualifications Authority Consultation

Te Poari noted that:

- consultation was underway with the New Zealand Qualifications Authority (NZQA) regarding their rules
- NZQA have run sessions about the consultation
- submissions from Business Divisions (BDs) would be shared through the Education Quality Forum (EQF).
- feedback had been provided on the Targeted Evaluation from NZQA, which will be released once the final scope has been confirmed.

Te Poari acknowledged the work of the Ako Excellence Director, and the programme leads for the unified Midwifery degree, noting that the coaching sessions were very useful.

Paora Ammunson arrived at 9:52am.

6.0 Resolution to exclude the public

RESOLVED: (K. Hewitson/N. Hutchinson)

THAT the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting Te Pūkenga Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as recorded in the agenda.



Item	General subject of each matter to be considered	Section(s)
7.0	Administration	
7.1	Minutes of the public excluded portion of the meeting held 27 September 2024	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
7.2	Actions	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
8.0	Ngā Ohu Whakahaere o Te Poari Akoranga - public excluded	
8.1	Te Ohu Whakahaere Approvals	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

Interests

Section	Interest
Section 9(2)(b)(ii) OIA	To protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.
Section 9(2)(g)(ii) OIA	To maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment.
Section 9(2)(i) OIA	To enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities.

CARRIED

Te Poari Akoranga moved into public excluded at 9:56am.

Karakia whakakapi

The meeting closed with karakia led by F. Moyer at 10:11am.



Pūrongo Te Poari Akoranga | The Academic Board report

29 November 2024

Title	Te Poari Akoranga self-assessment 2024
Provided by	Deborah Young, and Kieran Hewitson, co-chairs Te Poari Akoranga
Author	Louise Courtney, Governance Advisor
For	Recommendation to Te Pūkenga Council

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled 'Te Poari Akoranga self-assessment 2024';
b)	Provides feedback on the self-assessment report;
c)	Recommends to Te Pūkenga Council that it approves the self-assessment report subject to incorporation of feedback from Te Poari Akoranga; and
d)	Recommends to Te Pūkenga Council that it approves a change to Te Pūkenga Standing Delegations Register Schedule A1, section 7 (Appeals) to remove the sub-delegation limitation to ohu whakahaere.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga (Te Poari) is the Academic Board of Te Pūkenga – New Zealand Institute of Skills and Technology, established by the Council of Te Pūkenga as legislated under Section 324(2) of the Education and Training Act 2020, to:

- i) advise it on matters relating to work-based learning, courses of study or training, awards, and other academic matters; and
- ii) exercise powers delegated to it by the Council.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

Delegations

The Council of Te Pūkenga may delegate any of the functions or powers of Te Pūkenga or the Council, either generally or specifically, to a committee by resolution and written notice (other than functions or powers specified in the legislation as not being capable of delegation). The Committee is a sub-committee of the Council and has no executive powers, other than those set out in these Terms of Reference, or those powers expressly delegated to it by the Council in accordance with section 73 of the Crown Entities Act and outlined in Te Pūkenga Delegated Authorities policy and summarised below.



Subject	Description	Details of exercise of delegation	Sub-delegation details
Academic Policies, procedures, and framework	To determine policies and operating procedures of Te Pūkenga in relation to learners and academic matters.	<ul style="list-style-type: none"> • Approved updates to Te Kawa Maiororo (1 March) • Approved the updated Electronic Notice of Appeal form, an appendix to the Ākonga Appeals Policy (29 April) • Academic Delegations Register included in Te Pūkenga Delegations Policy and Register (24 May) • Approved the cancellation of the 'Manaaki Kararehe o Te Pūkenga Code of Ethical Conduct for the Use of Animals in Research, Testing and Teaching' with Manatū Ahu Matua Ministry for Primary Industries • Approved the Academic Integrity Policy and Academic Integrity guidelines (24 May) • Established working group to create guiding principles for business divisions on how to give effect to Te Kawa Maiororo depending on their transition context (30 August) • Further policies and operating procedures approved by Te Ohu Whakahaere Academic Quality are outlined in Appendix 3 	<i>Cannot be subdelegated.</i>
Courses/ Programmes of Study (including work-based learning programmes)	To approve new courses and programmes, review and approve changes to existing courses and programmes, and approve the withdrawal/closure or suspension of existing courses or programmes. To seek approval/accreditation of programmes by external bodies.	<ul style="list-style-type: none"> • Approved Bachelor of Nursing Māori being submitted to NZQA (18 June) • Approved Bachelor of Midwifery being submitted to NZQA (18 June) • Further Level 1-6 programme approvals made by Te Ohu Whakahaere Approvals are outlined in Appendix 5. • Local Academic Committees report regularly to Te Poari Akoranga including changes to existing courses and programmes. 	<p>a. Te Ohu Whakahaere Approvals To approve new Level 1-6 courses and programmes.</p> <p>b. Local Academic Committees To review and approve changes to existing courses and programmes and approve the withdrawal/closure or suspension of existing courses or programmes.</p>



Subject	Description	Details of exercise of delegation	Sub-delegation details
Courses/ Programmes of Study (including work-based learning)	To approve variations to an individual learner's course/programme of study outside programme regulations.	Regular reporting received by Te Poari Akoranga from most Local Academic Committees.	Delegated in its entirety to Local Academic Committees.
Quality Assurance	To set and monitor the application of Te Pūkenga quality assurance processes for the development and delivery of all courses and programmes (including with respect to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review, and reporting processes.	Further policies and operating procedures approved by Te Ohu Whakahaere Academic Quality are outlined in Appendix 3	Te Ohu Whakahaere Academic Quality Co-Chairs to approve minor changes to academic procedures, within academic policy.
Assessment	To approve and release learner results and recognise credit for assessment (including assessment of prior learning) in accordance with approved academic regulations.	Regular reporting received by Te Poari Akoranga from most Local Academic Committees.	Delegated in its entirety to Local Academic Committees.
Research	To set and promote quality standards for research and approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.	<ul style="list-style-type: none"> • Approved next steps to the Research Productivity and Compliance Risk Assessment Tool. • Further policies and operating procedures approved by Te Ohu Whakahaere Rangahau Research and Postgraduate are outlined in Appendix 4 • No reports have been received from Local Academic Committees in relation to research proposals. 	<p>a. Te Ohu Whakahaere Rangahau Research and Postgraduate</p> <p>To review and monitor:</p> <ul style="list-style-type: none"> • the revenue generated by Te Pūkenga in external research funding opportunities • rangahau and research capacity and capability across Te Pūkenga. • the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions. <p>b. Local Academic Committees</p> <p>To approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course</p>



Subject	Description	Details of exercise of delegation	Sub-delegation details
			work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.
Appeals	<p>To:</p> <ol style="list-style-type: none"> receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and if necessary, make recommendations about policies, procedures, or the provision of services. 	Delegated in its entirety to Te Ohu Whakahaere Appeals. Details of exercise of this sub-delegation can be found in Appendix 6.	<p><i>Sub-delegation is limited to Ohu Whakahaere</i></p> <p>This delegation is sub-delegated in its entirety to Te Ohu Whakahaere Appeals.</p>
Ohu whakahaere: Sub-Committees	To establish any ohu whakahaere (sub-committees) as are deemed necessary for the efficient and effective operation of Te Poari Akoranga and to make appointments to the same.	<ul style="list-style-type: none"> Approved the appointment of Jamie Smiler to Te Ohu Whakahaere Rangahau Research and Postgraduate (28 March) Approved changes to Terms of Reference for ngā ohu whakahaere Academic Quality, and Rangahau Research and Postgraduate (28 March) Approved extending terms for members of ngā ohu whakahaere whose memberships were due to expire (28 March) Approved changes to Terms of Reference for ngā ohu whakahaere Appeals and Approvals (29 April) Approved appointment of Dell Raerino as co-chair of Te Ohu Whakahaere Appeals (29 April) Approved sub-delegations within Te Poari Akoranga's existing delegations (18 June) 	<i>Cannot be subdelegated.</i>



Subject	Description	Details of exercise of delegation	Sub-delegation details
		<ul style="list-style-type: none"> • Approved appointment of Adele McLean as co-chair of Te Ohu Whakahaere Appeals due to the resignation of Glynnis Brook (26 July) • Approved sub-delegations to Te Ohu Whakahaere Appeals and Local Academic Committees (26 July) • Approved changes to Terms of Reference for Te Ohu Whakahaere Approvals (30 Aug) • Approved changes to Terms of Reference for ngā ohu whakahaere Academic Quality, Appeals, and Rangahau Research and Postgraduate (27 Sept) • Approved changes to Terms of Reference for ngā ohu whakahaere Academic Quality, Appeals, and Rangahau Research and Postgraduate (25 Oct) 	
Incidental	To do anything incidental to the exercise of any of the powers or functions delegated by the Council to the Academic Board.		<i>Cannot be subdelegated.</i>



Membership

At the first meeting of 2024, there were seven members of Te Poari; Kieran Hewitson (Co-Chair), Deborah Young (Co-Chair), Paora Ammunson, Andrew McSweeney, Fionna Moyer, Glynnis Brook, Di Lithgow, Fiona Beals and Henry Geary. Appointments were made to fill vacancies from the four rohe with Martin Carroll for Rohe 1, Te Urikore Biddle for Rohe 2, and Nita Hutchinson for Rohe 3 appointed 9 May and Scott Klenner for Rohe 4 appointed 21 May. Te Poari also co-opted Doug Pouwhare on 14 March for greater work-based learning representation and Linda Aumua on 9 May for Pacific representation. Following the resignation of Glynnis Brook on 19 July, Adele McLean was appointed as Te Ohu Whakahaere Appeals co-chair on 26 July and to Te Poari on 15 August. Doug Pouwhare resigned from Te Poari on 5 November due to the disestablishment of his role. There are currently 13 members.

This is made up of eight members from former ITP business divisions, two from work-based learning business divisions, one ākonga representative and two members from Te Pūkenga national office.

Attendance at meetings which achieved quorum (including e-meetings):

- 4 members attended 100%
- 2 members attended 90%
- 2 members attended 70%
- 1 member attended 67%
- 1 member attended 63%
- 1 member attended 60%
- 1 member attended 50%
- 2 members, who resigned during the year, attended 50%-83% of the meetings prior to their resignation.

Also in regular attendance is an observer from Te Pūkenga Council. Members of Council can attend any meeting of Te Poari, however, at its meeting of 25 October, Te Poari recommended that the role be formalised in its Terms of Reference as a Permanent Observer, and appointed Tagaloatele Peggy Fairbairn-Dunlop to this role.

Hui

Including the meeting at which this report is presented, Te Ohu has met ten times in 2024. In addition, it has held one e-meeting. Te Ohu has met its quorum for each of its scheduled meetings.

Summary of activities

Giving effect to Te Tiriti o Waitangi and the Charter of Te Pūkenga

Te Poari has been guided by the values of Te Pūkenga:

- Manawa nui We reach out and welcome in
- Manawa roa We learn and achieve together
- Manawa ora We strengthen and grow the whole person



Providing assurance and confidence in the network of provision

Te Poari

- Members to provide commentary

Legislation and educational requirements are adhered to

Te Poari provided assurance and confidence, as they applied to teaching, learning and research, through providing feedback on Te Pūkenga Investment Plan

- Anything else identified by members

Mātauranga Māori is applied throughout all packages

Provide assurance and confidence that of learning developed and delivered by Te Pūkenga. and that appropriate co-development has happened with Iwi, hapū or Māori organisations in the construction of packages of learning.

Equity

Due to the announced disestablishment of Te Pūkenga, reporting has resulted in Te Poari *not* receiving advice and evidence that ensured:

- a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, and participation to support a culture of equity and diversity where all learners are included and valued;
- holistic selection policies promote and facilitate academic equity for learners from under-represented groups, who have the potential to succeed academically, and who have applied via the application process; and
- prioritised accessible support that acknowledges barriers and actively encourages learners and their whānau to participate and engage, for learners to achieve academic equity.

Policies, Procedures and Frameworks are fit for purpose

Te Poari ensured academic policies, procedures and frameworks are fit for purpose by being cognisant of [Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2022-2023](#) and using it as a tool to assist in making decisions when exercising these powers.

Reporting from Local Academic Committees

Reporting from Local Academic Committees (LACs) became a standing agenda item from the middle of the year, once the Academic Delegations Register was confirmed. All business divisions were provided with reporting templates and requested to provide regular reports to Te Poari. Below is a summary of the reports received to date from LACs. Five of the 24 business divisions are yet to provide reports from their LAC or equivalent, however it has not previously been a standard practice for work-based learning business divisions to have an academic committee so in many cases these need to be established.

Business Division	Meetings that reports were provided to Te Poari Akoranga					
	18 Jun	26 Jul	30 Aug	27 Sept	25 Oct	29 Nov
Ara						
BCITO						
Careerforce						



Business Division	Meetings that reports were provided to Te Poari Akoranga					
	18 Jun	26 Jul	30 Aug	27 Sept	25 Oct	29 Nov
Competenz						
Connexis						
EarnLearn						
EIT						
HITO						
MIT						
MITO						
NMIT						
NorthTec						
Open Polytechnic						
Otago Polytechnic						
PrimaryITO						
Service IQ						
SIT						
Toi Ohomai					No meeting held	
TPP						
UCOL						
Unitec						
Whitireia and WelTec						
Wintec						
WITT						

It would be good for some commentary on whether these LACs are exercising their sub-delegations appropriately, or to summarise the types of items that they are reporting on.

Other topics that Te Poari considered include:

- Supported the nomination of Leoni Schmidt to be awarded the title of 'Emeritus Professor' (5-6 March)
- Ensured Te Pūkenga provided submissions on the Science System and University Advisory Groups consultation (28 March)
- Received regular updates on NZQA activity including self-assessments, targeted evaluation, monitoring, and new degree panels



Changes throughout the year

Te Pūkenga Council approved a number of changes to the terms of reference throughout the year, as outlined below:

- In May, to amend the membership to remove specific Māori membership due to the short timeframe that Te Pūkenga would continue to exist.
- In July, a number of changes to the Standing Delegations Register including:
 - o the creation of a new schedule, Schedule D: Delegations from Te Poari Akoranga, which captures the sub-delegations from Te Poari to ngā ohu whakahaere;
 - o the addition of a row in Schedule A – A1: Council Delegations to Te Poari Akoranga for Appeals with sub-delegation limited to ohu whakahaere, which was then sub-delegated to Te Ohu Whakahaere Appeals; and
 - o the removal of “limited to ohu whakahaere” in Schedule A – A1: Council Delegations to Te Poari Akoranga, Section 2. Which resulted sub-delegations to Local Academic Committees to review and approve changes to existing courses and programmes and approve the withdrawal/closure or suspension of existing courses or programmes.
- In November to formalise the role of the Council observer as a permanent observer to Poari and reflect the relationship with Local Academic Committees.

Continuous improvement

An assessment against the 2024 continuous improvement plan is included in Appendix 1. Te Poari has identified the following areas for improvement, which have informed the 2025 continuous improvement plan in Appendix 2.

Proposed focus areas for 2025

- Te Poari have indicated that appeals should go back to the Business Divisions to resolve, however, the details on that transition are still being worked through including changes to the Ākonga Appeals Policy. Once Te Poari are confident that the transition is ready, a change to Schedule D of the Standing Delegations Register will be required.
- Review the reporting template for Local Academic Committees to ensure that Te Poari Akoranga is advised what sub-delegations have been exercised in respect of:
 - o Review and approval of changes to existing courses and programmes and approval of the withdrawal/closure or suspension of existing courses or programmes.
 - o Approval of variations to an individual learner’s course/programme of study outside programme regulations.
 - o Approval and release of learner results and recognition of credit for assessment (including assessment of prior learning).
 - o Approval of proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.
 - o Receiving unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes) and supporting the resolution, settlement and/or withdrawal of such unresolved complaints or appeals.



Review of the terms of reference

As a result of this self-assessment the terms of reference have been reviewed by staff, who recommend the following changes once the Regional Executive Directors have confirmed that they are ready to start receiving final appeals:

- Section **3. Powers and Authority**, section 7 Appeals of Delegation table: remove (limited to Te Ohu Whakahaere).
- Section **5. Ngā ohu whakahaere o te Poari Akoranga | Subcommittees of the Academic Board**, remove bullet point ii) which outlines the focus for Te Ohu Whakahaere Appeals.

Ngā Tāpiritanga | Appendices

Appendix 1: Assessment against 2024 continuous improvement plan

Appendix 2: 2025 continuous improvement plan

Appendix 3: [Te Ohu Whakahaere Academic Quality self-assessment 2024](#)

Appendix 4: [Te Ohu Whakahaere Rangahau Research and Postgraduate self-assessment 2024](#)

Appendix 5: [Te Ohu Whakahaere Approvals self-assessment 2024](#)

Appendix 6: [Te Ohu Whakahaere Appeals self-assessment 2024](#)



Continuous Quality Improvement Plan for 2024

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible	Status
1.	Initiate 2024 workplan for Te Ohu	Workplan sets scene for te Ohu focus for 2024 and delivers key outcomes	<ul style="list-style-type: none"> - Workplan devised - Regular reporting from Ako Excellence to update on progress 	1st hui 2024	Co-Chairs	Achieved Updated as required throughout the year.
2.	Add Academic Risk to the agenda	Academic Risk is noted and reported as relevant to Te Poari Akoranga	<ul style="list-style-type: none"> - Formulate a process for reporting academic risk from business units. 	Q1 2024	Ako Excellence Director	Achieved Standing item on agenda and included in reporting template from Local Academic Committees
3.	Membership of Te Ohu reviewed in line with structure changes within Te Pūkenga	Membership of te Ohu is representative of new roles	<ul style="list-style-type: none"> - Review membership roles - Review current membership to that individuals align 	Q2 2024	Co-Chairs	Not achieved Due to the changes announced to vocational education, membership did not need to be reviewed.
4.	Further development of Te Kawa Maiooro (TKM)	Te Kawa Maiooro fully implemented for 2025. Grand parented policy removed.	<ul style="list-style-type: none"> - Utilise artefacts developed by EQF working groups - Complete the suite of policies and accompanying procedures/guidelines/templates to support TKM 	Q2 2024 Q4 2024	Ako Excellence Director and Quality Manager and team	Not achieved Due to the changes announced to vocational education, Te Kawa Maiooro repackaged for release to the Te Pūkenga network as a resource.
5.	Programme development phase process in place	Develop and approve a programme development phase process for all unification	<ul style="list-style-type: none"> - Work collaboratively with Ako Solutions - Clear scope of roles defined for programme development - Timeframes for degree development developed, 	Q1 2024 Q1 2024 Q2 2024	Ako Excellence and Ako Solutions Directors and their teams	Not achieved. Due to the disestablishment the Ako Solutions team was not stood up, therefore the work did not commence.



No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible	Status
			agreed and communicated to the network			
6.	Governance structures of academic matters finalised and operationalised	Governance structures are in place and operating	<ul style="list-style-type: none"> - Overview diagram of how Regional Academic Committees, Programmes Committees (local/regional/national) fit together – possible overlaps identified - Terms of Reference developed for all - All committees stood up formally 	Q1 2024 Q1 2024 Q3 2024	Ako Excellence Director and Quality Manager and team	Achieved While not as originally intended, new governance structures have been set up. Reporting templates have been created for Local Academic Committees and TORs approved for NPCs.
7.	Academic Matters Decision form updated	MCDM form that increases visibility of academic matters requests	<ul style="list-style-type: none"> - Review current MCDM for academic matters - Develop flow chart for Type1/2pogramme changes for unified and legacy products. - Communicate change to network 	Q1 2024 Q1 2024 Q1 2024	Ako Excellence Director in collaboration with National Ako Directors	Achieved MCDM form has remained in place for 2024. Accompanying guidelines have been updated throughout 2024 (May, September and October)to return as much as possible approvals back in BDs
8.	Consider Continuous Quality Improvement in the Ohu	Te Ohu is regularly self-reflecting on performance	<ul style="list-style-type: none"> - Instigate self-assessment activity of Te Ohu 	Q1,2,3,4	Co-Chairs	



Draft Continuous Quality Improvement Plan for 2025

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1.					



Pūrongo Te Poari Akoranga | The Academic Board report

29 November 2024

Title	Te Ohu Whakahaere Academic Quality hui November 2024 – open
Provided by	Fionna Moyer and Deborah Young, Co-Chairs Te Ohu Whakahaere Academic Quality
Author	Louise Courtney, Governance Advisor
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled 'Te Ohu Whakahaere Academic Quality hui September 2024 – open';
b)	Approves Te Ohu Whakahaere Academic Quality Self-Assessment for 2024;
c)	Approves the revised Ākongā Appeals Policy;
d)	Notes that if the Ākongā Appeals Policy is approved, that sub-delegation 7. in Section D of the Te Pūkenga Delegations Register, be amended from being sub-delegated to Te Ohu Whakahaere Appeals in its entirety to the Regional Executive Directors (REDs) once confirmation has been received that the REDs are ready to start receiving final appeals.

Te Tāhuhu Kōrero | Background

Te Ohu Whakahaere Quality (Te Ohu) met online via Microsoft Teams on 6 November 2024. Apologies for absence were received from Deborah Young, and Greg Durkin. Te Ohu considered the following items:

Te Ohu Whakahaere Academic Quality Self-Assessment for 2024

Te Ohu seeks approval for its self-assessment for 2024 outlining key achievements, membership and goals for 2025.

Academic Risk

Te Kawa Maiorooro

Te Ohu recommended changes to Te Kawa Maiorooro for 2025 which are detailed in a separate report for Te Poari to consider.

Ākongā Appeals Policy

Te Ohu reviewed the proposed updates to the Ākongā Appeals Policy (Policy) from the co-chairs of Te Ohu Whakahaere Appeals and provided the following feedback for Te Ohu Whakahaere Appeals to review at its meeting of 18 November:

- 3.5 b) change reference from an Appeals Committee, to an Appeals Panel for consistency.
- 3.8 a) and 1. are contradictory, clarification is required on what the final part of the process is.



- remove “business divisions” in the ‘Pūtake | Purpose’ section.
- confirmation/clarification on the final right of appeal, for example, that an appeal would go to the Regional Executive Director, or their delegate, and noting that business divisions structures will impact an appeals process.
- noted that Appeals policies in most business divisions were ceased when the national policy was adopted. Recommended that references to business divisions policy to be changed to business divisions procedures.
- noted that some business divisions do not have an appeals panel.
- remove uses of ‘may’, as procedures should be consistent across network.
- remove ‘Business Division’ from the Notice of Appeal form.
- clarification sought on the meaning of ‘Prohibited Conduct’, and possible rewording. ‘Unacceptable behaviours’ is the term used in Te Kawa Maiororo, clause 5.3(2), but a better alignment with the subject matter would be ‘breach of discipline’.

If the Policy is approved, then sub-delegation 7. in Section D of the Te Pūkenga Delegations Register, will need to be amended from being sub-delegated to Te Ohu Whakahaere Appeals in its entirety to the Regional Executive Directors (REDs) once confirmation has been received that the REDs are ready to start receiving final appeals.

Below is a summary of all the recommended changes to the policy from Te Ohu Whakahaere Appeals and Te Pūkenga Legal

Te Uiuinga Whānui | Engagement/consultation

Group engaged with	Level of engagement ¹	Commentary
Te Ohu Whakahaere Appeals	Collaborate	<p>At its meeting of 18 November 2024 it provided the following feedback:</p> <ul style="list-style-type: none"> 3.2 Grounds for an appeal - Clarification was sought on the meaning of 'Prohibited Conduct', and possible rewording. 3.3 Advocacy and Support - Include reference to Business Division procedures. 3.4 Receipt of Appeal - Remove reference to delegated Appeals Panel member and add reference to Business Divisions. 3.4 Receipt of Appeal - Change to reference to Business Division process. 3.4 Receipt of Appeal - Remove reference to delegated Appeals Panel member and add reference to Business Divisions 3.8 Right to Further Appeal - Note change in the final appeal process, change to reference Business Division, and remove Te Ohu process. 3.9 Documentation, records, and reporting - Rewrite and reword to reflect change from Te Ohu Whakahaere Appeals to Business Divisions. 4. Ngā Haepapa Responsibilities - Remove reference to Ohu Whakahaere Appeals secretary. 5. Ngā Tikanga Definitions - Replace references to Te Pūkenga with Business Divisions.
Te Pūkenga Legal Team	Consult	<ul style="list-style-type: none"> 3.3 Advocacy and Support – Reword for clarity regarding reference to Business Division procedures. 3.5 Convening Appeal Panel - Ensure clarity of process and role of Chair. 3.6 The Appeal Inquiry - Change reference to Business Division procedure.

¹ Inform, Consult, Collaborate, Partner, Empower. Refer [Engagement Summary 110619 \(tearawhiti.govt.nz\)](https://www.teara.govt.nz/en/engagement-summary/110619) for guidance. Engagement may be required at different levels for different stakeholder groups.



Group engaged with	Level of engagement ¹	Commentary
		<ul style="list-style-type: none"> • 3.9 Documentation, records, and reporting Rewrite and reword to reflect change from Te Ohu Whakahaere Appeals to Business Divisions. • 5. Ngā Tikanga Definitions - Add definitions for Ākongā and Business Divisions. • 5. Ngā Tikanga Definitions - Add where to find definitions for other terms. • 6. Ngā Hononga ki Tuhinga kē Links to Other Documents - Corrections and updates where relevant.

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Ohu Whakahaere Academic Quality pack – 6 November 2024](#)

Appendix 2: Te Ohu Whakahaere Academic Quality Self-assessment 2024

Appendix 3: Ākongā Appeals Policy – tracked changes

Appendix 4: Ākongā Appeals Policy – clean



Tā Te Pūkenga Komiti Pūrongo

Te Ohu Whakahaere Academic Quality Report

6 November 2024

Title	Te Ohu Whakahaere Academic Quality self-assessment 2024
Provided by	Deborah Young, and Fionna Moyer, co-chairs Te Ohu Whakahaere Academic Quality
Author	Louise Courtney, Governance Advisor
For	Recommendation to Te Poari Akoranga

Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Academic Quality:

a)	Receives the report titled 'Te Ohu Whakahaere Academic Quality self-assessment 2024';
b)	Provides feedback on the self-assessment report; and
c)	Recommends to Te Poari Akoranga that it approves the self-assessment report.

Te Tāhuhu Kōrero | Background

Te Ohu Whakahaere Academic Quality (Te Ohu) is a sub-committee of Te Poari Akoranga, the Academic Board of Te Pūkenga, established by Te Poari under delegation from Te Pūkenga Council. Its purpose is to:

- (a) To provide leadership in academic evaluation and quality assurance;
- (b) To ensure quality improvement by overseeing and monitoring the consistent application of the quality assurance system, including reviewing and recommending to Te Poari Akoranga approval of policies relating to delivery, learning and learners and operating procedures.

Ngā Kōwhiringa me Te Tātaringa | Options and analysis

Delegations

Te Poari Akoranga may formally sub-delegate specific tasks and/or responsibilities to nominated groups, committees and/or ohu whakahaere. All sub-delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time. In sub-delegating authority, Te Poari Akoranga requires:

- i. Any policies related to the responsibilities are approved by Te Poari Akoranga;
- ii. Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through its reporting template.

The following table summarises the quality assurance sub-delegations which Te Ohu exercised during 2024.



Description	Details of exercise of delegation
<p>Te Ohu Whakahaere Academic Quality Co-Chairs</p> <p>To approve minor changes to academic procedures, within academic policy</p>	<ul style="list-style-type: none"> Approved minor changes to Te Kawa Maioorooro (7 March 2024) Approved minor changes to the National Programme Committee Terms of Reference (13 September 2024)

Membership

At the start of 2024, there were ten members of Te Ohu; Deborah Young, Fionna Moyer, Fiona Campbell, Greg Durkin, Carmel Haggerty, Gianetta Lapsley, Sue Roberts, Joan Taylor, Caroline Terpstra, and Malama Saifoloi. Following the resignations of Malama Saifoloi on 3 May, there are now nine members. No further appointments have been made to Te Ohu in 2024.

This is made up of seven members from former ITP business divisions, and two from work-based learning business divisions.

Attendance at meetings which achieved quorum (including e-meetings)

- 1 member attended 100% (7 meetings)
- 3 members attended 86% (6 meetings)
- 3 members attended 71% (5 meetings)
- 2 members attended 57% (4 meetings)
- 1 member, who resigned during the year, did not attend any meetings prior to their resignation.

Hui

Including the meeting at which this report is presented, Te Ohu has met seven times in 2024. In addition, it has held one e-meeting. Te Ohu has met its quorum for each of its scheduled meetings.

Summary of activities

Over 2024, Te Ohu considered the impact of the disestablishment on its mahi. The Ohu reviewed and discussed the outcomes of multiple projects begun in 2023 to determine what could be recommended to Te Poari Akoranga for approval and what could be released to the network as a resource. The Ohu provided a good forum for discussion and feedback to support the mahi of the Ako Excellence Director as well as continuing to monitor activities across the network such as NZQA monitoring of level 1-6 programmes and NZQA self-assessment.

Leadership in academic evaluation and quality assurance

Te Ohu has:

- Reviewed Generative AI Position Statements
- Approved the Assurance Reporting Template for Unified Programmes (10 July)
- Approved the Levels 1-6 Programme Approval and Accreditation template (10 July)
- Developed approval process and templates (10 July)
- Reviewed self-assessment activity from NZQA (13 September)
- Reviewed monitoring reports (13 September)
- Discussed and supported, as an Ohu, all decisions made by the co-chairs under delegation



Quality improvement

Te Ohu has had oversight and monitoring of the consistent application of the quality assurance systems, including reviewing and recommending to Te Poari Akoranga approval of policies relating to delivery, learning and learners, and operating procedures through:

- Approval of the update and release of the Entry Requirements Framework to the Te Pūkenga network as a resource (3 April)
- Approval of Degree Monitoring resources being distributed across the Te Pūkenga network (3 April)
- Approval of minor updates to the following national policies (4 April 2024):
 - Te Pūkenga Assessment Policy
 - Te Pūkenga Moderation Policy
 - Te Pūkenga Continuous Quality Improvement Policy

Other topics that Te Ohu considered include:

- Reviewed membership of Te Ohu in line with structure changes within Te Pūkenga (7 March)
- Working groups update (annual)

Changes throughout the year

Given the disestablishment, there were fewer decisions made in 2024 than in previous years; however, there were many and varied discussions about each item listed below with the majority being presented to the Ohu on more than one occasion.

Continuous improvement

An assessment against the 2024 continuous improvement plan is included in Appendix 1. Throughout the year, Te Ohu has identified the following areas for improvement, which have informed the 2025 continuous improvement plan in Appendix 2.

Proposed focus areas for 2025

- Monitoring quality assurance during the transition away from a central organisation
- Outcome of VET consultation may require additional focus areas
- Outcomes of the NZQA Quality Assurance Framework consultation

Review of the terms of reference

As a result of this self-assessment the terms of reference have been reviewed by staff, which recommends that no further changes are required at this time.

Ngā Tāpiritanga | Appendices

Appendix 1: Assessment against 2024 continuous improvement plan

Appendix 2: Draft 2025 continuous improvement plan



Continuous Quality Improvement Plan for 2024

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible	Status
1.	Initiate 2024 workplan for Te Ohu	Workplan sets scene for te Ohu focus for 2024 and delivers key outcomes	<ul style="list-style-type: none"> - Workplan devised - Regular reporting from Ako Excellence to update on progress 	1st hui 2024	Co-Chairs	Achieved Updated as required throughout the year.
2.	Add Academic Risk to the agenda	Academic Risk is noted and reported as relevant to Te Poari Akoranga	<ul style="list-style-type: none"> - Formulate a process for reporting academic risk from business units. 	Q1 2024	Ako Excellence Director	Achieved Standing item on agenda and included in reporting template from Local Academic Committees
3.	Membership of Te Ohu reviewed in line with structure changes within Te Pūkenga	Membership of te Ohu is representative of new roles	<ul style="list-style-type: none"> - Review membership roles - Review current membership to that individuals align 	Q2 2024	Co-Chairs	Not achieved Due to the changes announced to vocational education, membership did not need to be reviewed.
4.	Further development of Te Kawa Maiooro (TKM)	Te Kawa Maiooro fully implemented for 2025. Grand parented policy removed.	<ul style="list-style-type: none"> - Utilise artefacts developed by EQF working groups - Complete the suite of policies and accompanying procedures/guidelines/templates to support TKM 	Q2 2024 Q4 2024	Ako Excellence Director and Quality Manager and team	Not achieved Due to the changes announced to vocational education, Te Kawa Maiooro repackaged for release to the Te Pūkenga network as a resource.
5.	Programme development phase process in place	Develop and approve a programme development phase	<ul style="list-style-type: none"> - Work collaboratively with Ako Solutions - Clear scope of roles defined for programme development 	Q1 2024 Q1 2024	Ako Excellence and Ako Solutions Directors and their teams	Not achieved Te Ohu supported the Ako Excellence Director by providing feedback on the changes to the



No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible	Status
		process for all unification	- Timeframes for degree development developed, agreed and communicated to the network	Q2 2024		Matters for Central Decision Making.
6.	Governance structures of academic matters finalised and operationalised	Governance structures are in place and operating	<ul style="list-style-type: none"> - Overview diagram of how Regional Academic Committees, Programmes Committees (local/regional/national) fit together – possible overlaps identified - Terms of Reference developed for all - All committees stood up formally 	Q1 2024 Q1 2024 Q3 2024	Ako Excellence Director and Quality Manager and team	Achieved While not as originally intended, new governance structures have been set up. Reporting templates have been created for Local Academic Committees and TORs approved for NPCs.
7.	Academic Matters Decision form updated	MCDM form that increases visibility of academic matters requests	<ul style="list-style-type: none"> - Review current MCDM for academic matters - Develop flow chart for Type1/2 programme changes for unified and legacy products. - Communicate change to network 	Q1 2024 Q1 2024 Q1 2024	Ako Excellence Director in collaboration with National Ako Directors	Achieved But on-going changes as the network evolves post-disestablishment.
8.	Consider Continuous Quality Improvement in the Ohu	Te Ohu is regularly self-reflecting on performance	- Instigate self-assessment activity of Te Ohu	Q1,2,3,4	Co-Chairs	Achieved



DRAFT Continuous Quality Improvement Plan for 2025

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1)	Monitoring quality assurance during the transition away from a central organisation				
2)	Outcome of VET consultation may require additional focus areas				
3)	Outcomes of the NZQA Quality Assurance Framework consultation				



Kaupapa-here | Ākonga Appeals Policy

Mō wai me te whānuitanga | Audience and scope

This national policy applies to:

- a) Any appealable decision, action, or omission process made by Te Pūkenga in relation to ākonga.
- b) Appealable decisions include:
 - i) The outcome of an academic complaint or academic integrity matter or review process
 - ii) The outcome of a non-academic complaint
 - iii) The outcome of a postgraduate research or scholarship decision
 - iv) The outcome of an ākonga breach of discipline decision.

Mokamoka whakaaetanga | Approval details

Version number	<u>25.1</u> 24.1	Issue date	1 January 2025 3
Approval authority	Te Poari Akoranga	Date of approval	
Policy sponsor (has authority to make minor amendments)	Ako Excellence Director	Policy owner	DCE Academic Centre and Learning Systems
Category	Academic	Date of next review	<u>December 2025</u> November 2024
Contact person	<u>Deborah Young Chair,</u> <u>Te Ohu Whakahaere</u> <u>Appeals</u>		

Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
23.1	1 January 2023	Academic Delivery & Innovation	First published
24.1	3 April 2024	Te Pūkenga Quality	Annual Review
<u>25.1</u>	<u>1 January 2025</u>	<u>Te Ohu Whakahaere Academic Quality</u> <u>Te Ohu Whakahaere Appeals</u> <u>Te Poari Akoranga</u>	<u>Review to transition appeals to Te Pūkenga Business Divisions</u>



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Kaupapa-here | Ākonga Appeals Policy

1. Pūtake | Purpose

The purpose of this policy is to ensure that ~~Te Pūkenga~~ all ākonga have access to an appeal process that is timely, conducted fairly, effectively, consistently, and in a manner that is culturally appropriate to the ākonga, following the principles of natural justice.

2. Ngā Mātāpono | Principles

- 2.1. The appeals policy follows the principles of natural justice.
- 2.2. Ākonga are entitled to culturally appropriate approaches that consider traditional processes for raising and resolving issues.
- 2.3. Appeals are resolved in a timely and consistent manner.
- 2.4. Ākonga are treated with respect, fairly, and without bias.
- 2.5. All parties are entitled to an advocate and support at all steps in the appeals process.
- 2.6. Every person affected by this policy has the right to a copy of this policy and procedures and any other information as needed to clarify any point or process.
- 2.7. All parties directly affected by the appeal are kept regularly informed of the progress of the appeal, given an opportunity to respond to the findings and entitled to the decision in writing.

3. Kaupapa Here | Policy Statements

3.1. Timeframe

- a) An appeal must be lodged within seven working days of appellant being advised of an appealable decision.
- b) In exceptional circumstances, and with the approval of the delegated authority, an appeal may be received later than seven working days.

3.2. Grounds for an appeal

- a) To make an appeal one of the following grounds must be established:

Subject Matter	Grounds for Appeal
Appeal against an academic complaint or academic integrity or review process decision	Establish one of the following grounds to appeal: a. There is new information which has a bearing on the matter, and which was previously unavailable (and could not reasonably have been made available at the time the disputed decision was made), OR b. There was a flaw in the process relating to the decision the ākonga seeks to appeal.
Appeal against a non-academic complaint decision.	
Appeal against a Postgraduate Research and Scholarships Committee decision.	
Appeal against an ākonga breach of discipline decision	a. That the procedure used for investigating or resolving the unacceptable behaviour Prohibited Conduct was unfair or biased, OR b. That the decision of the Investigator could not reasonably be sustained on the evidence, OR



Subject Matter	Grounds for Appeal
	c. That significant new evidence which was not previously available has become available since the investigation which could have a material effect on the decision made or the penalty imposed, OR d. That the disciplinary action/s taken were out of proportion to the nature of the breach of discipline and the full circumstances of the case.

3.3. Advocacy and Support

- a) In making an appeal, the ākonga:
 - i. Should seek support from the business division Ākonga Support teams or independent advocates for all steps in the process.
 - ii. Must complete a Notice of Appeal form (refer Appendix 1 of this policy) and submit this (together with any relevant supporting materials) to the relevant business division in accordance with the Business Division’s Appeal procedure.

3.4. Receipt of Appeal

- a) When the Notice of Appeal is received, the appeal will be registered on the Business Division’s Ākonga Appeals Register and the grounds for appeal assessed in accordance with the Business Division’s Appeal procedure by a delegated Appeals Panel member.
~~Where the grounds for appeal have been satisfied~~
 - e)b) Where the grounds for appeal have been satisfied the Notice of Appeal is acknowledged by the Business Division’s Appeals Panel Officer/Chair/secretary or delegate, within three working days including advice on the next steps in the process. This formal acknowledgement of receipt of the Notice of Appeal is sent to the appellant and any support person/s and/or advocate noted in the Notice of Appeal and will include advice on the next steps in the process.
 - e)c) Where the grounds for appeal have not been satisfied, the appellant and any support person/s and/or advocate are notified of the decision and reasons within ten working days.

3.5. Convening Appeal Panel

- a) Appeals relating to academic matters ~~must may~~ be considered by the relevant business division academic ~~authority committee~~, e.g., a programme committee, or an Appeals Panel.
- b) Appeals relating to non-academic matters or breaches of discipline are considered by an Appeals Panel.
- c) The Appeals Panel is established by the relevant business division and consists of kaimahi with knowledge and experience of appeals processes. Membership is determined by the nature of the decision being appealed and the cultural, disability, or other needs of the appellant.
- d) The membership of each Appeals Panel must also consider any Professional or Regulatory Body representation requirements.
- e) The Appeals Panel decides who amongst them who will Chair the appeal Inquiry, unless the role of Chair is already mandated by the relevant business division’s internal process.

3.6. The Appeal Inquiry

- a) The Appeal Inquiry is conducted following the process set out in the relevant business division’s appeal procedure Appendix 2 of this policy.



3.7. The Appeal Decision

- a) The Chair of the Appeals Panel informs the appellant and their support person/s and/or advocate in writing, within five working days from the Panel Inquiry of the Appeals Panel’s decision. The decision will also inform the appellant of their right to further appeal.

3.8. Right to Further Appeal

- a) Appellants have the right to further appeal the Business Division Appeal Panel’s decision to Business Division’s Regional Executive Director. This is the final appeal process within Te Pūkenga. Te Ohu Whakahaere Appeals, a subcommittee of Te Poari Akoranga, Te Pūkenga Academic Board.
- b) Appellants apply in writing to the Chair of Te Ohu Whakahaere Appeals Regional Executive Director within seven working days of receiving the Appeals Panel’s decision. A copy of the Appeals Panel’s decision and support evidence is attached. The appeal will be considered in accordance with the Business Division’s Appeals procedure, and the appeal submitted to the Appeals Officer.
- ~~c) Te Ohu Whakahaere Appeals Officer refers the appeal to the Chair of the Ohu Whakahaere Appeals who reviews the appeal and decides on the appropriate procedure to deal with the appeal, including whether to hold an Inquiry or not.~~
- ~~d) Te Ohu Whakahaere Appeals Officer acknowledges receipt of the appeal and advises the appellant of the procedure and/or timeframe within five working days of receiving the appeal from the appellant.~~
- ~~e) If a Inquiry is required, it will be held as soon as is practicable and the appellant has the right to attend, to make submissions, and be supported by a support person/s and/or advocate.~~
- ~~f) The Chair of Te Ohu Whakahaere Appeals informs the appellant and their support person/s and/or advocate in writing of Te Ohu Whakahaere Appeals’ decision as soon as is practicable. If a Inquiry is held, the decision will be released within five working days of the Panel Inquiry.~~
- g) The decision of Te Ohu Whakahaere Appeals Regional Executive Director is final. There is no further internal appeal process available. The decision document informs the appellant of their right to refer the matter to an external organisation such as Study Complaints | Ngā Amuamu Tauria, the Disputes Tribunal of New Zealand, the Human Rights Commission, the Ombudsman-Office, or NZQA.

3.9. Documentation, records, and reporting

- a) The appropriate delegated authority within the Business Division committee receives a summary of appeals and the outcomes ~~four times twice~~ a year.
- b) Institutional improvements or corrective actions identified as part of the appeal’s Inquiry or process will be added to the business division’s Continuous Quality Improvement plan and reported to the appropriate delegated authority within the Business Division (i.e. Head of Student Services, Head of Academic Quality) Te Ohu Whakahaere Quality.

4. Ngā Haepapa | Responsibilities

Role	Responsibilities
Appellant (Ākongā)	Attend Inquiry (if required) Participate in good faith Provide any further information required by the Appeals Panel



Role	Responsibilities
Advocate	Work with appellant to ensure culturally appropriate format for Inquiry. Read all documentation prior to the Inquiry. Offer guidance to appellant throughout all stages of the appeal
Chair of Appeals Panel	Establish date, time, venue, and format, including culturally appropriate approaches, of Appeals Panel Inquiry Determine appropriate members of Appeals Panel Chair the panel Communicate outcome of appeal to all parties within a specified timeframe
Appeals Panel	Be available to determine whether grounds of appeal are sufficient to proceed Receive and read all documentation related to the appeal Make any subsequent improvements/quality recommendations to appropriate departments
Appeals Officer or delegated function within business division	Receive the Notice of Appeal Log the appeal on the Appeals Register Forward the Notice of Appeal to the delegated Appeals Panel member to determine whether grounds of appeal are sufficient to proceed to an Inquiry. Notify all parties of date, time, venue, and format of Inquiry. Receive Appeal of the Decision and liaise with and forward all documentation to the Ohu Whakahaere Appeals secretary Manage documentation and reporting
Appeals Co-ordinator or delegated function within business division	Collate all documentation for the Panel Inquiry, including the original decision document on which the appeal is based. Provide additional documentation required by the Panel Attend and minute the Inquiry

5. Ngā Tikanga | Definitions

Term	Definition
<u>Ākonga</u>	<u>A domestic tertiary learner, international tertiary learner, or industry trainee or apprentice who:</u> <ul style="list-style-type: none"> • <u>is currently enrolled with any business division, or</u> • <u>has previously been enrolled with any business division, or</u> • <u>is currently in the process of enrolling with any business division.</u>
Appeal	A request to review a decision, made by <u>the Business Division-Te Pūkenga</u> , that relates to or impacts on an ākonga
Appealable decision	A decision made in response to a review process or complaint or disciplinary matter
Appellant	Ākonga who has submitted an appeal of any appealable decision, action, or omission made by <u>the Business Division-Te Pūkenga</u> .
Advocate	The person who assists the ākonga by being present and guiding them through the process. The role will normally include observing that the process is followed, and/or advising the ākonga regarding process and option. An Advocate will be an Ākonga Advocate, Ākonga Advisor, or their nominee; or any person nominated by the student.
<u>Business Division -</u>	<u>A business division of Te Pūkenga – New Zealand Institute of Skills and Technology, being a former polytechnic or industry training organisation.</u>



Where a term is used in this policy and not specifically defined, that term shall have the meaning set out in Te Kawa Maiororo.

6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

Ngā Kaupapa-Here e Hāngai ana | Related policies

Business Division Code of Conduct, Learner Statute, and Breach of Discipline procedures

Te Kawa Maiororo

Te Pūkenga [Ākonga](#) Concerns and Complaints Policy

Te Pae Māhutonga (Wellness Framework)

[The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#), [Code of Practice for the Pastoral Care of Tertiary and International Learners](#)

Ngā Tukanga me ngā Hātepe | Processes, procedures

Business division concerns, ~~and~~ complaints, and appeals procedures

Ture whai take | Relevant legislation

[New Zealand](#) Bill of Rights Act 1990

Human Rights Act 1993

Privacy Act 2020



Appendix 1: Notice of Appeal

[online form]

Name	
Ākonga ID number	
Email address	
Phone	
Address	
Preferred Contact Method (Email, phone, mobile, other)	
Programme of Study or Qualification	
Te Pūkenga Business Division	
Describe the details of your Appeal	
Identify the grounds on which you are making this appeal (see section 3.2 of the Ākonga Appeals Policy)	
Please describe how you have already tried to resolve this appeal	
Please describe how you think your appeal can be resolved (outcome sought)	
Identify the support person/s and/or advocate assisting you in making this appeal (Name and contact details)	
Identify any other person/s assisting you (Name and contact details)	
Documentation (uploaded)	



Appendix 2: The Appeal Inquiry

The nominated Chair for each Appeals Inquiry will:

- Establish a date, time, venue, and format for the Inquiry which is convenient for all parties and within seven working days of receipt of Notice of Appeal. Any timeframe over the seven working days to be notified to all parties.
 - Inform the ākonga of their rights to appear at the Inquiry, being supported by their chosen support person/s, use an advocate to speak on their behalf, request an interpreter, and to request Māori or other representation at the Inquiry. The ākonga may also choose not to appear as all documentation/evidence material has been provided.
 - Ensure all parties have the same documentation at the Inquiry. This includes the Notice of Appeal and accompanying documentation and the appealable decision under appeal.
 - Additional material may be provided at the Inquiry if all parties are given a reasonable opportunity to consider the material and there is an agreement in the panel to allow additional material not previously available.
 - The Inquiry is an open and consultative event attended by all parties to hear each other's explanations.
 - If agreement/consensus is reached by all parties at any stage in the Inquiry, the Inquiry may be vacated.
 - Determine the order of the proceedings and time limits for each participant's speaking at the Inquiry.
 - Provide for all members of the Panel to ask relevant questions, including the background to and reasons for the Appealable decision.
 - At the time of the deliberation, all parties not on the Inquiry Panel, be asked to leave the meeting.
 - Ask all the Panel members to consider all evidence and make decision.
 - Invite all other parties back into the Panel Inquiry to be informed of the decision with no further recourse to discussion or questions.
- Advise the ākonga of the next steps in the process.



Kaupapa-here | Ākonga Appeals Policy

Mō wai me te whānuitanga | Audience and scope

This national policy applies to:

- a) Any appealable decision, action, or omission process made by Te Pūkenga in relation to ākonga.
- b) Appealable decisions include:
 - i) The outcome of an academic complaint or academic integrity matter or review process
 - ii) The outcome of a non-academic complaint
 - iii) The outcome of a postgraduate research or scholarship decision
 - iv) The outcome of an ākonga breach of discipline decision.

Mokamoka whakaaetanga | Approval details

Version number	25.1	Issue date	1 January 2025
Approval authority	Te Poari Akoranga	Date of approval	
Policy sponsor (has authority to make minor amendments)	Ako Excellence Director	Policy owner	DCE Academic Centre and Learning Systems
Category	Academic	Date of next review	December 2025
Contact person	Deborah Young		

Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
23.1	1 January 2023	Academic Delivery & Innovation	First published
24.1	3 April 2024	Te Pūkenga Quality	Annual Review
25.1	1 January 2025	Te Ohu Whakahaere Academic Quality Te Ohu Whakahaere Appeals Te Poari Akoranga	Review to transition appeals to Te Pūkenga Business Divisions



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Appendix 2: The Appeal Inquiry	Error! Bookmark not defined.



Kaupapa-here | Ākongā Appeals Policy

1. Pūtake | Purpose

The purpose of this policy is to ensure that all ākongā have access to an appeal process that is timely, conducted fairly, effectively, consistently, and in a manner that is culturally appropriate to the ākongā, following the principles of natural justice.

2. Ngā Mātāpono | Principles

- 2.1. The appeals policy follows the principles of natural justice.
- 2.2. Ākongā are entitled to culturally appropriate approaches that consider traditional processes for raising and resolving issues.
- 2.3. Appeals are resolved in a timely and consistent manner.
- 2.4. Ākongā are treated with respect, fairly, and without bias.
- 2.5. All parties are entitled to an advocate and support at all steps in the appeals process.
- 2.6. Every person affected by this policy has the right to a copy of this policy and procedures and any other information as needed to clarify any point or process.
- 2.7. All parties directly affected by the appeal are kept regularly informed of the progress of the appeal, given an opportunity to respond to the findings and entitled to the decision in writing.

3. Kaupapa Here | Policy Statements

3.1. Timeframe

- a) An appeal must be lodged within seven working days of appellant being advised of an appealable decision.
- b) In exceptional circumstances, and with the approval of the delegated authority, an appeal may be received later than seven working days.

3.2. Grounds for an appeal

- a) To make an appeal one of the following grounds must be established:

Subject Matter	Grounds for Appeal
Appeal against an academic complaint or academic integrity or review process decision Appeal against a non-academic complaint decision. Appeal against a Postgraduate Research and Scholarships Committee decision.	Establish one of the following grounds to appeal: a. There is new information which has a bearing on the matter, and which was previously unavailable (and could not reasonably have been made available at the time the disputed decision was made), OR b. There was a flaw in the process relating to the decision the ākongā seeks to appeal.
Appeal against an ākongā breach of discipline decision	a. That the procedure used for investigating or resolving the unacceptable behaviour was unfair or biased, OR b. That the decision of the Investigator could not reasonably be sustained on the evidence, OR



Subject Matter	Grounds for Appeal
	c. That significant new evidence which was not previously available has become available since the investigation which could have a material effect on the decision made or the penalty imposed, OR d. That the disciplinary action/s taken were out of proportion to the nature of the breach of discipline and the full circumstances of the case.

3.3. Advocacy and Support

- a) In making an appeal, the ākongā:
 - i. Should seek support from the business division Ākongā Support teams or independent advocates for all steps in the process.
 - ii. Must complete a Notice of Appeal form (refer Appendix 1 of this policy) and submit this (together with any relevant supporting materials) to the relevant business division in accordance with the Business Division’s Appeal procedure.

3.4. Receipt of Appeal

- a) When the Notice of Appeal is received, the appeal will be registered on the Business Division’s Ākongā Appeals Register and the grounds for appeal assessed in accordance with the Business Division’s Appeal procedure.
- b) Where the grounds for appeal have been satisfied the Notice of Appeal is acknowledged by the Business Division’s Appeals Panel Chair/secretary or delegate, within three working days including advice on the next steps in the process. This formal acknowledgement of receipt of the Notice of Appeal is sent to the appellant and any support person/s and/or advocate noted in the Notice of Appeal and will include advice on the next steps in the process.
- c) Where the grounds for appeal have not been satisfied, the appellant and any support person/s and/or advocate are notified of the decision and reasons within ten working days.

3.5. Convening Appeal Panel

- a) Appeals relating to academic matters must be considered by the relevant business division academic authority, e.g., a programme committee, or an Appeals Panel.
- b) Appeals relating to non-academic matters or breaches of discipline are considered by an Appeals Panel.
- c) The Appeals Panel is established by the relevant business division and consists of kaimahi with knowledge and experience of appeals processes. Membership is determined by the nature of the decision being appealed and the cultural, disability, or other needs of the appellant.
- d) The membership of each Appeals Panel must also consider any Professional or Regulatory Body representation requirements.
- e) The Appeals Panel decides who amongst them who will Chair the appeal Inquiry, unless the role of Chair is already mandated by the relevant business division’s internal process.

3.6. The Appeal Inquiry

- a) The Appeal Inquiry is conducted following the process set out in the relevant business division’s appeal procedure .



3.7. The Appeal Decision

- a) The Chair of the Appeals Panel informs the appellant and their support person/s and/or advocate in writing, within five working days from the Panel Inquiry of the Appeals Panel’s decision. The decision will also inform the appellant of their right to further appeal.

3.8. Right to Further Appeal

- a) Appellants have the right to further appeal the Business Division Appeal Panel’s decision to Business Division’s Regional Executive Director. This is the final appeal process within Te Pūkenga.
- b) Appellants apply in writing to the Regional Executive Director within seven working days of receiving the Appeals Panel’s decision. A copy of the Appeals Panel’s decision and support evidence is attached. The appeal will be considered in accordance with the Business Division’s Appeals procedure.
- c) The decision of Regional Executive Director is final. There is no further internal appeal process available. The decision document informs the appellant of their right to refer the matter to an external organisation such as Study Complaints | Ngā Amuamu Tauira, the Disputes Tribunal of New Zealand, the Human Rights Commission, the Ombudsman, or NZQA.

3.9. Documentation, records, and reporting

- a) The appropriate delegated authority within the Business Division receives a summary of appeals and the outcomes twice a year.
- b) Institutional improvements or corrective actions identified as part of the appeal’s Inquiry or process will be added to the business division’s Continuous Quality Improvement plan and reported to the appropriate delegated authority within the Business Division (i.e. Head of Student Services, Head of Academic Quality).

4. Ngā Haepapa | Responsibilities

Role	Responsibilities
Appellant (Ākongā)	Attend Inquiry (if required) Participate in good faith Provide any further information required by the Appeals Panel
Advocate	Work with appellant to ensure culturally appropriate format for Inquiry. Read all documentation prior to the Inquiry. Offer guidance to appellant throughout all stages of the appeal
Chair of Appeals Panel	Establish date, time, venue, and format, including culturally appropriate approaches, of Appeals Panel Inquiry Determine appropriate members of Appeals Panel Chair the panel Communicate outcome of appeal to all parties within a specified timeframe
Appeals Panel	Be available to determine whether grounds of appeal are sufficient to proceed Receive and read all documentation related to the appeal Make any subsequent improvements/quality recommendations to appropriate departments
Appeals Officer or delegated function within business division	Receive the Notice of Appeal Log the appeal on the Appeals Register



Role	Responsibilities
	<p>Forward the Notice of Appeal to the delegated Appeals Panel member to determine whether grounds of appeal are sufficient to proceed to an Inquiry. Notify all parties of date, time, venue, and format of Inquiry. Receive Appeal of the Decision and liaise with and forward all documentation to the Ohu Whakahaere Appeals secretary Manage documentation and reporting</p>
Appeals Co-ordinator or delegated function within business division	<p>Collate all documentation for the Panel Inquiry, including the original decision document on which the appeal is based. Provide additional documentation required by the Panel Attend and minute the Inquiry</p>

5. Ngā Tikanga | Definitions

Term	Definition
Ākonga	<p>A domestic tertiary learner, international tertiary learner, or industry trainee or apprentice who:</p> <ul style="list-style-type: none"> is currently enrolled with any business division, or has previously been enrolled with any business division, or is currently in the process of enrolling with any business division.
Appeal	A request to review a decision, made by the Business Division, that relates to or impacts on an ākonga
Appealable decision	A decision made in response to a review process or complaint or disciplinary matter
Appellant	Ākonga who has submitted an appeal of any appealable decision, action, or omission made by the Business Division.
Advocate	<p>The person who assists the ākonga by being present and guiding them through the process. The role will normally include observing that the process is followed, and/or advising the ākonga regarding process and option.</p> <p>An Advocate will be an Ākonga Advocate, Ākonga Advisor, or their nominee; or any person nominated by the student.</p>
Business Division -	A business division of Te Pūkenga – New Zealand Institute of Skills and Technology, being a former polytechnic or industry training organisation.

Where a term is used in this policy and not specifically defined, that term shall have the meaning set out in Te Kawa Maiorooro.

6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

<p>Ngā Kaupapa-Here e Hāngai ana Related policies Business Division Code of Conduct, Learner Statute, and Breach of Discipline procedures Te Kawa Maiorooro Te Pūkenga Ākonga Concerns and Complaints Policy Te Pae Māhutonga (Wellness Framework) The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021</p>
<p>Ngā Tukanga me ngā Hātepe Processes, procedures Business division concerns, complaints, and appeals procedures</p>



Ture whai take | Relevant legislation

New Zealand Bill of Rights Act 1990

Human Rights Act 1993

Privacy Act 2020



Appendix 1: Notice of Appeal

[online form]

Name	
Ākonga ID number	
Email address	
Phone	
Address	
Preferred Contact Method (Email, phone, mobile, other)	
Programme of Study or Qualification	
Describe the details of your Appeal	
Identify the grounds on which you are making this appeal (see section 3.2 of the Ākonga Appeals Policy)	
Please describe how you have already tried to resolve this appeal	
Please describe how you think your appeal can be resolved (outcome sought)	
Identify the support person/s and/or advocate assisting you in making this appeal (Name and contact details)	
Identify any other person/s assisting you (Name and contact details)	
Documentation (uploaded)	



Pūrongo Te Poari Akoranga | The Academic Board report

29 November 2024

Title	Review of Te Kawa Maiorooro
Provided by	Deborah Young and Fionna Moyer, Co-Chairs, Te Ohu Whakahaere Academic Quality
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled 'Review of Te Kawa Maiorooro' and the reviewed and updated Te Kawa Maiorooro document;
b)	Approves the updated Te Kawa Maiorooro V25.01 for release in January 2025.
c)	Recommends to Te Pūkenga Council to delegate the granting of honorary degrees and recognition awards to Te Poari Akoranga, on the understanding that Te Poari Akoranga intends to sub-delegate this to Local Academic Committees.

Te Tāhuhu Kōrero | Background

1. Te Kawa Maiorooro, Te Pūkenga Educational Regulatory Framework, V24.01 was approved by Te Poari Akoranga on 22 November 2023 and came into effect for the network on 1 January 2024.
2. Te Kawa Maiorooro was updated in response to feedback received from the network and in alignment with the proposed Tāraia te anamata | Creating our futures organisational structure.
3. In December 2023, the Letter of Expectation from the Minister for Tertiary Education and Skills confirmed the Government intention to no longer have a centralised organisation delivering vocational education and training.
4. In January 2024, Te Kawa Maiorooro V24.01 was finalised with some minor tweaks to reflect the Government intent and the document was released to the network without the delegations based on Tāraia te anamata organisational structure except where those functions had been appointed previously (i.e., Ako Excellence Director, Regional Finance Director).
5. Two subsequent versions were released in early 2024 to correct errors in process or form with approval by Te Ohu Whakahaere Academic Quality Chair, under delegation.
6. In November 2024, Te Ohu Whakahaere Academic Quality provided feedback on amendments needed for 2025 in light of continued disestablishment mahi and in recognition of aspects of decision-making and procedure returning to business divisions. Te Pūkenga Legal has provided feedback on the proposed amendments as noted in the table below.

Te pūtake o tēnei pūrongo | Purpose of this report

7. The purpose of this report is to seek approval from Te Poari Akoranga for proposed changes to Te Kawa Maiorooro from 1 January 2025.



Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

References to 'business division' processes and procedures have been added and language amended accordingly throughout Te Kawa Maiooro. The table below summarises the changes which are required.

Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
Part 1: Te Kawa Maiooro 1.3. Scope of Te Kawa Maiooro	Waivers or variations to provisions of Te Kawa Maiooro were decided by the Quality Manager in consultation with Te Pūkenga Ako Excellence Director and with clarification from Te Pūkenga Legal, that decision making for one-off exceptions or waivers can be made by the Regional Executive Directors or delegated authority. However, the authority to determine academic policies cannot be sub-delegated and will continue to sit with Te Poari Akoranga.	(3) Waivers or one-off variations to provisions of Te Kawa Maiooro, and any inconsistencies with other regulatory or policy frameworks,, with respect to a business division are decided by the business division Regional Executive Director or delegated authority , taking into account the best interests of ākongā.	Technically the authority to determine academic policies sits with Te Poari Akoranga and cannot be sub-delegated. However, one-off exceptions or waivers could be sub-delegated, which has been clarified in the amendment. The role of Regional Executive Directors has been defined based on the delegations to Te Kawa Maiooro and added to the document.
1.5. Changes to Te Kawa Maiooro	As Te Pūkenga website is being pared down, add business division websites as additional locations of approved version.	(4) The electronic version of Te Kawa Maiooro is the approved version and is available on Te Pūkenga and business division websites.	
Part 2: Enrolment 2.16. Payment for Provider-based Learning	Fees waiver approval sat with the Regional Finance Director; however, as Finance teams begin to move back to individual business divisions, approval has been assigned to the delegated authority of each business division.	(1) Ākongā are liable for all fees related to their enrolment unless a fee waiver has been approved by the business division's delegated authority .	



Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
2.27. Withdrawal due to Exceptional Circumstances	<p>To remove any uncertainty, specified that the business division exceptional circumstances process applies to any such withdrawal.</p> <p>In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.</p>	<p>(1) If ākongā withdraw or are withdrawn on their behalf (...) and believe they have been affected by exceptional circumstances (...), they may apply for exceptional circumstances consideration using the business division exceptional circumstances process.</p> <p>(2) Under the Ākongā Appeals Policy, if ākongā are dissatisfied with the decision, they may appeal the decision following business division appeals procedures.</p>	
Part 3: Recognition of Prior Knowledge and Skills (RPKS) 3.4. Appealing decisions	<p>In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.</p>	<p>(1) Where credit is not awarded, either in total or in part, clear reasons for the decision are recorded. Under the Ākongā Appeals Policy, ākongā have the right to appeal the outcome or decision of an RPKS process following the business division appeals procedures.</p>	
3.5. Records	<p>Te Pūkenga Records Management Policy was developed in 2021 for Central Te Pūkenga with the intention to eventually expand it to the network; however, this did not happen. In light of this, removed Te Pūkenga policy from records section and specified business division policy in its place.</p>	<p>(1) Records of all RPKS applications, the resulting assessment outcome, and any appeal decisions are kept along with other ākongā records, in accordance with relevant legislation, NZQA rules, business division policy, and/or general disposal authority.</p>	
Part 5: Learning, Teaching, and Training	<p>To ensure ākongā know exactly who to contact, adding in specific reference to business division.</p>	<p>(3) Where attendance is specified as a condition of a visa (...) or a requirement of an enrolment contract or training agreement,</p>	



Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
5.1. Participation and Engagement		ākonga must notify their business division or their learning advisor of any absence or non-participation.	
5.3. Standards of Behaviour	In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.	(4) Under the Ākonga Appeals Policy , ākonga may appeal a breach of conduct decision following the business division appeals procedures.	
5.5. Appeals	In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.	(1) Under the Ākonga Appeals Policy , ākonga may appeal a decision, academic, non-academic, or disciplinary... (2) The process for appealing a decision is set out in the business division appeals procedures .	
Part 7: Assessment 7.1 Assessment Information	Minor editorial changes	(3) It is the responsibility of each ākonga to ensure... (4) Ākonga must attempt and submit all summative assessment items within the timeframe or by the due date...	
7.6. Assessment Concession	Minor editorial change to specify business division procedures apply.	(5) Assessment concession decisions are made using the relevant business division procedures and approved by the delegated authority.	
7.7 Academic Integrity	Inserted reference to Te Pūkenga Academic Integrity Policy and specified that business division procedures apply.	(4) Any breaches of academic integrity follow the process set out in the Academic Integrity Policy and business division procedures.	



Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
7.10 Moderation of Summative Assessments	Specified that business division procedures apply.	(1) Assessments are moderated in line with Te Pūkenga Moderation Policy and business division procedures.	
7.20. Appeal of Reconsideration Decision	In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.	(1) Under the Ākonga Appeals Policy , if ākonga do not agree with a reconsideration decision, they may appeal that decision following the business division appeals procedures.	
Part 8: Awards 8.5. Graduation	(1) Te Pūkenga intention for all graduation certificate to be issued in both English and te reo Māori will not proceed. In recognition of the variety of practice across the network, amended wording to encompass variation while still allowing for both. (2) Removed reference to Te Pūkenga Award Procedures and specified that business division procedures apply.	(1) Graduation certificates are issued in English and/or te reo Māori. (2) The format and wording of the graduation certificates is set out in business division award procedures.	
8.6. Posthumous Awards	Currently, approval of posthumous awards is the responsibility of Te Pūkenga CE. Recommend returning this responsibility to business divisions and requiring reporting of any such award to Te Poari Akoranga through business division Academic Committee reports.	(4) Posthumous awards are approved by the Chief Executive of Te Pūkenga-Regional Executive Director on a case-by-case basis and reported to Te Poari Akoranga via the business division academic committee report.	
8.7. Granting of Honorary Degrees	As Council's focus shifts to disestablishment and as rules for granting honorary degrees were never developed or	<i>Subject to Council delegation:</i>	Due to the rarity that these types of awards are granted, Te Pūkenga Legal recommends that the delegation does not



Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
and Recognition Awards	<p>approved by Council, recommend returning this responsibility to business divisions. This will require delegation from Council.</p> <p>If granted, an additional clause to be added to require reporting of any such award to Te Poari Akoranga through business division Academic Committee reports.</p>	<p>(1) Honorary degrees and recognition awards may be granted by Te Pūkenga Council by a business division academic committee under Te Pūkenga Council delegation as a mark of esteem and to recognise outstanding contributions to Te Pūkenga, business divisions, or the wider community as specified in business division rules or policy made by Council for the purpose of this provision.</p> <p>(2) Business divisions report the granting of any such honorary degrees and recognition awards to Te Poari Akoranga through their academic committee reports.</p>	<p>change, noting that in the Delegations Register Te Pūkenga CE can grant formal awards and Te Pūkenga CE and Regional Executive Directors can grant non-formal awards.</p>
8.8. Cancellation of Awards	<p>Currently, responsibility for cancellation sits with Te Pūkenga CE; recommend returning this responsibility to business divisions and requiring reporting of any such cancellation to Te Poari Akoranga through business division Academic Committee reports.</p>	<p>(4) Cancellation of awards decisions are made by the Regional Executive Director.</p>	<p>Due to the rarity of the cancellation of awards, Te Pūkenga Legal recommends that the delegation does not change; that the delegation remains with Te Pūkenga CE.</p>
Part 9: Graduation General	<p>Minor editorial correction to wording in the General section.</p>	<p>General</p> <p>All ākonga who have successfully met the requirements of and been confirmed for a Formal Award (...) by Te Pūkenga are eligible to celebrate the award of their qualification at a Te Pūkenga graduation event.</p>	



Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
9.1. Graduation Events	Te Pūkenga intention was to publish all graduation schedules online; however, practice around this varies across the network. Minor amendment to the clause to encompass variation of practice.	(3) Te Pūkenga graduation schedules are information is published available online.	
9.2. Academic Dress	Minor editorial correction to wording and added specific reference to business division procedures.	(1) Where applicable, graduates attending a -Te Pūkenga graduation events wear the academic dress (regalia) associated with their award and/or as described in the Graduation business division graduation procedures.	



Te Ahunga Ki Mua | Next steps

8. Following approval of Te Kawa Maiorooro v25.01, the Amendment History and footnotes will be updated.
9. Delegation will be sought from Te Pūkenga Council to return responsibility for granting of honorary degrees and recognition awards to business division local academic committees.
10. Once approved, Te Kawa Maiorooro v25.01 will be finalised and release with communications to go out to the network to advise of the new version.

Ngā Tāpiritanga | Appendices

Appendix 1: Revised draft of Te Kawa Maiorooro

Te Kawa Maiororo | Educational Regulatory Framework



Te Pūkenga



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The Naming of Te Kawa Maiooro

The name Te Kawa Maiooro was created by Te Pūkenga Ohu Reo Me Ngā Tikanga.

Kawa are the formal customs that guide protocols on the marae. Therefore, if Te Pūkenga is the marae for kaimahi and ākonga, then the kawa provide the framework – principles, policies, regulations – that guides all interactions.

Maiooro refers to the outer earthworks of a fortified pā. These were erected to shelter all who dwelt within the village from harm. These earthworks give people assurance, peace of mind and certainty.

Kawa Maiooro is also a type of karakia performed for ākonga to provide protection over them in a state of learning.



Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
23.01	1 January 2023	Te Pūkenga Quality	First published
24.01	1 January 2024	Te Pūkenga Quality	<ul style="list-style-type: none"> ▪ Edits to align with external funding changes. ▪ Editorial changes to wording for clarity. ▪ Rangahau and Research moved from Learning, Teaching, and Training to own section (Part 6); subsequent sections renumbered accordingly. ▪ Competency grades amended to align with NZQA.
24.02	22 January 2024	Te Pūkenga Quality	<ul style="list-style-type: none"> ▪ Correction to clause 3.3(1) to reinsert cross-credit. ▪ Correction to clause 7.7(1)e to add 'not' to statement.
24.03	2 February 2024	Te Pūkenga Quality	<ul style="list-style-type: none"> ▪ Editorial corrections in Part 1 to clause 1.2(2)a (remove misplaced 'a') and clause 1.3(1) (correction for grammatical agreement). ▪ Correction to clause 1.3(3) replace 'Regional Quality Manager' with 'Quality Manager'. ▪ Changes to Part 2E relating to withdrawal period: <ul style="list-style-type: none"> – Opening statement aligned with TEC funding conditions statements – changed withdrawal period to the lesser of one month or 10%. One month defined as 30 days. – Moved statement on the withdrawal period for distance online programmes & courses to 2.26(1). ▪ Update to clause 5.3(1) to remove reference to Te Pūkenga Ākonga Rights and Responsibilities and replace with reference to 'codes of conduct'. ▪ Reference in clause 7.6(3) corrected from 6.5 to 7.5. ▪ Glossary: definition of 'Withdrawal Period' updated as per opening statement in 2E.
<u>25.01</u>	<u>1 January 2025</u>	<u>Te Pūkenga Quality</u>	▪ <i>To be completed post-approval</i>



Part 1: Te Kawa Maiororo Framework

1.1. Structure of Te Kawa Maiororo

Te Kawa Maiororo is set out as follows:

- Part 1. Te Kawa Maiororo Framework
- Part 2. Enrolment
- Part 3. Recognising Prior Knowledge and Skills
- Part 4. Programme Regulations
- Part 5. Learning, Teaching, and Training
- Part 6. Rangahau and Research
- Part 7. Assessment
- Part 8. Awards
- Part 9. Graduation
- Part 10. Glossary of Terms

1.2. Purpose of Te Kawa Maiororo

- (1) Te Kawa Maiororo aims to ensure the integrity and quality of learning, teaching, and assessment throughout Te Pūkenga and the integrity and quality of the qualifications and educational outcomes which ākonga achieve.
- (2) As a fit for purpose regulatory framework, Te Kawa Maiororo:
 - a. encourages excellence, ensuring the principles of Te Tiriti o Waitangi are reflected in educational practice.
 - b. ensures equity of opportunity, experience, and outcomes by consistently treating ākonga fairly, regardless of where and how they learn.
 - c. promotes a shared understanding of modes of learning and delivery requirements and expectations of ākonga and kaimahi.
- (3) As a fit for the future regulatory framework, Te Kawa Maiororo outlines the overarching regulatory standard for Te Pūkenga while providing space for regional contexts. The regulatory framework encourages flexibility and responsiveness to the emerging education needs of Te Tiriti o Waitangi partners, community, and industry.

1.3. Scope of Te Kawa Maiororo

- (1) Except where noted, Te Kawa Maiororo applies to all Te Pūkenga ākonga and kaimahi and to all learning, teaching, rangahau, research, and support activities delivered by and on behalf of Te Pūkenga. Additional regulations may apply and are detailed in Programme Regulations and/or work-based learning Training Agreement. Where there is inconsistency between Te Kawa Maiororo and Programme Regulations and/or a Training Agreement, the Programme Regulations and/or Training Agreements prevail.
- (2) Te Kawa Maiororo is consistent with relevant New Zealand legislation. In the event of any inconsistency between Te Kawa Maiororo and legislation, the relevant legislative provisions prevail in regard to that inconsistency.



- (3) Waivers or one-off variations to provisions of Te Kawa Maiororo, and any inconsistencies with other regulatory or policy frameworks, with respect to a business division are decided by the Quality Manager in consultation with Te Pūkenga Ako Excellence Director business division Regional Executive Director or delegated authority, taking into account the best interests of ākonga. Any provisions that are mandated by an external regulatory body, New Zealand legislation, or the New Zealand Qualifications Authority (NZQA) cannot be waived.

1.4. Interpretation

- (1) In this regulatory framework:
 - a. Any reference to Te Pūkenga means Te Pūkenga - New Zealand Institute of Skills and Technology and its business divisions.
 - b. The terms 'programme' and 'product' include all forms of education and training at Te Pūkenga.
 - c. Defined terms are set out in Part 9 of this framework.
 - d. Any reference to gender includes all genders, and a reference to the singular includes the plural and vice versa.
 - e. Any references to 'business division' processes or procedures means the processes or procedures of the business division of Te Pūkenga that ākonga are enrolled with or through.
 - f. Unless the context otherwise requires, references to Parts and provisions are references to Parts and provisions in this framework.
 - g. Except where defined in this regulatory framework or where it is inconsistent with the context, words used mean the same as set out in [section 10 of the Education and Training Act 2020](#).

1.5. Changes to Te Kawa Maiororo

- (1) Te Kawa Maiororo is governed and approved by Te Poari Akoranga, Te Pūkenga Academic Board.
- (2) Te Pūkenga reserves the right to change its policies, procedures, and regulations at any time.
- (3) Any such changes that affect ākonga and/or learning and delivery activities are included in published programme information and/or notified to all ākonga and kaimahi affected by the change.
- (4) The electronic version of Te Kawa Maiororo is the approved version and is available on Te Pūkenga [and business division](#) websites.



Part 2: Enrolment

General

Te Pūkenga aims to enable broad access to its learning and delivery and is committed to providing barrier-free access and enrolment processes to all ākonga, and in particular to Māori, Pacific, Disabled, and other priority equity groups. Part 2 of Te Kawa Maiororo covers work-based and provider-based learning for all ākonga, domestic and international.

2A: Enquiries, Information, and Identity Verification

This section applies to all ākonga enrolling or intending to enrol in Te Pūkenga.

2.1. Information

- (1) Te Pūkenga provides prospective ākonga with complete and accurate information, to help them make well-informed decisions about study and training, including:
 - a. Programme information;
 - b. Training agreements and/or Programme Regulations;
 - c. Fees and course-related costs;
 - d. Delivery mode(s);
 - e. Entry requirements and selection processes;
 - f. Additional programme requirements where applicable, e.g., Police vetting; Ministry of Justice checks, drug testing; health checks;
 - g. Opportunities for recognition of prior knowledge and skills;
 - h. Ākonga support services;
 - i. Further education or training pathways and employment options;
 - j. How to withdraw from or defer study or take a leave of absence from a training agreement, including financial and other implications;
 - k. Additional information as stated in the [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021 \(Education Code of Practice\)](#) and/or the [Code of Good Practice for New Zealand Apprenticeships 2023](#).

2.2. Application and Enrolment Support

- (1) Te Pūkenga is committed to an enrolment process that is timely, equitable, and characterised by good communication, and provides prospective ākonga with appropriate support through the application and enrolment processes.

2.3. Advice about Recognition of Knowledge and Skills

- (1) At the time ākonga apply, Te Pūkenga provides information on how knowledge and skills previously gained in formal and informal settings may be recognised, how to apply for recognition of knowledge and skills, and the recognition process.



2.4. Verification of Identity and Eligibility

- (1) Te Pūkenga verifies ākonga identity and eligibility in accordance with current Tertiary Education Commission (TEC) Funding Conditions¹.
- (2) Ākonga who have changed their name provide one or more of the following as applicable:
 - a. Marriage Certificate or Civil Union Certificate
 - b. Dissolution of Marriage Certificate
 - c. Name Change Certificate (for ākonga whose births are not registered in New Zealand)
 - d. Statutory Declaration as issued by the Registrar of Births, Deaths, and Marriages
 - e. Birth Certificate

2B: Work-based Learning

This section is for ākonga, including apprentices, whose principal learning activity is in a workplace and covered by a training agreement. 'Employer' includes volunteer organisations, contracting organisations, and owner-operators, where permitted by the TEC. For Domestic provider-based learning, refer to 2C-2E. For International, refer to 2F.

2.5. Training Agreement

- (1) The training agreement serves as an application for formal work-based learning.
- (2) The three-way training agreement is between and signed by ākonga, Te Pūkenga, and:
 - a. the employer, if ākonga is employed by the employer; or
 - b. the relevant contracting organisation, if ākonga is self-employed in a contract for service with that organisation; or
 - c. the relevant volunteer organisation, if ākonga is a volunteer with that organisation.
- (3) Ākonga meet applicable programme entry requirements.
- (4) Ākonga are required to be accurate and truthful in their training agreement and supporting documentation.
- (5) Ākonga who are only 15 years of age when they sign the training agreement need an [Early Leaving Exemption \(ELX\)](#) from the Ministry of Education.

2.6. Fees for Work-based Learning

- (1) Training agreements specify which party/parties are required to pay any applicable fees.
- (2) Where fees apply to a training agreement, the payer specified in the training agreement is responsible for the payment of fees and is invoiced according to the terms of the training agreement.
- (3) Additional payment terms and conditions may apply.

2.7. Ākonga nō Tāwāhi (International Learners) in Work-based Learning

- (1) Ākonga nō tāwāhi who meet Immigration New Zealand visa requirements, including those eligible for a Non-Domestic Learner Exemption (NDLE), may be eligible for work-based learning.

¹ Refer Funding Conditions Catalogue for current year on [TEC website](#)



- (2) Ākonga nō tāwāhi hold a valid work visa for the duration of their programme.
- (3) Ākonga nō tāwāhi meet programme entry requirements including English language requirements where applicable.
- (4) Where the work visa specifies the workplace, ākonga arrange a Variation of Condition if their employer changes.

2.8. Withdrawal from or Cancellation of Training Agreements

- (1) Ākonga may withdraw from their training agreement or the training agreement may be cancelled by the employer, contracting or volunteer organisation, or Te Pūkenga. Open dialogue between all parties is encouraged where withdrawal or cancellation of a training agreement is being considered by any party. Te Pūkenga recognises that, in some cases, withdrawal may be the appropriate option.
- (2) The initiating party notifies the other parties in writing of their intention to withdraw or cancel.
- (3) If an employment, contracting, or volunteer agreement ceases for any reasons, the employer, contracting, or volunteer organisation notifies Te Pūkenga promptly. In accordance with TEC rules, Te Pūkenga allows ākonga time to find another job before cancelling the training agreement.
- (4) Refunds follow the terms, conditions, and timeframes set out in the training agreement.

2C: Provider-based Learning Application for Ākonga nō Aotearoa

This section is about the application process for ākonga nō Aotearoa (domestic learners) in provider-based study. For work-based learning, refer to 2B. For Ākonga nō tāwāhi, refer to 2F.

2.9. Admission and Entry Requirements

- (1) Admission and entry requirements include general admission requirements, English language requirements, and any additional requirements as set out in the programme regulations.
- (2) General admission provisions include:
 - a. Open Entry – no academic achievement is required.
 - b. Standard Admission – ākonga meet the requirements detailed in the programme regulations.
 - c. Discretionary Admission - Any ākonga who is not yet 20 years of age and has not reached the Standard Admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on ākonga level of preparedness for their intended programme.
 - d. Special Admission - Any ākonga who is 20 years of age or older and has not reached the Standard Admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with ākonga to ensure they are prepared for their intended programme.
- (3) Ākonga for whom English, te reo Māori, or New Zealand Sign Language is not a first language provide acceptable evidence that they have the necessary English language proficiency.
- (4) Additional entry and selection criteria may apply and are identified in the programme regulations.



- (5) When ākonga with a history of repeated enrolments followed by withdrawal, non-completion, or unsuccessful completion apply to enrol, Te Pūkenga works with them to ensure that their intended study has a reasonable chance of success, or an alternative enrolment option may be proposed (refer to 2.12) or the application may be declined (refer to 2.22).

2.10. Application Documentation

- (1) Ākonga provide a complete and accurate application and all necessary supporting evidence and documentation. Providing incomplete or inaccurate information or evidence may result in an application being declined or enrolment being cancelled.
- (2) The following types of evidence may be required:
 - a. Previous qualifications (e.g., qualification certificate or academic record)
 - b. Police Vetting application form
 - c. Children’s Act Safety Check
 - d. Ministry of Justice Criminal Conviction History Request application
 - e. References or referee contact details
 - f. Health declaration
 - g. Criminal declaration
 - h. Any other programme-specific requirements
- (3) Te Pūkenga verifies ākonga identity as specified in 2.4.

2.11. Ākonga under 16 Years of Age

- (1) Applications from ākonga who are 15 years old on the programme start date require an Early Leaving Exemption from the Ministry of Education and the support of a parent/guardian/caregiver.
- (2) To accept an application from ākonga who are 15 years old, the delegated authority confirms that such ākonga are capable of successfully completing the intended programme.
- (3) Ākonga applying for a Secondary Tertiary Partnership (STP) Arrangement, e.g., STAR, Trades Academy, Vocational Pathways, and other youth pathway initiatives, require support from their secondary school principal and do not need an Early Leaving Exemption certificate.
- (4) Applications for enrolment from ākonga under 15 years of age require a 3-way agreement between the ākonga, their school, and Te Pūkenga, and the approval of the delegated authority.

2.12. Alternative Enrolment Options

- (1) If ākonga do not meet the entry requirements for their intended programme, Te Pūkenga may offer alternative pathways or programmes. Ākonga need to meet the entry requirements of the alternative programme (refer to 2.9).
- (2) If their intended programme is full or becomes unavailable, Te Pūkenga advises ākonga if the intended programme or course(s) within a programme is available at another location or in another delivery mode. If ākonga agree, they confirm in writing and Te Pūkenga assists them to transfer or modify their application.



2.13. Limits on Enrolments and Waitlisting

- (1) Limits on enrolments may be applied to a programme due to health and safety reasons or the availability of resourcing or work experience places.
- (2) If the number of applications for a programme exceeds the number of available places, ākonga are offered the opportunity to enrol at another location or by another delivery mode, or be placed on a waitlist, subject to programme regulations.
- (3) Waitlisting takes place at the application stage and is clearly communicated to ākonga. While the default waitlisting prioritisation is the order in which complete applications are received, in recognition of Te Pūkenga commitment to inclusiveness and equity, preference may be given to priority equity groups in accordance with s255(4)(b) of the Education and Training Act 2020.

2.14. Application Acknowledgement and Offer of Place

- (1) Te Pūkenga acknowledges receipt of applications as soon as possible and advises ākonga promptly and clearly about the outcome of their application.
- (2) If successful, ākonga are sent an Offer of Place (or confirmation) for their programme.
- (3) As soon as practicable, ākonga are provided with key information on their programme, including:
 - a. Key programme dates
 - b. Date(s) for withdrawal without financial implications
 - c. Date(s) for withdrawal without implications for ākonga academic record
 - d. Tuition fees, ākonga services levies, payment options and due dates, and information about any course-related costs
 - e. Provisional timetable information
 - f. Links to information required for compliance with the Education Code of Practice.
- (4) If information is not available at the time of application, Te Pūkenga follows up with the remaining information as soon as practicable so that ākonga are well-informed before the programme start date.

2D: Provider-based Learning Enrolment for Ākonga nō Aotearoa

This section is about enrolment and payment for ākonga nō Aotearoa (domestic learners) in provider-based learning. For work-based learning, refer to 2B. For ākonga nō tāwāhi, refer to 2F.

2.15. Acceptance of Offer

- (1) To be enrolled into their intended programme, ākonga accept the Offer of Place in writing (e.g., text, email, signature, as applicable) by the specified due date or their place may be offered to waitlisted ākonga.

2.16. Payment for Provider-based Learning

- (1) Ākonga are liable for all fees related to their enrolment unless a fee waiver has been approved by the Regional ~~Finance Executive~~ Director or their delegated authority.
- (2) By confirming their intention to study, ākonga undertake to pay or make arrangements to pay (e.g., by applying for StudyLink) their tuition fees, course-related costs, and any other applicable fees in full prior to the programme start date.



- (3) Ākonga follow the procedures relating to fees and resolving issues in relation to fees as set out in the relevant Fees & Refunds procedures.

2.17. Late Enrolment

- (1) Ākonga can be accepted for late enrolment by the delegated authority up to ten working days or 10 per cent of the course duration (whichever is the lesser). In making the decision, a desire to be flexible is balanced against the likelihood of ākonga success following late enrolment.
- (2) To be accepted for late enrolment, ākonga need to have completed the application and enrolment process and paid any fees.
- (3) Ākonga are advised of the implications of a late start and confirm in writing that they have been advised:
 - a. of course requirements, expectations, and any other relevant information applicable to a late start; and
 - b. that the regular withdrawal date applies and ākonga are not entitled to a refund if they withdraw after this date.

2.18. Transfer of Enrolment

- (1) Subject to availability, ākonga may transfer their enrolment between programmes; courses on a programme; campuses/sites; or delivery modes, normally within 10 working days of the new course/programme start date or 10 per cent of the course duration (whichever is the lesser) with the approval of the delegated authority.
- (2) Ākonga completes any additional documentation required to transfer, including meeting any differing entry requirements.
- (3) Ākonga are advised of the implications of a transfer and confirm in writing that they have been advised:
 - a. of course requirements, expectations, and any other relevant information applicable to the transfer; and
 - b. that the regular withdrawal deadline applies and ākonga are not entitled to a refund if they withdraw after this deadline.

2.19. Refusal or Cancellation of Enrolment

- (1) Te Pūkenga may refuse to enrol or may cancel the enrolment of ākonga in accordance with s255(5) of the Education and Training Act 2020. The delegated authority may refuse to enrol or may cancel the enrolment of ākonga who:
 - a. have breached any policies or regulations of Te Pūkenga or the conditions of their Training Agreement; or
 - b. have a history of unpaid debt with Te Pūkenga; or
 - c. have a history of repeated enrolments followed by withdrawal, non-completion, or unsuccessful completion.

2E: Provider-based Learning Withdrawals and Refunds for Ākonga nō Aotearoa



This section refers to the 'withdrawal period', which is normally the lesser of one month (30 days) from the start date or 10 per cent of the duration of a programme, or a course within the programme. Other withdrawal timeframes may apply, refer 2.26.

2.20. Advice for Ākonga on Implications of Withdrawal

- (1) Te Pūkenga advises ākonga contemplating withdrawal about possible consequences for loans and allowances, their academic record, and implications for those planning to enter professions governed by professional regulations. Wherever possible, support is provided to ākonga to avoid withdrawal. Te Pūkenga recognises that, in some cases, withdrawal may be the appropriate option.

2.21. No-show

- (1) If ākonga do not attend or otherwise engage within the withdrawal without penalty period (except waitlisted programmes) and do not respond to any communications, the delegated authority may cancel their enrolment.
- (2) For waitlisted courses or programmes, ākonga may be treated as a no-show on the third working day following the start date of the programme or course, or after three attempted contacts, to allow waitlisted ākonga to join the programme.
- (3) No academic record is created for no-show ākonga.
- (4) The tuition fees of ākonga who do not attend within the withdrawal period of their programme/course are refunded (if applicable) to the person or organisation that paid their fees.

2.22. Withdrawal within the Withdrawal Period

- (1) Ākonga may withdraw within the withdrawal period without financial or academic disadvantage.
- (2) If ākonga withdraw from their first-course enrolment(s) in a multi-course programme, the withdrawal request is assumed to also apply to the second and subsequent course enrolments, unless ākonga advise otherwise.

2.23. Withdrawal after the Withdrawal Period

- (1) If ākonga withdraw after the withdrawal period, they are not entitled to any refund, unless they can prove to the delegated authority that they were affected by exceptional circumstances (refer to 2.27).
- (2) If ākonga withdraw after the withdrawal period, a 'Withdrawn' (WD) grade is recorded on their academic record.

2.24. Withdrawal after 80 per cent of Course Duration

- (1) If ākonga withdraw after 80 per cent of the course duration, a Did Not Complete (DNC) grade is recorded on their academic record.
- (2) If ākonga cease to attend or participate and cannot be contacted, a Did Not Complete grade is recorded for the relevant courses.



2.25. Withdrawal by Te Pūkenga of Disengaged Ākonga

- (1) Where ākonga have disengaged after the withdrawal period and have not responded to reasonable attempts to contact them, the delegated authority may treat their non-engagement as a withdrawal and withdraw them on their behalf.
- (2) Te Pūkenga makes at least three attempts to contact ākonga who have disengaged before withdrawing their enrolment.
- (3) Te Pūkenga notifies ākonga in writing that their enrolment has been withdrawn on their behalf and advises the person or organisation that paid the fees. Ākonga remain liable for fees except with the approval of the delegated authority.
- (4) Ākonga receive Withdrawn grades or Did Not Complete grades, as applicable (refer to 2.23 and 2.24).

2.26. Other Withdrawals

- (1) For distance online courses or programmes, the withdrawal period may be up to 28 days.
- (2) Ākonga enrolled in a short course may withdraw without financial penalty until the start date.
- (3) Ākonga enrolled in a micro-credential may withdraw without financial penalty until 10 per cent of the course duration, and without academic penalty until 80 per cent of the course duration.
- (4) If enrolled ākonga withdraw after attending a workshop or accessing/engaging in online resources that form part of a funded micro-credential or full cost recovery course, they are not entitled to any refund.

2.27. Withdrawal due to Exceptional Circumstances

- (1) If ākonga withdraw or are withdrawn on their behalf (refer to 2.25) and believe they have been affected by exceptional circumstances (i.e., circumstances beyond their control), they may apply for exceptional circumstances consideration using the [business division exceptional circumstances process](#).
- (2) ~~Under the Ākonga Appeals Policy, if~~ ākonga are dissatisfied with the decision, they may appeal the decision ~~as set out in the Ākonga Appeals Policy~~ [following business division appeals procedures](#).

2F: Provider-based Learning for Ākonga nō Tāwāhi

In this section, 'ākonga nō tāwāhi' means an International Student as defined in the Education and Training Act 2020 (section 10) and refers to ākonga nō tāwāhi enrolled in provider-based learning. For ākonga nō tāwāhi in work-based learning, refer to 2B: Work-based learning.

2.28. Ākonga nō Tāwāhi Application and Offer of Place

- (1) Te Pūkenga assesses applications from ākonga nō tāwāhi or their agents in accordance with Te Pūkenga general and programme regulations, including English language requirements, Education Code of Practice guidelines, and Immigration New Zealand requirements.
- (2) Te Pūkenga may accept ākonga nō tāwāhi between 16 and 18 years of age subject to the approval of their parent, caregiver, or guardian and an assessment of ākonga support systems, in addition to the other assessment criteria stated above.



- (3) Exemptions from proof of English language proficiency criteria comply with NZQA rules.
- (4) If ākongā nō tāwāhi meet the relevant requirements, an international Offer of Place is provided to the ākongā and/or their agent, as applicable.
- (5) The international Offer of Place and accompanying information covers:
 - a. English language requirements
 - b. tuition and other fees (fees may be indicative at the time the Offer of Place is made)
 - c. ākongā nō tāwāhi withdrawal regulations (refer to 2.30)
 - d. breaches of enrolment conditions and disciplinary action and the process to be followed in these circumstances
 - e. key programme dates
 - f. homestay and other accommodation options
 - g. insurance
 - h. other information required for compliance with the Education Code of Practice.

2.29. Acceptance of Offer of Place and Enrolment

- (1) Ākongā accept their Offer of Place. Payment of the specified tuition fee is considered acceptance of the Offer of Place.
- (2) Where ākongā nō tāwāhi are under 18, their parent, guardian, or other caregiver accept the Offer of Place on their behalf.
- (3) To be fully enrolled, ākongā nō tāwāhi provide evidence of receipt of an appropriate visa and of meeting the terms of that visa.

2.30. Ākongā nō Tāwāhi Transfers and Withdrawals

- (1) Ākongā nō tāwāhi may transfer their enrolment as specified in 2.18. In this case, ākongā on a Student Visa must apply for a Variation of Condition.
- (2) If ākongā nō tāwāhi request withdrawal, Te Pūkenga responds promptly, fairly, consistently, and in accordance with Education Code of Practice guidelines.
- (3) Ākongā nō tāwāhi who withdraw before their programme start date are entitled to a full refund of fees paid, minus an administration fee. The administration fee varies in relation to the proximity to the start date and is advised on the Offer of Place.
- (4) If ākongā nō tāwāhi withdraw after the programme start date, no refund is payable by Te Pūkenga, unless ākongā can provide evidence they were subject to exceptional circumstances beyond their control (refer to 2.27).
- (5) New ākongā nō tāwāhi who are not granted a visa by Immigration New Zealand receive a full refund of fees paid, minus an administration fee.
- (6) Returning ākongā nō tāwāhi who are not granted a subsequent visa by Immigration New Zealand on the basis of poor attendance, a breach of academic integrity, unsatisfactory academic performance, and/or late submission of visa application may receive a partial refund, minus an administration fee. The delegated authority decides the amount to be refunded (if any). The agent commission is not refunded.
- (7) Where Te Pūkenga withdraws an Offer of Place or is unable to provide the programme and there is no suitable alternative, the person or organisation that paid the fees receives a full refund.
- (8) Refunds are not paid for any Te Pūkenga discounts, scholarships, or awards where ākongā nō tāwāhi withdraw from a programme.
- (9) If ākongā nō tāwāhi withdraw because they believe that they have been affected by exceptional circumstances beyond their control, and can provide evidence of this, they



- may apply for a refund of their tuition fees. Tuition fees for a programme or course that has already started are seldom not refunded. The agent commission is not refunded.
- (10) Ākonga nō tāwāhi who gain Permanent Residency after the programme start date are not eligible for a refund for courses they have already started. Domestic fees and charges apply to courses that they have not yet started and Te Pūkenga refunds the fee difference, minus agent commission.
 - (11) Ākonga nō tāwāhi with a valid work visa who are enrolled in provider-based courses are subject to the withdrawal and refund regulations of the relevant enrolment contract.
 - (12) Where ākonga nō tāwāhi are due a refund, the funds are paid to the account from which the fees were paid. The refund is denominated in New Zealand dollars, or the equivalent of the New Zealand dollar amount converted into foreign currency at the current exchange rate.
 - (13) Te Pūkenga is not liable for any exchange rate loss or bank fees charged upon repayment of a refund.
 - (14) Te Pūkenga may cancel or refuse the enrolment of ākonga nō tāwāhi as specified in 2.19.

2G: Programme Approval, Changes, and Cancellation

This section relates to programmes and courses offered by Te Pūkenga.

2.31. Programme Approval Pending

- (1) The following applies to all ākonga:
 - a. Ākonga may apply for programmes pending approval from the relevant regulatory and funding bodies; however, enrolments are only accepted into the programme after it has been approved.
 - b. Where an existing programme is replaced by a new version programme or a new programme, Te Pūkenga gives ākonga appropriate advice and assistance either to complete their current programme or, where appropriate, to transition to the new programme, in accordance with the new programme regulations.
- (2) The following applies to ākonga in provider-based learning:
 - a. Ākonga applying for a programme for which regulatory approval is pending are informed of the pending status and assisted to submit an expression of interest and/or an application.
 - b. As soon as the new programme becomes available, the expression of interest and/or application is transferred promptly to the new programme.
 - i. Where ākonga submitted an expression of interest only, Te Pūkenga assists them to submit an application.
 - ii. Where ākonga submitted an application, if the application meets the entry requirements, ākonga are sent the appropriate Offer of Place.
- (3) If regulatory approval is not achieved before the intended programme start date(s), Te Pūkenga provides ākonga with information on alternative programmes, dates, or locations.

2.32. Cancellation or Postponement of a Programme or course

- (1) Te Pūkenga may cancel or postpone a programme or course. Cancellation decisions are made by the delegated authority as early as possible to enable ākonga to make informed choices. Cancellation of programmes in which ākonga nō tāwāhi are enrolled must be discussed with the delegated authority prior to action.



- (2) As far as is practically possible, Te Pūkenga avoids cancelling or making other significant changes to an advertised programme or course less than two weeks before it starts (or five working days for short courses).
- (3) Te Pūkenga assists affected ākonga with other options, including, where appropriate, transferring their application to another offering, mode of delivery, employer, or campus/site, subject to any additional requirements specific to the alternative offering.
- (4) Te Pūkenga advises and assists ākonga nō tāwāhi when changes to offerings affect their visa status.
- (5) Te Pūkenga notifies Immigration New Zealand when programme changes affect ākonga nō tāwāhi.
- (6) Ākonga unable to enrol in an alternative course or programme offered by Te Pūkenga are provided with a full refund to the account that paid their fees.

2.33. Change to Published Date or Time

- (1) Te Pūkenga may reschedule the published date or time of a course or programme where there is a genuine need to do so, e.g., unavailability of kaiako, rooms, equipment, or placements.
- (2) Where dates/times of a course or programme are altered, Te Pūkenga contacts all enrolled ākonga as soon as practically possible to inform them of the change.



Part 3: Recognising Prior Knowledge and Skills

General

Recognising prior knowledge and skills (RPKS) allows credit to be granted towards a qualification, programme, micro-credential, course, or standard, where ākonga have already acquired, and can demonstrate, current relevant skills and/or knowledge.

3.1. Recognising Prior Knowledge and Skills

- (1) Te Pūkenga recognises prior knowledge and skills through Credit Recognition and Transfer (CRT) which includes Credit Transfer, Cross Credit, Recognition of Prior Learning, and Advanced Standing processes.
- (2) Ākonga are supported to provide evidence of their prior knowledge and skills relevant to the qualification they seek to achieve. Evidence may come from formal or self-directed study, workplace, community, or marae-based learning or experience, hobbies, or participation in rangahau and research.
- (3) There are no limits on the number of credits that may be granted towards a qualification or programme from RPKS unless otherwise stated in the programme regulations.
- (4) Where restrictions for credits are imposed, e.g., by legislative, industry and regulatory body requirements, they must be based on specific, documented, and clear academic, legal or industry requirements.

3.2. Applying for RPKS

- (1) Ākonga are encouraged and supported to apply for RPKS either before the beginning of their intended programme or at any appropriate stage thereafter by completing the published forms and following relevant process.
- (2) RPKS may be undertaken in te reo Māori. Assessment of such an application is undertaken and/or supported by a te reo Māori capable assessor.
- (3) Decisions throughout the RPKS process are timely, transparent, robust, consistent, and defensible. The focus is for the maximum benefit of ākonga and to ensure that the quality, integrity, cohesion and standing of qualifications is upheld.
- (4) The RPKS assessment process may incur fees, and these are detailed in RPKS information.

3.3. Awarding Credit

- (1) Learning credited through RPKS has the same value as formal learning. Credit is recorded based on Te Pūkenga grade table, with the previous grade carried forward for any Cross Credit or Credit Transfer, and the Pass (P) grade given where a grade cannot be stated.
- (2) Assessment standards that are recognised through RPKS are awarded a CT grade.

3.4. Appealing Decisions

- (1) Where credit is not awarded, either in total or in part, clear reasons for the decision are recorded. [Under the Ākonga Appeals Policy](#), Ākonga have the right to appeal the outcome or decision of an RPKS process following the [business division appeals](#) procedures ~~set out in the Ākonga Appeals Policy~~.



3.5. Records

- (1) Records of all RPKS applications, the resulting assessment outcome, and any appeal decisions are kept along with other ākonga records, in accordance with relevant legislation, NZQA rules, [Te Pūkenga business division](#) policy, and/or general disposal authority.

Part 4: Programme Regulations

General

Every Te Pūkenga programme leading to a qualification or micro-credential is supported by an approved programme document, including programme regulations, and programme and course information. Programme regulations outline the programme structure and direction, and requirements for entry, progress, completion, and award.

4.1. Transition

- (1) Programme regulations for Te Pūkenga unified programmes set out the requirements from entry to award.
- (2) Detailed requirements for legacy programmes may be located in programme regulations or in other programme information available in legacy systems.
- (3) Work-based learning requirements may be set out in the training agreement and/or programme information.
- (4) In all cases, full information on requirements is provided and easily accessible to ākonga.

4.2. Programme Regulations

- (1) Te Kawa Maiooro provides the minimum expected requirements for ākonga and kaimahi. Programme regulations may set specific requirements, e.g., for entry, require credits in specific subjects such as science, or higher requirements than Te Kawa Maiooro to meet the expectations and requirements of an external regulatory or standard setting body.
- (2) Programmes may include exceptions to, or restrictions on, provisions in Te Kawa Maiooro, e.g., limits on RPKS. Any such exceptions or restrictions are clearly stated in approved programme regulations and/or relevant programme information, e.g., programme handbook or course outline.
- (3) Where a higher standard is set or restrictions or exceptions apply, the programme regulations override the provisions in Te Kawa Maiooro.
- (4) Ākonga are enrolled and complete under the programme regulations in place when they first enrol, except where change is required by an external regulatory or standard setting body. In such cases, Te Pūkenga works with ākonga to ensure they are aware of the changes being made, the impact on their programme, and to ensure they are not disadvantaged by the change. All changes, discussions, and agreements are notified to ākonga in writing.



Part 5: Learning, Teaching, and Training

General

Te Pūkenga aims to provide learning environments that help ākonga reach their full potential, empower them to be active in their own learning, and ensure they have access to the resources, and learning and pastoral supports necessary for their success.

5.1. Participation and Engagement

- (1) Ākonga are expected to comply with their programme regulations and/or the conditions of their training agreement and participate in all learning activities that are part of their programme or course.
- (2) Participation requirements, including any attendance requirements, are set out in the programme and/or course information provided to ākonga at the start of their programme or course.
- (3) Where attendance is specified as a condition of a visa (for ākonga nō tāwāhi) or a requirement of an enrolment contract or training agreement, ākonga must notify ~~Te Pūkenga~~ [their business division](#) or their learning advisor of any absence or non-participation.

5.2. Progress

- (1) Te Pūkenga provides ākonga with timely, sufficient, and constructive feedback on their progress and connects ākonga with the appropriate supports where needed.
- (2) Ākonga who have passed at least half of the courses in which they were enrolled in a year are considered to have made satisfactory progress and may proceed with their programme as set out in the programme regulations.
- (3) Ākonga in provider-based learning who have not passed at least half of the courses in which they were enrolled, or who repeat a course and again do not pass are considered to have made unsatisfactory progress.
- (4) Where ākonga in provider-based learning make unsatisfactory progress, they may be withdrawn from their programme and declined re-enrolment.
- (5) Ākonga who have had their enrolment withdrawn or reenrolment declined and who wish to reenrol apply to the delegated authority prior to the programme or course start date. To be approved, they must satisfy the delegated authority that they have a reasonable chance of success. Te Pūkenga may put conditions or limitations on the reenrolment to ensure the ākonga has a reasonable chance of success.
- (6) Ākonga who repeat a course and do not pass may not enrol for a third time, except with the permission of the delegated authority. Where a third enrolment in a course is allowed, Te Pūkenga may put conditions on the reenrolment to ensure the ākonga has a reasonable chance of success.
- (7) Te Pūkenga aims to assist postgraduate ākonga to complete their studies by arranging extensions where appropriate and with the approval of the delegated authority. If this is not possible, a Did Not Complete grade is recorded.

5.3. Standards of Behaviour



- (1) To ensure a safe, inclusive, equitable, and effective learning environment, Te Pūkenga sets out the standards of behaviour in ākonga codes of conduct. The expectations in the codes of conduct apply to ākonga when they are on campus, when they are undertaking Te Pūkenga learning or social activities off-campus or online, and when they are representing or engaging with Te Pūkenga in the community or on social media. Ākonga in work-based learning comply with their employer's expected codes of conduct when in the workplace.
- (2) Unacceptable behaviours include:
 - a. Breaking any New Zealand laws
 - b. Any form of violence or threat of violence
 - c. Any form of harassment, bullying or discrimination (including on social media)
 - d. Endangering yourself or others
 - e. Being intoxicated or under the influence of drugs on Te Pūkenga premises or when involved in activities organised by Te Pūkenga (formal or informal)
 - f. Smoking (including vaping) on any Te Pūkenga campus
 - g. Showing disrespect for people's personal, social, and cultural differences
 - h. Showing disrespect for the needs, rights, and freedoms of others
 - i. Engaging in dishonest academic practices (e.g., cheating or plagiarism)
 - j. Misusing technology, software, hardware, or communication systems provided by Te Pūkenga
 - k. Vandalism or other misuse/abuse of Te Pūkenga facilities and buildings
 - l. Disruptive or disrespectful behaviour in class that interferes with the ability of Te Pūkenga kaiako to provide a safe and respectful learning environment for all ākonga.
- (3) Breaches of conduct and unacceptable behaviours are dealt with confidentially, fairly, and in a culturally appropriate manner in accordance with the relevant policy and procedures.
- (4) Under the Ākonga Appeals Policy, ākonga may appeal a breach of conduct decision following the business division appeals procedures ~~set out in the Ākonga Appeals Policy.~~

5.4. Concerns and Complaints

- (1) Te Pūkenga takes ākonga concerns and complaints seriously and is committed to providing ākonga with access to fair, effective, and culturally appropriate procedures for raising and resolving issues.
- (2) The process for raising and resolving concerns and complaints is set out in the Ākonga Concerns and Complaints Policy.

5.5. Appeals

- (1) Under the Ākonga Appeals Policy, ākonga may appeal a decision, academic, non-academic, or disciplinary, that affects their study if:
 - a. They have followed all relevant procedures to resolve the issue, and
 - b. Additional information has become available since the decision was made or
 - c. There is evidence of a flaw in the process followed
- (2) The process for appealing a decision is set out in the business division appeals procedures ~~Ākonga Appeals Policy.~~



Part 6: Rangahau and Research

General

Te Pūkenga is committed to providing ākonga engaged in rangahau or research with appropriate guidance, supervision, and support.

6.1. Rangahau and Research

- (1) Where ākonga undertake rangahau or research as part of their learning activities, they obtain ethics approval if required following the relevant ethics approval process.
- (2) Ākonga engaged in rangahau or research are entitled to appropriately qualified and experienced supervision and academic mentorship that supports them academically, culturally, and pastorally.
- (3) Ākonga own the output and intellectual property arising from their rangahau or research unless there is an agreement to the contrary.
- (4) Ākonga undertaking rangahau or research have access to resources including library resources, statistical advice, support in te reo Māori as required, additional specialist software, and subject matter expertise as required to support their progress and completion.
- (5) Where needed and guided by their supervisors/mentors, ākonga undertake with relevant iwi stakeholders a consultation process that aligns with the kaupapa and methodology of their project.
- (6) Ākonga engaged in rangahau or research are expected to comply with policies, procedures and processes relating to rangahau and research.



Part 7: Assessment

General

Assessment provides information for ākonga and kaiako about ākonga learning progress; provides evidence of the achievement of learning outcomes and standards outcomes and requirements; and contributes to the attainment of competencies identified in graduate profiles.

7.1. Assessment Information

- (1) Te Pūkenga provides ākonga with assessment information at the start of their course or work-based learning programme; where appropriate, information includes the number, types, and weightings of assessment, assessment requirements, conditions, and expectations, assessment dates, criteria for success, and how to access further assessment and appeal provisions.
- (2) No changes may be made to summative assessment requirements and conditions after the course or training agreement start date unless approved by the delegated authority and notified in writing to all affected ākonga.
- (3) It is the responsibility of ~~each~~ ākonga to ensure they are familiar and comply with all assessment requirements and conditions for their course or work-based learning programme.
- (4) Ākonga must attempt and submit all summative assessment items within the timeframe or by the due date indicated in the course outline unless an extension has been granted (refer to 7.5 Variations to Assessment).

7.2. Assessment in te reo Māori

- (1) Except where assessments require English or other language capability, Te Pūkenga supports ākonga to submit or undertake their assessment in te reo Māori. Other exceptions may apply, must be approved by the delegated authority, and indicated in the programme documentation and course outline.
- (2) Marking or grading of an assessment in te reo Māori is undertaken or supported by a te reo Māori capable assessor.

7.3. Supported Assessment

- (1) To ensure equitable assessment opportunities, Te Pūkenga makes alternative supported assessment arrangements for ākonga with particular needs, e.g., cultural or disability, wherever possible. Ākonga discuss their needs ahead of time with their kaiako or learning advisor and the relevant ākonga services unit (e.g., ākonga Māori and ākonga nō Te Moana-nui-a-Kiwa support, accessibility/ ākonga Whai Kaha support). Supported assessment arrangements may include:
 - a. Adapted learning materials and assessments that enable fair and valid assessment, do not affect the integrity of the assessment, and meet the same learning outcomes
 - b. Additional assessment time as necessary for a fair assessment to take place
 - c. The services of a reader and/or writer
 - d. New Zealand sign language communicators and interpreters



- e. Assistive technology
- f. Specialised equipment and furniture
- g. Alternative dates, spaces, and/or times for participating in assessment activity.

7.4. Conduct of Examinations

- (1) Where examinations are subject to regulations set by external agencies, the examinations must be conducted according to the relevant regulations.
- (2) In all cases, examinations are conducted under conditions that are fair, equitable, and ensure academic integrity.

7.5. Variations to Assessment

Variations to assessment are provided to support ākonga needs and circumstances², where needed. Kaiako and ākonga work together to determine the appropriate support or variation for their particular needs or circumstances. Variations to assessment are approved by the delegated authority.

- (1) Due Date Extensions
 - a. Ākonga who anticipate difficulty in submitting assessments by the due time and date may request an extension. The extension must be agreed to prior to the assessment due date.
 - b. The kaimahi or kaiako with responsibility for the relevant course has the authority to approve extensions that are within the course dates.
 - c. Extensions that fall outside of the course end date can only be approved by the delegated authority.
- (2) Alternative arrangements
 - a. Ākonga who have a particular need, e.g., a temporary or permanent disability or impairment, or an exceptional circumstance may request alternative arrangements.
 - b. Alternative arrangements enable fair and valid assessment without affecting the integrity of the assessment and may include an alternative assessment that meets the same learning outcomes, or an alternative time and/or location.
 - c. Requests for alternative arrangements should be made at least two weeks prior to the assessment date or due date.
- (3) Resits or resubmission of assessment tasks
 - a. Unless otherwise indicated in the programme regulations or unit standard assessment conditions, and if appropriate for the programme level and assessment type, ākonga who have attempted and failed an in-course assessment task are allowed one resubmission or resit of the assessment task.
 - b. A request for a resit or resubmission is made to relevant kamahi no later than five working days after the marked assessment has been returned to the ākonga.
 - c. Unless otherwise indicated, the maximum mark or grade available for a resubmission or resit is the minimum pass mark or grade.
 - d. Any fees, restrictions, or limitations on resits or resubmissions of assessment are detailed in the programme regulations or programme handbook, and, where appropriate, in the relevant course outline.

² This provision is to support ākonga who may need additional time, alternative arrangements, or who have failed their assessment and wish to request a resit or resubmission opportunity. Ākonga impacted by exceptional circumstances (e.g., illness, injury, bereavement) should apply for an Assessment Concession (refer 7.6).



- (4) If ākonga submit an assessment after the due date and/or time without an approved extension, the assessor may:
 - a. Mark the assessment and apply a penalty to the mark for each day the assessment is late; or,
 - b. After discussion with the programme manager, not accept the assessment and assign a Not Passed (NP) or equivalent failing grade.
- (5) If ākonga do not attempt or submit an assessment by the due date and/or time without an approved extension, the assessor assigns a Not Passed (NP) or equivalent failing grade.
- (6) Penalties for late submission of assessment are documented in the programme information and communicated to ākonga.

7.6. Assessment Concession

- (1) Assessment concessions do not apply to ākonga in work-based learning covered by a training agreement. Ākonga who are affected by circumstances or situations beyond their control discuss and agree any variations required with their learning advisor.
- (2) Ākonga in provider-based learning who are unable to complete a summative assessment or whose performance in or preparation for the assessment is affected by any circumstance or situation which could not have been reasonably prevented, e.g., illness, injury, bereavement, family crisis, or other unpredictable events, are eligible to apply for an assessment concession for impaired performance.
- (3) Assessment concessions may include any of the variations set out in provision 7.5 or an Aegrotat.
- (4) Where alternative arrangements are approved as an assessment concession, the mark given is the true mark the ākonga achieves for the assessment task.
- (5) Assessment concession decisions are made using the relevant-business division procedures and approved by the delegated authority.
- (6) Any programme-specific restrictions or limitations on assessment concessions are detailed in the programme regulations, programme handbook, and, where appropriate, in the relevant course outline.

7.7. Academic Integrity

- (1) Te Pūkenga requires ākonga to be honest and act with integrity in their learning and assessments. Ākonga are required to:
 - a. present their own original work for assessment
 - b. acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising, and the rearranging of, another person's words or idea/s
 - c. not cheat in tests or examinations
 - d. ensure they follow all instructions and the correct procedures (e.g., no use of mobile phones or personal electronic devices)
 - e. not collude on assessments with other ākonga
 - f. collaborate only as permitted
 - g. not over- or misrepresent the individual contributions of members of any group assignment
 - h. not knowingly help others to cheat



- i. not present another person's assessment as their own (this includes purchased and AI-generated assessments)
 - j. not act or behave in a way that prevents others from completing their assessments
 - k. keep written and electronic work secure to prevent others from accessing and copying work.
- (2) Any exceptions to the above are clearly stated in the information and requirements for the course.
 - (3) By enrolling at Te Pūkenga, ākonga agree to their work being reviewed by various means to confirm an assessment is their own work. This includes the use of similarity detection software.
 - (4) Any breaches of academic integrity follow the process set out in the [academic Academic integrity Integrity policy Policy](#) and [business division](#) procedures.

7.8. Notification of Assessment Results

- (1) Te Pūkenga normally notifies summative assessment results to ākonga within 15 working days of the assessment due date, or, for ākonga in work-based learning covered by a training agreement, the submission date.
- (2) Marking of postgraduate assessments and large assessments, such as capstone projects, may require more time. In such cases, timeframes for the return of assessment results are indicated in the course outline or programme handbook.

7.9. Access to Marked Assessments

- (1) Ākonga are entitled to access to their written work submitted for assessment. Where assessed work is to be returned, time limits for collection may be set for individual programmes. Ākonga may view copies of their examinations but these are retained by Te Pūkenga. Any time or access limitations are set out in the programme information, e.g., programme handbook or course outline.

7.10. Moderation of Summative Assessments

- (1) Assessments are moderated in line with Te Pūkenga Moderation Policy [and business division procedures](#).

7.11. Retention of Assessment Evidence

- (1) Te Pūkenga complies with relevant legislation and NZQA rules on retention of assessment.
- (2) Te Pūkenga retains copies of marked assessment evidence for 12 months after the end of the course or training agreement unless a longer period is required by an external authority.
- (3) Once no longer required by Te Pūkenga or any external agency, assessment evidence is securely destroyed except where:
 - a. The assessment is subject to an appeal or a disciplinary procedure
 - b. The ākonga has given permission for the assessment to be held by Te Pūkenga.
- (4) Copies of ākonga assessment evidence may be retained by Te Pūkenga for moderation purposes.
- (5) Moderation materials, including ākonga assessment evidence, are retained by Te Pūkenga for a period of no less than seven years.



7.12. Approval of Final Course and Programme Results and Outcomes

- (1) Final results and outcomes for courses and programmes are approved through the relevant procedures.
- (2) Course and programme decisions are based on ākonga performance in the summative assessment tasks in the course and the overall achievement across all courses in a programme.

7.13. Notification of Final Course or Programme Outcomes

- (1) Final course and programme outcomes are normally provided to ākonga within 15 working days of the end date of the course or programme. Any exceptions to the return of outcomes timeframe are specified in the course outline or programme handbook, or approved by the delegated authority and ākonga are notified in writing.

7.14. Reassessment Opportunities

- (1) Ākonga in work-based learning covered by a training agreement work with their learning advisor on reassessment opportunities where needed.
- (2) Unless otherwise specified in the programme regulations, ākonga who gain a failing grade in a course with a mark of 40% or more, or have failed to achieve all learning outcomes or meet all competency-based assessment requirements, are provided with one opportunity to undertake a reassessment of the course at the discretion of the relevant programme committee.
- (3) Ākonga are advised of the reassessment opportunity within one week of the final grade being known to kaiako and before the results are finalized.
- (4) The reassessment takes place within one month of the course end date under an approved extension as in provision 7.5(1).c.
- (5) Ākonga passing the reassessment gain the minimum grade available as a pass for the course.
- (6) Any programme-specific restrictions or limitations on reassessment opportunities are detailed in the programme regulations, programme handbook, and, where appropriate, in the relevant course outline.

7.15. Grading

- (1) The following tables set out the grades that are used for assessments and courses at Te Pūkenga
- (2) TRANSITION ARRANGEMENTS:
 - a. Legacy programmes continue to use their approved grade tables as set out in programme information.
 - b. Te Pūkenga unified programmes use Te Pūkenga grades as set out in the following tables.

7.16. Assessment Grades

- (1) The following tables set out the grades that are used for assessments within a course:



- a. Courses using competency-based assessment: In courses with competency-based assessment, grades against an assessment or assessment standard are recorded as follows:

GRADE	DESCRIPTION
A	Achieved The ākonga has demonstrated competency in the assessment.
N	Not Achieved The ākonga has not demonstrated competency in the assessment
CT	Credit Transfer The ākonga has completed the same assessment or assessment standard in another qualification or institution. In the case of an assessment standard, credit is not be reported to NZQA.
Exempt	Work-based Learning: Where an equivalent Assessment Standard is recognised by the programme and approved by WDC/NZQA

- b. Courses using competency-based assessment: In courses with competency-based assessment that recognises higher levels of performance, grades against an assessment or assessment standard are recorded as follows:

GRADE	DESCRIPTION
A	Achieved The ākonga has met the criteria of the assessment at a satisfactory performance level.
M	Achieved with Merit The ākonga has met the criteria of the assessment at a very good performance level.
E	Achieved with Excellence The ākonga has met the criteria of the assessment at an outstanding performance level.
N	Not Achieved The ākonga has attempted but not met the criteria of the assessment
CT	Credit Transfer The ākonga has completed the same assessment or unit standard in another qualification or institution. In the case of a unit standard, credit is not reported to NZQA.
Exempt	Work-based Learning: Where an equivalent Assessment Standard is recognised by the programme and approved by WDC/NZQA

- c. Courses using grade point marking for assessments: For each assessment in the course, a mark or a percentage is entered.

GRADE	MARK (%)	DESCRIPTION
A+	90 – 100	Pass
A	85- 89	Pass
A-	80 – 84	Pass



GRADE	MARK (%)	DESCRIPTION
B+	75 – 79	Pass
B	70 – 74	Pass
B-	65 – 69	Pass
C+	60 – 64	Pass
C	55 – 59	Pass
C-	50 – 54	Pass
D	40 – 49	Not Passed
E	0 – 39	Not Passed

7.17. Course Grades

- (1) The following tables set out the grades that are used for reporting final course achievement.
- a. Competency-based courses result in the following course grades:

GRADE	DESCRIPTION
A	Achieved
N	Not Achieved

- b. Competency-based courses: In competency-based courses that recognise higher levels of performance, the following course grades apply:

GRADE	DESCRIPTION
A	Achieved
M	Achieved with Merit
E	Achieved with Excellence
N	Not Achieved

- c. Other grades: Other grades that may be awarded for particular circumstances in competency-based courses:

GRADE	DESCRIPTION
P	Ungraded Pass – course credit awarded through an RPKS process or where a graded level of achievement cannot be applied (Unit standards recognised through RPKS are awarded a CT grade.)



GRADE	DESCRIPTION
DNC	Did not complete course, i.e., did not complete a compulsory requirement or formal withdrawal after 80% of the duration of the course or informal withdrawal at any time
WD	Withdrawn - Formal withdrawal after the no academic penalty period (10% of the duration of the course)
GP	Grade pending completion of assessment or course component beyond course end date with approved extension
AO	Met course attendance requirements

- d. Courses using grade point marking: In courses in which grades are allocated on a specified grade point level of achievement, grades are awarded as follows:

GRADE	MARK (%)	DESCRIPTION
A+	90 – 100	Pass
A	85- 89	Pass
A-	80 – 84	Pass
B+	75 – 79	Pass
B	70 – 74	Pass
B-	65 – 69	Pass
C+	60 – 64	Pass
C	55 – 59	Pass
C-	50 – 54	Pass
D	40 – 49	Not passed
E	0 – 39	Not passed

- e. Other grades that may be awarded for particular circumstances

GRADE	DESCRIPTION
P	Ungraded pass – may be used for the outcome of an RPKS process or anywhere a graded level of achievement cannot be applied
RP	Restricted pass – may be awarded instead of 'D' in the range 45%-49% to ākonga whose narrow fail has been compensated by good grades in their other courses in the same programme. Note: A course for which a Restricted Pass (RP) has been



GRADE	DESCRIPTION
	awarded is not normally accepted as meeting the prerequisite requirements for any other course.
NP	Not passed
AS	Advanced Standing - award of a block of approved prior learning credits to allow entry to a programme with exemptions
AEG	Aegrotat - successful outcome of an Assessment Concession process
DNC	Did Not Complete - where a compulsory element of a course is not submitted, or the ākonga formally withdrew after 80% or informally withdrew at any time.
GP	Grade Pending - ākonga has an approved extension to complete an agreed portion of work or assessment beyond the course end date.
WD	Withdrawn - Formal withdrawal after the no academic penalty period (10%).
AO	Attendance Only - met course attendance requirements

7.18. Reconsideration of Assessment Decisions

- (1) Ākonga who believe their mark or grade for an assessment is incorrect should first discuss this with their kaiako or learning advisor within five working days of the return of assessment.
- (2) The kaiako or learning advisor provides feedback to the ākonga to clarify why the grade or mark was awarded and may, if justified, amend the result.
- (3) If the ākonga still believes that the mark or grade is incorrect, they may apply for a reconsideration following the complaints process set out in Te Pūkenga Ākonga Concerns and Complaints Policy.
- (4) Reconsideration requests are investigated, and appropriate action decided by the delegated authority. Actions may include a recount, re-mark, reconsideration or review of evidence, reassessment, or no action. Reconsideration may lead to no change or to a raising of a grade or mark.

7.19. Reconsideration of Course Final Grade

- (1) Ākonga may request a reconsideration of their course final grade following the complaints process set out in Te Pūkenga Ākonga Concerns and Complaints Policy. There needs to be grounds for the reconsideration, e.g., an irregularity in the conduct of summative assessment or in the results reporting and approval process, and ākonga need to identify the grounds in their application.
- (2) Final grade reconsideration requests are investigated, and the appropriate action or outcome decided by the delegated authority. This may include a reconsideration of one or more assessment grades or assessment evidence, or amendment of the final grade.

7.20. Appeal of Reconsideration Decision



- (1) ~~Under the Ākonga Appeals Policy, if~~ ākonga do not agree with a reconsideration decision, they may appeal that decision following the business division appeals procedures ~~set out in the Ākonga Appeals Policy.~~



Part 8: Awards

General

Awards include Formal Awards, Micro-credentials, and Non-formal Awards.

8.1. Formal Awards

- (1) Formal Awards are for NZQA-approved qualifications. Te Pūkenga offers the following formal awards:
 - a. Doctoral Degree
 - b. Master's Degree
 - c. Postgraduate Diploma
 - d. Postgraduate Certificate
 - e. Bachelor Honours Degree
 - f. Graduate Diploma
 - g. Graduate Certificate
 - h. Bachelor's Degree
 - i. Diploma (Level 7)
 - j. New Zealand Diploma (Levels 5 – 7)
 - k. New Zealand Certificate (Levels 1 – 6)
 - l. Micro-credential

8.2. Non-formal Awards

- (1) Te Pūkenga offers a mix of assessed and non-assessed educational products or packages of learning that lead to the issuance of non-formal awards or recognition of achievement on successful completion. Te Pūkenga offers the following non-formal awards:
 - a. Digital Badges – validated electronic recognition of ākongā accomplishment and achievement of knowledge, skills, experience, or competencies.
 - b. Statement of Achievement or Certificate of Participation - given for Adult and Community Education (ACE) programmes, professional development or personal interest short courses, or other non-formal products.

8.3. Eligibility for Formal Awards

- (1) A formal qualification is awarded to ākongā who successfully complete the programme requirements.
- (2) Where completion of the programme leads to an award by another authority, the regulations of that authority apply.
- (3) Formal qualification completion and award is confirmed and conferred through the qualification completion procedures.
- (4) Ākongā who are awarded a formal qualification are eligible to receive their graduation certificate and record of learning/academic record upon confirmation and conferral. Ākongā can elect to have their graduation certificate mailed, picked up, or awarded at a graduation ceremony.



- (5) Ākonga with unpaid fees who are eligible for a formal award are eligible to have their award confirmed and conferred but their graduation certificate and record of learning/academic record is withheld until any outstanding fees have been paid.

8.4. Award of Merit, Distinction, or Honours

- (1) Merit and distinction may be awarded for Bachelor degrees, graduate certificates, graduate diplomas, postgraduate certificates, postgraduate diplomas, and Master degrees.
- (2) The programme regulations identify which degrees can be awarded with merit or distinction and the following criteria apply:
 - a. Merit is awarded for an overall credit weighted grade average in the B to B+ grade range (70 – 79%)
 - b. Distinction is awarded for an overall credit weighted grade average in the A- to A+ grade range (80-100%).
- (3) No Distinction or Merit is awarded for Doctoral programmes.
- (4) Where the programme regulations allow, a Master degree may be awarded with a level of Honours and the following criteria apply:
 - a. First class pass is awarded for a credit weighted grade average in the A- to A+ grade range (80-100%)
 - b. Second class pass is awarded for a credit weighted average in the B to B+ grade range (70-79%)
 - c. Pass is awarded for a credit weighted average in the C- to B- grade range (50-69%).

8.5. Graduation Certificates and Academic Records

- (1) Graduation certificates are issued in English and/or te reo Māori. In both cases, the name of the award being granted is printed as approved by NZQA.
- (2) The format and wording of the graduation certificates is set out in [Te Pūkenga business division Award Procedures](#).
- (3) The graduate's legal name, as recorded in Te Pūkenga records, appears on their graduation certificate and academic record.
- (4) Ākonga may apply for reissue of their graduation certificate or academic record.

8.6. Posthumous Awards

- (1) Te Pūkenga may award a qualification or otherwise recognise programme completion posthumously where ākonga have met all the requirements and are eligible for the award.
- (2) If ākonga have not met all the requirements of the award, Te Pūkenga may award the qualification or recognise completion posthumously where ākonga:
 - a. had completed at least 75% of the qualification; or
 - b. were in the final year of a degree and had been progressing successfully toward completing all requirements of the award.
- (3) Posthumous award decisions are made in discussion with whānau of the ākonga.
- (4) Posthumous awards are approved by the [Chief Executive of Te Pūkenga Regional Executive Director](#) on a case-by-case basis [and reported to Te Poari Akoranga via the business division academic committee report](#).



8.7. Granting of Honorary Degrees and Recognition Awards

(1) Honorary degrees and recognition awards may be granted by Te Pūkenga Council by business division academic committees under Te Pūkenga Council delegation as a mark of esteem and to recognise outstanding contributions to Te Pūkenga, business divisions, or the wider community as specified in the rules made by Council for the purpose of this provision business division rules or policy.

(2) Business divisions report the granting of any such honorary degrees and recognition awards to Te Poari Akoranga through their academic committee reports.

8.8. Cancellation of Awards

- (1) Te Pūkenga may refuse to confirm an award or may revoke an award if satisfied that
 - a. the requirements were not fully met
 - b. the award was affected by a learning integrity matter, serious breach or dishonest practice in relation to the award
 - c. ākonga made a materially untrue or misleading statement related to gaining the award.
- (2) Te Pūkenga may revoke any award conferred or issued in error.
- (3) Revoking an award is regarded as final and ākonga records are amended.
- (4) Cancellation of awards decisions are made by the Chief Executive of Te Pūkenga Regional Executive Director and reported to Te Poari Akoranga via the business division academic committee report.



Part 9: Graduation

General

All ākonga who have successfully met the requirements of and been confirmed for a Formal Award (refer to Awards, provision 8.1) by Te Pūkenga are eligible to celebrate the award of their qualification at a Te Pūkenga graduation event.

9.1. Graduation Events

- (1) Te Pūkenga graduation events are offered across the network following local traditions and practices and reflecting regional identity.
- (2) Graduation events may include:
 - a. Formal graduation ceremonies – offered on or off campus; academic dress required where appropriate. Cultural formal ceremonies for Māori and Pacific graduates are also offered.
 - b. Industry training graduations for work-based learning ākonga, hosted or co-hosted with local Councils or other organisations from across Aotearoa New Zealand.
 - c. Informal graduation celebrations for graduates of specific programmes, e.g., foundation and bridging programmes, English Language, etc.
- (3) Te Pūkenga graduation ~~schedules are~~ information is published available online.
- (4) Graduates register to attend a Te Pūkenga graduation event normally within two years of their award being conferred.

9.2. Academic Dress

- (1) Where applicable, graduates attending ~~a~~ Te Pūkenga graduation events wear the academic dress (regalia) associated with their award and/or as described in the Graduation business division graduation procedures.
- (2) Graduates may wear clothing or garments of honour from their own traditions, cultures, or countries, e.g., korowai, ta'ovala. Where academic dress is required, the clothing or garments of honour are worn over or under the academic dress.



Part 10: Glossary of Terms

Term	Description
Academic Integrity	Academic integrity is a belief in, and commitment to, the values of honesty, trust, fairness, respect, and courage in relation to learning, teaching, rangahau, research, and assessment.
Advanced Standing	Award of a set of pre-approved prior learning credits to allow entry to a programme with exemptions for identified courses.
Aegrotat	Successful outcome of an Assessment Concession process
Ākonga	<p>A (current, past, and future) domestic tertiary learner, international tertiary learner, or industry trainee or apprentice.</p> <p>A person= who is involved in learning and/or assessment (at an education and training provider or in the workplace, etc.).</p> <p>Alternatives: Ākonga Māori Māori learner Ākonga nō Aotearoa Domestic learner Ākonga nō tāwāhi International learner Ākonga nō Te Moana-nui-a-Kiwa Pacific learner Ākonga Whai Kaha Disabled learner</p>
Ākonga nō Aotearoa (Domestic learner)	Ākonga nō Aotearoa (domestic learner) is someone who is either a) a New Zealand citizen, b) the holder of a residence class visa, or c) required by the Minister or Gazette notice to be treated as if they are not an international student.
Ākonga nō tāwāhi (International learner)	Ākonga nō tāwāhi (international learner) means an International Student as defined in the Education and Training Act 2020 (section 10)
Appeal	A formal application to a higher authority for a decision to be reversed.
Apprentice	A person receiving New Zealand Apprenticeship training.
Apprenticeship training	<p>means a type of vocational education and training that—</p> <ol style="list-style-type: none"> is provided for a person who is working in an industry while undertaking training in that industry; and is provided wholly or partly at the person’s workplace, mainly by or on behalf of the person’s employer; and consists of a programme or training, or both, leading to a qualification in the skills of an industry that provides entry into an occupation in that industry.
Assessment standard	Unit standards and achievements standards listed on the Directory of Assessment Standards. Refer to NZQA website .
Assessor	A person who evaluates the assessment evidence presented by ākonga
Award	Award means a certificate, diploma, degree, or other qualification that is listed on the NZQF; or a certificate or other document granted in recognition of ākonga achievement and completion of a micro-credential or other package of learning.
Bachelor’s degree	A level 7 qualification with the purpose to provide individuals with systematic and coherent introduction to bodies of knowledge of a recognised major subject (or subjects in the case of a double degree or double major) as well as problem-solving and associated basic techniques of self-directed work and learning.



Term	Description
Graduation Certificate	A document that shows a qualification has been awarded to an individual ākonga.
Certificate of Proficiency	Not an award, but a funding mechanism which enables ākonga who do not intend to complete an approved programme to take individual courses from that programme or programmes.
Competence	The ability to apply particular knowledge, skills, attitudes, and values to the standard of performance required in specified contexts.
Complaint	An expression of dissatisfaction where the ākonga seeks some form of redress or change in a situation; where the ākonga considers that they have been directly or adversely impacted, which requires a formal process of resolution.
Components	Parts of a programme or micro-credential (or “short course”), which together make up a coherent arrangement of learning or training. Components are usually <u>courses</u> but may sometimes be called papers, units, modules, and skill or assessment standards.
Concern	A matter where it is likely that resolution can be obtained by direct, informal consultation with the people concerned. A situation where the ākonga considers appropriate standards have not been met but the impact on them has not been great.
Confirmed (award)	A committee confirms that all programme requirements have been successfully completed and the ākonga is eligible for award of the qualification
Conferred (award)	A qualification is formally awarded to an ākonga
Course	The smallest component of a programme that contributes credit towards an award (qualification or micro-credential). Refer also to “Components”
Credit	One credit represents a notional 10 hours of learning, practice, and assessment time with respect to the outcomes and contexts of a course or standard. One full-time year of study (1 EFTS) equates to 120 credits.
Credit Recognition and Transfer (CRT)	A process where credit for outcomes already achieved by an ākonga through formal study is recognised as credit for comparable outcomes in another qualification. Encompasses both Credit Transfer and Cross Credit.
Credit Transfer (CT)	Credit for previous formal learning passed at Te Pūkenga or at another educational institution.
Cross Credit (CC)	Credit at course or standard level for a course or standard awarded towards another programme at Te Pūkenga or another educational institution.
Delegated authority	Kaimahi who has been given the right to make decisions on specific matters by Te Poari Akoranga Te Pūkenga Academic Board
Delivery	The various aspects of a provided learning experience, including the content and context of the <u>programme</u> , resources, kaimahi, teaching and learning strategies and assessment activities.
Distance online	Delivery through an online learning management system [LMS] which may include webinars / virtual lectures (recorded or live), online tutorials and discussions (synchronous or asynchronous), individual and group work



Term	Description
Education Code of Practice	The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
EFTL	Equivalent full-time learner (EFTL) is a measure of the size or workload associated with a course, programme, or qualification. One EFTL unit is defined as the ākonga workload that would normally be carried out in a single academic year (12-month period) by an ākonga enrolled full-time, and generally equates to 120 credits. Replaced EFTS as the measure in 2023 TEC Funding Conditions
EFTS	Equivalent full-time student (EFTS) as above. Replaced by EFTL in 2023 TEC Funding Conditions
Formal Award	A Qualification or Micro-credential achieved on successful completion of a programme approved by NZQA.
Iwi	Extended kinship group or tribe or people. Often refers to a large group of people descended from a common ancestor and associated with a distinct territory.
Kaiako	Teacher or facilitator of learning
Kaimahi	Te Pūkenga staff member, includes kaiako, learning advisor (WBL), ākonga support, and allied services
Kaupapa	The purpose and goals of an organisation.
Kaupapa Māori	Initiatives, elements, or ideas, that reflect a Māori world view.
Learning Advisor	Te Pūkenga staff member employed to support ākonga undertaking an apprenticeship or work-based learning covered by a training agreement.
Legacy	Used to identify a programme or system or process developed and in use by individual business divisions of Te Pūkenga.
Level	The ten levels of the New Zealand Qualifications Framework . Levels are based on complexity, with Level 1 the least complex and Level 10 the most complex. All qualifications on the NZQF are assigned on the 10 levels.
Mātauranga	Knowledge
Mātauranga Māori	Māori knowledge in its widest and broadest terms and includes all aspects of Māori culture.
Micro-credential	A stand-alone education product intended to enable ākonga to access specific knowledge and skills in a cost-effective and time-efficient way. They are smaller than qualifications, with a tight focus on developing skills to meet the immediate needs of industry, employers, iwi and/or community.
New Zealand Record of Achievement	An individual ākonga transcript of unit standards and achievement standards credited and national qualifications completed, provided by NZQA from a national database (More details).
Notional Learning Hours	Notional learning hours comprise all planned learning activities leading toward the achievement of programme or qualification learning outcomes. Ten notional learning hours equals one credit.
NSI	National Student Index. The system maintained by the Ministry of Education that contains registration details for all ākonga known to the Ministry. The NSI assigns a lifetime identification number (NSN, National Student Number) to each ākonga.
NZQA	New Zealand Qualifications Authority
NZQCF	New Zealand Qualifications and Credentials Framework



Term	Description
Ohu Whakahaere	Subcommittees of Te Poari Akoranga Te Pūkenga Academic Board; each subcommittee has a specific focus which includes Ako, Appeals, Approvals, Quality, Ōritetanga , and Rangahau, Research, and Postgraduate.
Outcome	Refer to learning outcome .
Programme (of study)	A coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes, and assessment practices, and which leads to a qualification on the NZQF.
Provider-based Learning	Provider-based learning comprises learning mainly delivered on a campus or other educational setting, or online. It may include work-integrated learning
QMS	Quality Management System
Qualification	A certificate, diploma, or degree approved and accredited by NZQA and listed on the NZQF
Rangahau	Kaupapa Māori research that challenges the 'ordinary' or notion of normal that has been constructed by the dominant culture, and seeks to identify and uphold Māori views, solutions, and ways of knowing. It is about empowering Māori people, voice, processes, and knowledge.
Recognising Prior Knowledge and Skills (RPKS) Recognition of Prior Knowledge and Skills	Te Pūkenga overarching term for assessing and recognising prior knowledge, skills, and learning to award credit towards a qualification, course or standard. The credit may be from previously credited learning or non-credited learning. Recognising prior knowledge, skills, and learning and awarding credit is undertaken by evaluating ākongā skills and knowledge in relation to the graduate profile or other learning outcomes of a programme, component of learning, or assessment standard.
Recognition of Prior Learning (RPL)	A process of assessing and awarding credit at qualification, course, or standard level for learning which is current and relevant, regardless of where and how that learning has occurred, e.g., through self-directed study, workplace learning, life experience, hobbies, marae-based learning, within community wānanga or participation in rangahau projects.
Regional Executive Director	With respect to each business division, the Regional Executive Director is the business division lead. This includes the following roles: <ul style="list-style-type: none"> • Regional Executive Director • Workbased Learning Director/Executive Director • Open Polytechnic Executive Director • Operations Lead • Interim Operations Lead
Stakeholders	Individuals, groups, or organisations with an interest (or 'stake') in the outcome of a qualification.
Summative Assessment	Assessment activities that contribute to ākongā final results for a course. Summative assessment provides students with a specific measure of their achievement in relation to course learning outcomes. Successful completion of a summative assessment demonstrates that students have met the requirements for specific learning outcomes which may lead to progression and/or completion within the programme.
Te Kawa Maiorooro	Educational Regulatory Framework for Te Pūkenga



Term	Description
Te Poari Akoranga	Te Pūkenga Academic Board established by Te Pūkenga Council in accordance with Section 324(2) of the Education and Training Act 2020
TEC	Tertiary Education Commission (Go to the TEC website).
Training Agreement	An agreement between an employer, an employee, and Te Pūkenga that relates to the employee's receipt of, or provides for the employee to receive, vocational education and training (whether provided by the employer or some other person)
Transcript	A formal record of enrolment and/or achievement issued by an education or training provider.
Unified programme	A single programme delivered in multiple locations or delivery modes across the network.
Unit standard	A nationally registered, coherent set of learning outcome s and associated evidence requirements, together with technical and management information that supports delivery and assessment . All unit standards are registered on the Directory of Assessment Standards assigned a level and a credit value, and may contribute to the award of a qualification.
Withdrawal Period	The lesser of one month (30 days) from the start date or 10 per cent of the duration of a programme, or a course within the programme.
Work-Based Learning (WBL)	Work-based learning comprises varying proportions of on- and off-job learning developed via a partnership between the Employer, the Ākonga and Te Pūkenga. Work-based learning is normally covered by a Training Agreement.
Workforce Development Councils (WDC)	Six Workforce Development Councils (WDCs) provide skills leadership in New Zealand. Each WDC represents a set of related industries, with a WDC working within their industries to develop and maintain a strategic view of vocational skills and training. The key functions of WDCs are set out in section 366 of the Education and Training Act 2020 .
Work-Integrated Learning (WIL)	An umbrella term that describes a range of approaches that facilitate learning by connecting or integrating experiences across educational and workplace contexts in which feedback from clients and others from industry and community is integral to the experience.

Pūrongo Te Poari Akoranga | The Academic Board report

29 November 2024

Title	Te Ohu Whakahaere Rangahau Research and Postgraduate self-assessment 2024
Provided by	Fiona Beals (Co-Chair), and Annemarie Gillies (Co-Chair)
Author	Louise Courtney, Governance Advisor
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled “Te Ohu Whakahaere Rangahau Research and Postgraduate self-assessment 2024”; and
b)	Approves Te Ohu Whakahaere Rangahau Research and Postgraduate self-assessment 2024.

Te Tāhuhu Kōrero | Background

Te Ohu Rangahau Research and Postgraduate (Te Ohu) is a sub-committee of Te Poari Akoranga, the Academic Board of Te Pūkenga, established by Te Poari under delegation from Te Pūkenga Council. Its purpose is to:

- (a) Provide leadership in rangahau, research and innovation, and postgraduate activity, by having oversight of rangahau and research planning across Te Pūkenga business divisions, policy, funding and ethics.
- (b) Identify risks in the transition into regional divisions and ensure that as we transition that there are effective governance and operational supports and mechanisms in place to mitigate risks and provide assurance in research quality.
- (c) Identify, promote and enhance best practice rangahau, research, research capability and innovation, and postgraduate programme delivery including that relating that to research ethics across Te Pūkenga and that these are maintainable and sustainable at a regional level.
- (d) Receive and monitor annual research and postgraduate reports from regional centres and work-based learning providers, where appropriate.

Ngā Kōwhiringa me Te Tātaringa | Options and analysis

Delegations

Te Poari Akoranga may formally sub-delegate specific tasks and/or responsibilities to nominated groups, committees and/or ohu whakahaere. All sub-delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time. In sub-delegating authority, Te Poari Akoranga requires:

- i. Any policies related to the responsibilities are approved by Te Poari Akoranga;



- ii. Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through its reporting template.

The following table summarises the research sub-delegations which Te Ohu exercised during 2024.

Description	Details of exercise of delegation
To review and monitor the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research.	This was a sub-delegation until 27 September 2024. It was not exercised during 2024.
To review and monitor the revenue generated by Te Pūkenga in external research funding opportunities.	This was sub-delegated to Te Ohu at the 27 September 2024 meeting of Te Poari Akoranga. It has not been exercised.
To review and monitor rangahau and research capacity and capability across Te Pūkenga.	This sub-delegation has not been exercised in 2024.
To review and monitor the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions.	This sub-delegation has not been exercised in 2024.

Membership

At the start of 2024, there were 12 members of Te Ohu; Fiona Beals, Annemarie Gillies, Ruth Crawford, Tepora Emery, Suzanne Miller, Michael Shone, Jonathan Sibley, John Stansfield, Allen Hill, Louise Rummel, Waireti Roestenburg and Christine Cheyne. At its meeting on 28 March, Te Poari Akoranga appointed Jamie Smiler to Te Ohu. Ruth Crawford resigned on 6 March, Jonathan Sibley resigned on 1 April, Louise Rummel resigned on 11 November, and we received confirmation that John Stansfield was no longer employed at NorthTec on 7 November. There are now 9 members.

This is made up of eight members from former ITP business divisions, and one from the Te Pūkenga national office.

Attendance at meetings which achieved quorum (including e-meetings)

- 6 members attended 100% (4 meetings)
- 1 member attended 75% (3 meetings)
- 1 member attended 50% (2 meetings)
- 1 member attend 0% (0 meetings)
- 4 members, who resigned during the year, attended between 0% and 100% of the meetings prior to their resignation.

Hui

Te Ohu met four times in 2024. Meetings were scheduled in July and November that did not achieve quorum, while the meeting in July went ahead, with no formal decisions being made, the November meeting was cancelled.

Summary of activities

Changes to the role of Poari enabled Te Ohu to start 2024 with a full revision of its ToRs which re-positioned Te Ohu alongside Poari in the landscape of change, especially following the announcement of the next stage of reforms to the sector. This enabled Te Ohu to keep focused on its core business throughout 2024.

Summary of key achievements

Leadership in rangahau, research and innovation, and postgraduate activity

Te Ohu has had oversight of rangahau and research planning across Te Pūkenga business divisions, policy, funding and ethics through :

- Provided support for the revoking of the Code of Ethical Conduct for Use of Animals in Research submitted to the Ministry for Primary Industries (9 May)
- Supported submissions on the University and Science System Advisory Groups

Identifying risks in the transition into regional divisions

Te Ohu has initiated the Research Productivity and Compliance Risk Assessment Tool which has enabled the identification of risks (17 July). The Director of Rangahau and Research (Te Pūkenga) has used this tool in discussion with Regional Leads to enable the mitigation of risks and provide assurance in research quality as we devolve from a centralised model of vocational education and training.

Identifying, promoting and enhancing best practice rangahau, research, research capability and innovation, and postgraduate programme delivery

Including research ethics across Te Pūkenga and that these are maintainable and sustainable at a regional level. Te Ohu has:

- Reviewed and provided feedback on the Rangahau Research portion of the Bachelor of Midwifery programme (7 March)
- Reviewed Te Matarau Whānui and provided feedback on next steps (21 May)
- Reviewed goals set for the 2023 Statement of Performance Expectations (21 May)
- Provided support for the revoking of the Code of Ethical Conduct for Use of Animals in Research submitted to the Ministry for Primary Industries (9 May)

Receiving and monitoring annual research and postgraduate reports from regional centres and work-based learning providers

Te Ohu has reviewed and provided feedback on the 'Research Productivity and Compliance Risk Assessment Tool' (17 July).

Changes throughout the year

Over the year the following changes were made to the Terms of Reference:

- At its September meeting, Te Ohu incorporated changes its delegations from the Academic Delegations Register:
- from "To conduct research, with a focus on applied and technological research (section 315 of the Act). Teaching and learning is supported by research, evidence, and best practice (Charter, Schedule 13 of the Act)"



- to “To review and monitor:
 - the revenue generated by Te Pūkenga in external research funding opportunities the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research.
 - rangahau and research capacity and capability across Te Pūkenga.
 - the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions.”

Continuous improvement

An assessment against the 2024 continuous improvement plan is included in Appendix 1. Throughout the year, Te Ohu has identified the following areas for improvement, which have informed the 2025 continuous improvement plan in Appendix 2.

- Continual monitoring of research performance across business divisions including external research funding.

Proposed focus areas for 2025

- Continual monitoring of research performance across business divisions including external research funding.
- Create a 2024 workplan aligning capacity of the Rangahau and Research Director.

Review of the terms of reference

As a result of this self-assessment the terms of reference have been reviewed by staff, and a change is proposed to purpose area b) to reflect the pending change in structure.

- Current wording: “Identify risks in the transition into regional divisions and ensure that as we transition that there are effective governance and operational supports and mechanisms in place to mitigate risks and provide assurance in research quality.”
- Proposed wording: “Ensure that there are effective governance and operational supports and mechanisms in place to mitigate risks and provide assurance in research quality.”

Ngā Tāpiritanga | Appendices

Appendix 1: Assessment against 2024 continuous improvement plan

Appendix 2: 2025 continuous improvement plan

Appendix 3: Proposed changes to Terms of Reference



Continuous Quality Improvement Plan for 2024

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible	Status
1)	Consider appointing Director Rangahau and Research onto Ohu as Co-Chair	Stronger alignment between the purpose of Te Ohu, the ToRs and the operational plan of the Office of the Rangahau and Research Director	Poari to approve appointment	Feb 2024	Current chairs	Achieved. Director Rangahau and Research appointed to Ohu but not as co-chair. Te Ohu emphasised the importance of maintaining stability in leadership.
2)	Create a 2024 workplan aligning to the Office of the Rangahau and Research Director	Providing structure and guidance for Te Ohu 2024	Te Ohu to work with Rangahau & Research Director to create a governance plan that aligns with the Office's workplan	March 2024	Current chairs Rangahau and Research Director	Achieved. 2024 workplan developed in consultation with the Director Rangahau and Research.



DRAFT Continuous Quality Improvement Plan for 2025

Based on this report, identified areas for improvement, and proposed focus areas, describe the actions to be taken to address these.

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1)	Continual monitoring of research performance across business divisions including external research funding.	To provide Council transparency of the level of compliance and risk			



Te Ohu Whakahaere Rangahau, Research and Postgraduate Terms of Reference

Terms of Reference

1. Whakapapa | Background

- (a) In accordance with the Te Pūkenga Delegations Policy, Te Poari Akoranga (Te Poari) may establish any ohu whakahaere (sub- committees) as are deemed necessary for the efficient and effective operation of Te Poari and to make appointments to the same.
- (b) The Ohu Whakahaere (national subcommittees of Te Poari) will provide assurance and confidence that academic leadership is strengthened in its key area of focus.

2. Ngā Tikanga | Purpose / Scope

- (a) To provide leadership in rangahau, research and innovation, and postgraduate activity, by having oversight of rangahau and research planning across Te Pūkenga business divisions, policy, funding and ethics.
- (b) ~~Identify risks in the transition into regional divisions and ensure that there are effective governance and operational supports and mechanisms in place to mitigate risks and provide assurance in research quality.~~
Ensure that there are effective governance and operational supports and mechanisms in place to mitigate risks and provide assurance in research quality.
- (c) Identify, promote and enhance best practice rangahau, research, research capability and innovation, and postgraduate programme delivery including that relating that to research ethics across Te Pūkenga and that these are maintainable and sustainable at a regional level.
- (d) Receives and monitors annual research and postgraduate reports from regional centres and work-based learning providers, where appropriate.

3. Powers and Authority

- (a) In accordance with the Delegations Policy, Te Poari is granted the specific authorities listed below. All delegated authority must be exercised in accordance the purpose of Te Poari as set out in Section 3 of these Terms of Reference.

Ref	Subject	Description	Sub-delegation
6.	Research	To set and promote quality standards for research and approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.	To review and monitor: <ul style="list-style-type: none"> • the revenue generated by Te Pūkenga in external research funding opportunities • rangahau and research capacity and capability across Te Pūkenga. • the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions.



- (b) Te Poari delegates Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate (Te Ohu) to:
 - i) Review and monitor:
 - a. the revenue generated by Te Pūkenga in external research funding opportunities.
 - b. rangahau and research capacity and capability across Te Pūkenga
 - c. the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions
- (c) In line with the powers to sub-delegate in the table above, from time to time, Te Poari may formally sub-delegate specific tasks and/or responsibilities to nominated groups, committees and/or ohu whakahaere. In doing so, it requires:
 - i) Any policies related to the responsibilities are approved by Te Poari Akoranga;
 - ii) Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga.
 - iii) All formal sub-delegations will be included in the Academic Delegations Register which will be updated each time a power is sub-delegated.
- (d) All media and public comment should be considered in consultation with Te Pūkenga Council.
- (e) Any official information requests to Te Poari should be directed to the Official Information Act (OIA) team of Te Pūkenga.

4. Mematanga | Membership, Appointments and Eligibility Criteria

- (a) Appointments to Te Ohu will be made by Te Poari following an Expressions of Interest process carried out by Te Ohu. Appointments will comprise the following:
 - i) Pounuku Rangahau and Research (1 member)
 - ii) Research active staff members (including emerging and early career researchers) (3-7 members)
 - iii) Staff members from postgraduate programmes (1-3 member/s)
 - iv) Additional members may be co-opted to join if the appointed members feel that they do not have sufficient representation of skills or specialist criteria identified in Section 4. (c).

Two members of the ohu will be appointed/voted as co-chairs, one of whom will be the representative to Te Poari Akoranga.

- (b) Membership should reflect a broad skills-based approach and be drawn from both ITPs and ITOs as appropriate, ensuring rangahau and Pacific representation. The appointment of members will be based on the following core criteria:
 - i) commitment to rangahau and research quality with significant experience at the management of staff and student research functions at a senior management/executive level
 - ii) ability to apply both a local and global view to rangahau and research needs and strategic direction



- iii) authoritative and specialist knowledge, skills, and experience in the areas of applied and technological rangahau and research, with a demonstrable track record in industry/community partnered research and Kaupapa Māori research, a strong publication record in the areas of focus and the related methodologies Te Pūkenga is seeking to develop.
 - iv) members will be selected on the basis of commitment to rangahau and mātauranga Māori;
- (c) In addition to the criteria in Section 4. (c), the following specialist criteria may be applied when appointing members:
- i) Demonstrated knowledge and experience, and a commitment to Mātauranga Māori;
 - ii) Demonstrated knowledge and experience in addressing inequities in tertiary education provision related to gender, sexuality, age, disability, and ethnicity;
 - iii) Demonstrated innovation in ako (specifically teaching, learning and research) with up-to-date specialist knowledge, skills and experience in academic quality, programme development and delivery; and
 - iv) Broad sector and systems delivery knowledge and demonstrated experience, including work-based, work-integrated, distance, kanohi ki te kanohi, blended delivery and regional competencies and experience.
- (d) Members will be appointed for up to two years, with the option of renewal for one further year, to be made by Te Poari. Membership of Te Ohu may be revoked by either Te Poari or the appointed member at any time by giving four weeks' written notice in writing.
- i) These members may resign from Te Ohu at any time by notifying the Chair with a copy to the Governance Advisor.
 - ii) A member's appointment may be terminated at any time for good reason by the Te Poari Akoranga Chair. Good reason includes, but is not limited to, failure to attend more than two consecutive Te Ohu hui (without informing the Chair), and failure to act in accordance with the Code of Conduct.

5. Kōrama | Quorum and Hui | Meetings

- (a) A quorum shall consist of a majority of Te Ohu members. No business shall be transacted at a meeting in the absence of a quorum.
- (b) Te Ohu will meet regularly during an academic year.
 - i) Meetings may be conducted by teleconference, videoconference or in person.
 - a. If a hui is held in person, members will make reasonable efforts to attend in person.
 - b. If a member is not able to attend a hui in person, a teleconference or videoconference alternative will be provided where feasible.
 - ii) Te Ohu may also need to meet on an ad hoc basis to consider approvals requested and/or relevant matters, and/or if determined necessary by the Chair.
 - iii) Hui dates will be set annually by the Council Secretariat to align with other meetings on Te Pūkenga Governance calendar, and in consultation with members of Te Poari.



- (c) If a member is unable to attend a hui, they must provide the Chair with comments on the issues to be discussed in reasonable time prior to the hui. Members are not able to send a proxy or delegate to the hui in their place.
- (d) A Governance Advisor shall service Te Ohu meetings to provide secretariat support and resources.
 - i) Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. This would normally be a week prior to the date of the meeting but may be shorter as determined by the Chair.
 - ii) Minutes of the meetings shall be prepared, retained and distributed to Te Ohu members, management and external auditors, as well being made available to Te Poari Akoranga.
- (e) Te Pūkenga is named in Schedule 2 Part 2 of the [Local Government Official Information and Meetings Act 1987 \(LGOIMA\)](#) as a particular authority to which Part 7 of LGOIMA applies. As Te Ohu has been delegated authority to make decisions on behalf of Te Poari as outlined in Section 3, the following local authority meeting rules apply:
 - i) Hui are required to be open to the public unless Te Ohu resolves to exclude the public from the whole or any part of the meeting where good reason for withholding disclosure of information exists under Section 9 of the Official Information Act 1982.
 - ii) The date, time and place of Te Ohu hui must be publicly notified not more than 14 days and not less than five days before the end of the month prior.
 - iii) At least two working days prior to the hui any member of the public may inspect all agendas and associated reports circulated to members of Te Ohu relating to that hui, excluding reports that the Tumuaki | Chief Executive reasonably expects the hui to discuss with the public excluded.
 - iv) Where an item is not on the agenda for a meeting, that item may only be discussed at that meeting if:
 - a. Te Ohu resolves to discuss it and the Chair explains at the hui at a time when it is open to the public the reason why the item is not on the agenda, and the reason why the discussion of the item cannot be delayed until a subsequent hui; or
 - b. the item is a minor matter relating to the general business of Te Ohu; and the Chair explains at the beginning of the meeting, at a time when it is open to the public, that the item will be discussed at the meeting; but no resolution, decision, or recommendation may be made in respect of that item except to refer that item to a subsequent meeting for further discussion.
 - v) Members of the public have a right to inspect or receive copies of minutes of Te Ohu hui (except parts of a hui from which the public was excluded).

6. Responsibilities and duties

- (a) To exercise its powers and duties and oversee the areas outlined in section 3, Te Ohu members shall:
 - i) Review any papers prepared for Te Ohu, prepare adequately prior to each hui and participate actively in hui, contributing to actions when agreed.



- ii) Bring matters of significance to the attention of Te Ohu and use professional perspectives to undertake analysis or prepare advice as required.
 - iii) Contribute to the development of a forward work programme for Te Ohu.
 - iv) Maintain a broad knowledge of the issues and interests that relate to the operations of Te Ohu.
 - v) Consult with and consider advice from the three Advisory Committees to Council established under section 325 of the Act on significant matters relating to the strategic direction of Te Pūkenga which are relevant to those groups represented by each Advisory Committee.
 - vi) Comply with Te Pūkenga Council and Committees [Code of Conduct Policy](#)
- (b) In addition, the Chair of Te Ohu shall:
- i) consult with members to draft a forward work programme for Te Ohu, for agreement with Te Poari Chair;
 - ii) set agendas with the assistance of the Governance Advisor, and approve minutes;
 - iii) chair and facilitate hui, encouraging and modelling open communication where all members contribute effectively;
 - iv) manage any conflicts of interests for other members of Te Ohu, including deciding if a potential conflict exists and determining, with assistance from the Governance Advisor, what action is appropriate;
 - v) represent the Committee in any hui with Te Poari Akoranga and/or Chair as required;
 - vi) ensure that any requests for media and public comment and any official information requests made to the Committee are escalated to the Chair of Te Poari Akoranga; and
- (c) Members are required to declare any actual or perceived interests as per national policy and procedures. [Conflicts of Interest Policy](#)

7. Fees and allowances

- (a) No additional fees will be paid to employees of Te Pūkenga for their participation in Te Ohu as hui are anticipated to occur during normal working hours. Expenses related to Te Ohu should be included in each employee's usual expense cost centre.

8. Pūrongo | Reporting obligations

The Chair of Te Ohu will report to Te Poari using the Council's agenda framework on any delegations that have been exercised and the strategic and key issues that most concern Te Poari.

9. Accountability

Te Ohu shall:

- (a) self-assess its performance against these Terms of Reference on an annual basis. This self-assessment shall include feedback from Te Poari on its perspective on the performance of Te Ohu, as provided by the Chair of Te Poari.
- (b) confirm annually that all responsibilities outlined in these Terms of Reference have been carried out.



10. Review of the Terms of Reference

Te Poari shall, on an annual basis (or as otherwise necessary), review and, if appropriate, update these Terms of Reference for consideration and approval by Te Poari Akoranga.

Approved by the Te Poari Akoranga of Te Pūkenga on 28 March 2024

Kieran Hewitson

Te Poari Akoranga Co-Chair

Deborah Young

Te Poari Akoranga Co-Chair



Pūrongo Te Poari Akoranga | The Academic Board report

29 November 2024

Title	Te Ohu Whakahaere Approvals hui November 2024 – open
Provided by	Diane Lithgow, Chair, Te Ohu Whakahaere Approvals
Author	Louise Courtney, Governance Advisor
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled 'Te Ohu Whakahaere Approvals hui November 2024 – open;
b)	Approves Te Ohu Whakahaere Approvals self-assessment 2024;
c)	Notes that Te Ohu Whakahaere Approvals approved: <ul style="list-style-type: none"> • <i>New Zealand Qualifications Authority the New Zealand Apprenticeship in Commercial Hairdressing (Level 3-4), the leading to the award of:</i> <ul style="list-style-type: none"> – [2411] <i>New Zealand Certificate in Hairdressing (Level 3) and</i> – [2413] <i>New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4).</i> • <i>New Zealand Apprenticeship in in Distribution (Level 3-4) leading to the award of:</i> <ul style="list-style-type: none"> – [2573] <i>New Zealand Certificate in Distribution (Level 4).</i> <p>for submission to the New Zealand Qualifications Authority approval and accreditation, subject to the incorporation of feedback from Te Ohu Whakahaere Approvals.</p>
d)	Notes the resignation Doug Pouwhare, co-chair of Te Ohu Whakahaere Approvals.

Te Tāhuhu Kōrero | Background

Te Ohu Whakahaere Approvals (Te Ohu) met online via Microsoft Teams on 13 November 2024. There were no apologies for the hui, however, it noted the resignation of co-chair Doug Pouwhare due to the disestablishment of his role at ServiceIQ. Te Ohu considered the following items in the open portion of its meeting:

Self-Assessment 2024

Te Ohu is seeking approval of its self-assessment for 2024 highlighting the amount of work it had achieved. Te Ohu agreed to complete the details related to its Continuous Improvement Plan in 2025 once there was more clarity on the structure of Vocational Education.

Co-Chair

Te Ohu discussed whether it still required a co-chair following the resignation of co-chair Doug Pouwhare, and agreed to defer this matter until 2025.

Programme approvals

Te Ohu reviewed, provided feedback on, and approved the following programmes in its public



excluded session, and resolved that the resolutions be made public but that the report and discussion remain public excluded:

- New Zealand Qualifications Authority the New Zealand Apprenticeship in Commercial Hairdressing (Level 3-4), the leading to the award of:
 - [2411] New Zealand Certificate in Hairdressing (Level 3) and
 - [2413] New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4).
- New Zealand Apprenticeship in in Distribution (Level 3-4) leading to the award of:
- [2573] New Zealand Certificate in Distribution (Level 4).

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Ohu Whakahaere Approvals open agenda – 13 November 2024](#)

Appendix 2: Te Ohu Whakahaere Approvals Self-assessment 2024



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Ohu Whakahaere Approvals Report

13 November 2024

Title	Te Ohu Whakahaere Approvals self-assessment 2024
Provided by	Di Lithgow, Chair Te Ohu Whakahaere Approvals
Author	Louise Courtney, Governance Advisor
For	Recommendation to Te Poari Akoranga

Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Approvals:

a)	Receives the report titled 'Te Ohu Whakahaere Approvals self-assessment 2024';
b)	Provides feedback on the self-assessment report; and
c)	Recommends to Te Poari Akoranga that it approves the self-assessment report.

Te Tāhuhu Kōrero | Background

Te Ohu Whakahaere Approvals (Te Ohu) is a sub-committee of Te Poari Akoranga, the Academic Board of Te Pūkenga, established by Te Poari under delegation from Te Pūkenga Council. Its purpose is to:

- consider proposals for approval with a focus on equity, access, and participation to support a culture of equity and diversity where all learners and their whānau are included and valued;
- recommend to Te Poari Akoranga the approval of education and training packages (for example, programmes of study, and micro-credentials, or equivalent), and associated changes in accordance with approved delegations.

Ngā Kōwhiringa me Te Tātaringa | Options and analysis

Delegations

Te Poari Akoranga may formally sub-delegate specific tasks and/or responsibilities to nominated groups, committees and/or ohu whakahaere. All sub-delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time. In sub-delegating authority, Te Poari Akoranga requires:

- Any policies related to the responsibilities are approved by Te Poari Akoranga;
- Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through its reporting template.

Subject	Description	Details of exercise of delegation
Courses/ Programmes of Study (including work-based learning programmes)	To approve new Level 1-6 courses and programmes, review and approve changes to existing courses and programmes, and approve the withdrawal/closure	25 January - 2303 New Zealand Certificate in Contact Centres (Level 3) - 2552 New Zealand Diploma in Applied Science (Level 5)



Subject	Description	Details of exercise of delegation
	<p>or suspension of existing courses or programmes. To seek approval/accreditation of programmes by external bodies.</p>	<ul style="list-style-type: none"> - 2553 New Zealand Diploma in Applied Science (Level 6) <p>13 March</p> <ul style="list-style-type: none"> - 4225 New Zealand Certificate in Coachbuilding Level 3. - New Zealand Apprenticeship (Complex) in Coachbuilding (Level 3-4). - New Zealand Diploma in Veterinary Nursing Level 6. <p>19-22 April (e-meeting)</p> <ul style="list-style-type: none"> - New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4), which leads to the award of: <ul style="list-style-type: none"> o 2334 New Zealand Certificate in Forestry Operations with strand in Thin to Waste (Level 3); and o 2330 New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) with strand in Silviculture (Level 4). <p>5 June - 4825 New Zealand Certificate in Equine Racing (Assistant Trainer) (Level 4)</p> <p>15 August</p> <ul style="list-style-type: none"> - New Zealand Certificate in Electrical Equipment in Explosive Atmospheres (Level 4) - New Zealand Diploma in Information Technology (Technical Support) (Level 5) - New Zealand Diploma in Remedial Massage 2741 (Level 6) - New Site Delivery Accreditation <p>18 September</p> <ul style="list-style-type: none"> - NZ4373 New Zealand Certificate in Skills for Learning for work, for Supported Learners (Level 1) - NZ2630 New Zealand Certificate in Fashion (Level 4) - NZ4789 New Zealand Certificate Content Creation (Level 4) <p>1-3 October</p> <ul style="list-style-type: none"> - New Zealand Certificate in Reticulated Gas Pipelines (Level 4) with strands in: Metering and Pressure Control, and Polyethylene Pipeline Construction <ul style="list-style-type: none"> o 3591 New Zealand Certificate in Reticulated Gas Pipelines (Level 3); o 3593 New Zealand Certificate in Reticulated Gas Pipelines (Level 3-4); and o [3593] New Zealand Certificate in Reticulated Gas Pipelines (Level 4). <p>16 October 2024</p> <ul style="list-style-type: none"> - New Zealand Certificate in Kitchen Joinery (Level 4) with strands in Manufacture, and Installation (4301) - New Zealand Diploma in Aeronautical Engineering (Production Control) (Level 6) - New Zealand Certificate in Manufacturing (Level 3) - New Site Delivery application at EIT for New Zealand Certificate in Business <p>13 November 2024</p> <ul style="list-style-type: none"> - New Zealand Apprenticeship in Commercial Hairdressing (Level 3-4) - New Zealand Apprenticeship in in Distribution (Level 3-4) <p>Type 2 Changes</p> <p>5 June - 3563 New Zealand Certificate in Exercise (Level 4)</p>



Membership

At the start of 2024, there were 14 members of Te Ohu; Diane Lithgow, Doug Pouwhare, Kim Davies, Harry Leder, Liz McKenzie, Veraneeca Taiepa, Denise Williams, Shelley Wilson, Leoni Drew, Rose Marsters, Paul Neumann, Paula Simeon, Ginny Vincent, and Maggie Wells. Following the resignations of Shelley Wilson on 5 June, Paula Simeon on 26 July, Rose Marsters on 27 September, Ginny Vincent on 9 October, and Doug Pouwhare on 6 November, there are now 9 members. No further appointments have been made to Te Ohu in 2024.

This made up of five members from former ITP business divisions, and four from work-based learning business divisions, which provides an excellent depth of knowledge across Te Ohu.

Attendance at meetings which achieved quorum (including e-meetings)

- 2 members attended 100% (13 meetings)
- 1 member attended 92% (12 meetings)
- 1 member attended 85% (11 meetings)
- 1 member attended 77% (10 meetings)
- 2 members attended 69% (9 meetings)
- 1 member attended 46% (6 meetings)
- 1 member attended 31% (4 meetings)
- 4 members who resigned during the year attended between 40% and 57% of meetings during the time that they were a member.

Hui

Including the meeting at which this report is presented, Te Ohu has met thirteen times in 2024, including, three e-meetings. A meeting was scheduled in January but did not achieve quorum, so was rescheduled, and another lost quorum during the meeting with formal decisions for that part of the meeting being resolved in an e-meeting.

Summary of activities

Summary of approvals

Type	ITP		WBL	Total
	Levels 1-6	Level 7+	Levels 1-6	
New programmes	7	1	18	26
New qualifications			3	3
Unified programmes	1	1		2
Type 2 changes	1			1
Delivery site	2			2
Total	11	2	18	34



Process

For each programme that was submitted to Te Ohu, a critique document was made available for members to provide feedback on. This document was available to submitters up to a day prior to the meeting so they could address these recommendations at the meeting. Further feedback was usually also provided at the meeting. Sometimes Te Ohu requested to see the final documentation before it was submitted to the Te Pūkenga Quality team for submission to NZQA.

Other topics that Te Ohu considered include:

- Noted two Type 1 changes (15 August)

Changes throughout the year

Following the disestablishment of Te Pūkenga announced by the Minister for Tertiary Education and Skills in December 2023, quality assurance checks were no longer carried out by Te Pūkenga from March 2024. Throughout the year, this function has been picked up by the Local Academic Committees, or equivalent in WBLs.

Continuous improvement

An assessment against the 2024 continuous improvement plan is included in Appendix 1. Throughout the year, Te Ohu has identified the following areas for improvement, which have informed the 2024 continuous improvement plan in Appendix 2.

- The time which members have to review the documents before each meeting can be less than ideal due to late submission of documentation. To address this, each item for approval should have a clear lead in period and submission plan in place.
- More thought needs to go into increasing the evidence requirements for consultation with mana whenua - Iwi Hapū whānau.
- All Programme Approval and Accreditation (PAA) templates were unified into one template removing the requirement of a Programme of Industry Training (PIT) template. From July 2024, all Business Divisions used a Programme of Study (POS) PAA template for submission to NZQA.
- Te Ohu would like to receive reporting in future summarising the Requests For Information (RFIs) that come back from NZQA to enable learnings and improvements with future programmes being submitted.
- The workload for Te Ohu has been uneven throughout the year, and it would like more visibility of the schedule of programme approvals so that it can resource accordingly.

Proposed focus areas for 2025

- Receiving regular update on the status of programmes, once they have been approved by Te Ohu e.g. timeframes of submission, WDC endorsement, RFI requests, NZQA approval.
- Ensuring MCDM forms are part of the approval process.
- Providing to the re-establishment of the future structure of vocational education. Especially as the academic committees become more robust. Te Ohu should not have to have a large workload in terms of reviewing programme documentation.
- Ensuring consistency of PAAs across Te Pūkenga network.
- Ensure members advise of attendance at scheduled meeting, so quorum can be assured, or an alternative meeting can be arranged.



Review of the terms of reference

As a result of this self-assessment the terms of reference have been reviewed by staff, which recommends that no further changes are required at this time.

Ngā Tāpiritanga | Appendices

Appendix 1: Assessment against 2024 continuous improvement plan

Appendix 2: 2025 continuous improvement plan



Continuous Quality Improvement Plan for 2024

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible	Status
1.	Providing te ohu a regular update on the status of programmes, once they have been approved by te ohu e.g. timeframes of submission, WDC endorsement, RFI requests, NZQA approval.	Te ohu is provided a regular update of programme approval activity.	Request the QA team provide a regular update to te ohu as part of a regular agenda item.	To start 2024	Co-chairs will request from QA team.	Not achieved Due to the changes in staffing at the national office, this action was not able to be carried out.
2.	Having an overview and understanding of the Mātauranga Māori snapshot tool to provide assurance of the capability and resourcing of programmes	Te Ohu are familiar with the Mātauranga Māori snapshot tool, and gain confidence in understanding the embedding of Mātauranga Māori, thereby giving approval.	Arrange for a presentation of the Mātauranga Māori snapshot tool. Agree the steps of approval for te ohu re the embedding of mātauranga Māori.	To start 2024.	Co-chairs will work with Layelin Stewart to develop this capability across te ohu.	Not achieved Due to the changes in staffing at the national office, this action was not able to be carried out.
3.	Include oversight of Micro Credential development, this is currently developed and approved through the Business Divisions.	Oversight of all product (MC and programme) development and approval.	Working with the Ako Solutions Director in 2024 to develop a product development plan to provide visibility of when proposed products will be submitted to te ohu for approval.	To start 2024.	Co-chairs will work with the Ako Solutions Director to implement this over 2024.	Not achieved Due to the changes in staffing at the national office, this action was not able to be carried out.



Continuous Quality Improvement Plan for 2025

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1)	Receiving regular update on the status of programmes, once they have been approved by Te Ohu e.g. timeframes of submission, WDC endorsement, RFI requests, NZQA approval.				
2)	Ensuring MCDM forms are part of the approval process.				
3)	Providing to the re-establishment of the future structure of vocational education. Especially as the academic committees become more robust. Te Ohu should not have to have a large workload in terms of reviewing programme documentation.				
4)	Ensuring consistency of PAAs across Te Pūkenga network.				
5)	Ensure members advise of attendance at scheduled meeting, so quorum can be assured, or an alternative meeting can be arranged.				



Pūrongo Te Poari Akoranga | The Academic Board report

18 November 2024

Title	Te Ohu Whakahaere Appeals hui November 2024- open
Provided by	Adele McLean and Dell Raerino, Co-Chairs of Te Ohu Whakahaere Appeals
Author	Louise Courtney, Governance Advisor
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga (Te Poari):

a)	Receives the report titled 'Te Ohu Whakahaere Appeals hui November 2024 – open'; and
b)	Approves the update to Te Ohu Whakahaere Appeals self-assessment 2024

Te Tāhuhu Kōrero | Background

Te Ohu Whakahaere Appeals | Appeals Subcommittee (Te Ohu) met online via Microsoft Teams on 18 November 2024. An apology was received from Robyn McNaught for the meeting.

Te Ohu considered the following items:

Self-Assessment 2024

Te Ohu reviewed the self-assessment and noting that a new appeal had been received, so the appeals detail needed to be changed from 11 to 12 received for 2024. Te Ohu seek approval for its self-assessment.

Ākongā Appeals Policy

Te Ohu held a separate meeting to review the proposed changes to the Ākongā Appeals Policy (Policy) from Te Ohu Whakahaere Academic Quality. While Te Ohu agreed with many of the recommendations of Te Ohu Whakahaere Academic Quality, Te Ohu had further recommendations to add. The recommendations of both Ohu were then provided to Te Pūkenga Legal team for feedback. A full summary of the recommended changes to the Policy is being provided by Te Ohu Whakahaere Academic Quality to Te Poari Akoranga for approval.

Te Ohu note that if the revised Policy is approved, that the final day Te Ohu will receive appeals will be Friday 13 December. After that, the process will move to business divisions and the Regional Executive Directors.

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Ohu Whakahaere Appeals Open agenda – 18 November 2024](#)

Appendix 2: Te Ohu Whakahaere Appeals Self-Assessment 2024



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Ohu Whakahaere Appeals Report

18 November 2024

Title	Te Ohu Whakahaere Appeals self-assessment 2024
Provided by	Dell Raerino and Adele McLean, co-chairs Te Ohu Whakahaere Appeals
Author	Louise Courtney, Governance Advisor and Karen Kennedy, Appeals Officer
For	Recommendation to Te Poari Akoranga

Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Appeals:

a)	Receives the “Te Ohu Whakahaere Appeals Self-Assessment Report”
b)	Provides feedback on the self-assessment report; and
c)	Recommends to Te Poari Akoranga that it approves the self-assessment report.

Te Tāhuhu Kōrero | Background

The purpose and role of Te Ohu Whakahaere Appeals (Te Ohu) is a sub-committee of Te Poari Akoranga (Te Poari), the Academic Board of Te Pūkenga, established by Te Poari under delegation from Te Pūkenga Council. Its purpose is to:

- receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes);
- support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and
- if necessary, make recommendations about policies, procedures, or the provision of services.

Ngā Kōwhiringa me Te Tātaringa | Options and analysis

Delegations

Te Poari Akoranga may formally sub-delegate specific tasks and/or responsibilities to nominated groups, committees and/or ohu whakahaere. All sub-delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time. In sub-delegating authority, Te Poari Akoranga requires:

- Any policies related to the responsibilities are approved by Te Poari Akoranga;
- Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through its reporting template.



The following table summarises the sub-delegations which Te Ohu exercised during 2024:

Description	Details of exercise of delegation
Receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes)	<ul style="list-style-type: none"> Appeals received as at 18 November 2024, 12, including one transferred from 2023.
Support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals	<ul style="list-style-type: none"> Three completed inquiry panels. (as at 18 November). The other appeals received did not require further action. Key themes from actions upheld by Te Ohu related to business divisions not following their own processes or not being clear in their communications with ākonga as part of an appeals process. Key themes from actions no upheld by Te Ohu related to a lack of evidence to support the claim.
If necessary, make recommendations about policies, procedures, or the provision of services.	<ul style="list-style-type: none"> Reviewed governance function - role, responsibilities and parameters (17 April) Reviewed the Appeals application form (17 April) Reviewed inquiry process (3 July) Reviewed Register of Appeals 2024 (3 July) Reviewed National Ākonga Appeals Policy (18 November)

Membership

At the start of 2024, there were eight members of Te Ohu: Glynnis Brook, Marama Rawiri, Sue Crossan, Dell Raerino, Melanie Baynes, Lulu Lutui, Adele McLean, and Robyn McNaught. Following the resignations of Marama Rawiri on 21 February, Lulu Lutui on 3 July and Glynnis Brook on 19 July, there are now five members. No further appointments have been made to Te Ohu in 2024.

This is made up of four members from former ITP business divisions, and one from work-based learning business divisions.

Attendance at meetings which achieved quorum (including e-meetings)

- 4 members attended 100% (4 meetings)
- 1 member attended 75% (3 meetings)
- 3 members, who resigned during the year, attended 100% of meetings prior to their resignation.

Hui

In 2024, Te Ohu agreed to meet bi-monthly for governance matters, with operational meetings in the alternative months to review active appeals and engage in professional development. Including the meeting at which this report is presented, Te Ohu has met five times in 2024 for governance



matters and twice for operational matters. Te Ohu has met its quorum for each of its scheduled meetings.



Summary of Activities

Summary of key achievements

Evaluating the themes, patterns and outcomes

In relation to appeals and/or complaints arising within the network, Te Ohu has not provided advice to Te Poari Akoranga on Appeal policy and process, patterns, and themes, however, a permanent Appeals Officer was appointed at the end of 2023 and Te Ohu has received regular reports from them.

Overview of appeal and complaint activity and outcomes

Te Ohu has not received reports for the network appeals committees to ensure an overview of appeal and complaint activity and outcomes across the network.

Hearing and determining the outcome of an escalated appeal and/or complaint

The workload of several Te Ohu members mid-year was substantial due to the complex nature of a few of the Notice of Appeal applications received. The amount of work involved analysing and comprehending the applications and evidence to ensure a fair and equitable process for all parties is acknowledged. Te Ohu notes the additional pressure to the members' roles at their respective business divisions.

Changes throughout the year

Te Ohu noted its reducing membership and the impact on its ability and capacity to review appeals. This was raised with Te Poari at its July meeting where it supported a transition of responsibility to receive and assess appeals from Te Ohu to the Regional Executive Directors for the start of 2025. Regional Executive Directors would be the final appeal body before going to the Office of the Ombudsman.

Te Ohu provided feedback on the proposed transition back to business divisions, noting that policies and processes were not in place when Te Ohu was established making its ability initially to manage appeals difficult.

Changes have been proposed to the Ākongā Appeals Policy for Te Poari to receive, provide feedback on and approve at its November meeting.

Continuous improvement

- An assessment against the 2024 continuous improvement plan is included in Appendix 1.

Ngā Tāpiritanga | Appendices

Appendix 1: Assessment against 2024 continuous improvement plan



Continuous Quality Improvement Plan 2024

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Achieved/Not Achieved
1.	Review Governance function – role, responsibilities, and parameters.	Clear and well socialised principles, processes, and practices in respect of Governance.	Workshop of te ohu Developing up strategy Approval from Te Poari Akoranga	Mid-year 2024	Achieved. Governance and Operational matters discussed at separate meetings
2.	Develop a professional development plan for te ohu members specific to the needs for the mahi.	Consistent practice, sound knowledge in appeal processes, including legal as pertaining to appeals.	Identify needs. Develop a plan – time and detail specific. Implement plan. Evaluate.	End 2024	Not achieved. While the operational hui has been an opportunity to run targeted skills sessions, there has not been an opportunity to create professional development plans.

Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	Otago Polytechnic Academic Committee Report 10 September 2024
Provided by	Otago Polytechnic Academic Committee
Author	Caroline Terpstra, Director - Academic Excellence

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled “Otago Polytechnic Academic Committee Report 10 September 2024”;
b)	Notes that the Otago Polytechnic Academic Committee approved the following Type 2 changes: <ul style="list-style-type: none"> NZ2674 New Zealand Certificate in Horticulture Services (Level 4) (Amenity) NZ2863 New Zealand Certificate in Study and Career Preparation (Level 3) NZ2860 New Zealand Certificate in Study and Career Preparation (Level 4)
c)	Notes that the Otago Polytechnic Academic Committee approved the following Type 1 changes: <ul style="list-style-type: none"> New Zealand Certificate in Horticulture (Level 3) (Amenity) (Landscape). Bachelor of Applied Science
d)	Notes that the Otago Polytechnic Academic Committee approved one Certificate of Proficiency enrolment.

Whakarāpopototanga | Summary

Approvals

- The following Type 2 changes were approved:
 - NZ2674 New Zealand Certificate in Horticulture Services (Level 4) (Amenity).
Type 2 changes including updates to version of qualification, Programme Aim, Graduate Outcome 1, and two Amenity Graduate Outcomes (GO2, GO3), and Courses including change to credits, update aims, learning outcomes, update Indicative Content, EFTS, Learning Hours, and Transition Arrangements updated. Also title and data changes.
 - NZ2863 New Zealand Certificate in Study and Career Preparation (Level 3)
Change to title of qualification and programme of study.
 - Old title: New Zealand Certificate in Study and Career Preparation (Level 3)
 - New title: New Zealand Certificate in Study and Employment Pathway (Level 3)
Changes include Programme Aim, Amend wording of Programme Structure, correct ‘strand’ to ‘context’, add and delete Contexts available for delivery, Update Transition,



Update 6.3 Awards, and course summaries. Delete five courses not required for remaining contexts.

- NZ2860 New Zealand Certificate in Study and Career Preparation (Level 4)
Change to title of Qualification and Programme of Study.
Old (V1): New Zealand Certificate in Study and Career Preparation (Level 4)
New (V2): New Zealand Certificate in Study and Employment Pathways (Level 4)
Changes include Programme Aim, Contexts (removed Engineering, Travel and Tourism and add Information Technology), delete courses (end-dated) not required, and 6.3 Awards: update to make requirements explicit.

2. The following Type 1 changes to degree and sub-degree programmes were approved:

- New Zealand Certificate in Horticulture (Level 3) (Amenity) (Landscape)
Changes to align with Version 3 of the qualification
- Bachelor of Applied Science
Changes to course completion requirements

3. One Certificate of Proficiency enrolment was approved.

Other items

- The Committee noted the Educational Delivery Subcontract Agreement between Otago Polytechnic and AGC Training.
- The Committee received a report on activity from the Product Evaluation Panel

Aroturuki | Monitoring

No monitoring items were discussed at the meeting.

Ngā tino raru ka heipū mai | Key risks

No risks were discussed at the meeting.

Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	Ara Institute of Canterbury Komiti Akoranga Report 26 September 2024
Provided by	Ara Institute of Canterbury
Author	Deborah Young, Chair Komiti Akoranga

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled “Ara Institute of Canterbury Komiti Akoranga Report 26 September 2024”;
b)	Notes that Ara Komiti Akoranga approved: <ul style="list-style-type: none"> • Principles for Entry and Selection Processes for presentation to Ara Te Kāhui Manukura • 2024 Ara Graduate Alumni Survey Executive Summary Report • Ara Portfolio and Assurance Programme Change Report

Whakarāpopototanga | Summary

Approvals:

- Principles for Entry and Selection Processes for presentation to Ara Te Kāhui Manukura
The objective of this document is to define the principles and guidelines for selection processes conducted throughout the institute. These processes are applicable to programmes with regulatory body requirements or when the number of applications exceeds the available spots in the programme.
- 2024 Ara Graduate Alumni Survey Executive Summary Report
Key data points include a 10% increase in response rate, a 12% increase of alumni in employment, and a 20% increase in alumni earning over \$40,000.00 per year, compared to the previous year.
- Ara Portfolio and Assurance Programme Change Report including changes to three programmes
 - CH3730 Bachelor of Nursing
Changes to the clinical hours in line with the revised Nursing Council of New Zealand Nursing Education Programme Standards
 - NZ3422 New Zealand Certificate in Makeup and Skincare (Level 3)
Change to entry requirements to align with Ara’s standard Level 3 admission regulations
 - CH3700 Graduate Diploma in Laboratory Technology
Replacement of an elective course

Discussion Items:

Academic Policies:

- APP604 Consultative Networks
 - Policy is under review with more work required before Ara Komiti Akoranga approval.

Standing Reports Received:

Portfolio and Assurance Committee:

- Quality Management System and Assessment Storage Audit Action Plan Updates from three departments received and discussed
 - o Applied Sciences and Social Practice
 - o Creative Arts and Digital Information
 - o Engineering and Architectural Studies
- Consistency Review Outcomes from two programmes
 - o NZ2221 New Zealand Diploma in Primary Industry Business Management (Level 5)
Initially marked as Not Sufficient due to an error in supporting evidence. Correct evidence was provided, and the result was changed to Sufficient
 - o NZ2612 New Zealand Diploma in Engineering (Level 6)
Initially marked as Not Sufficient due to lack of evidence of graduates meeting the graduate profile outcomes. The department provided a detailed action plan and in-depth analysis report back to NZQA. Result was subsequently changed to Sufficient.
- Delegated Programme Approvals:
 - Te Waha Korero (Level 6) Micro credential
 - NZ2863 New Zealand Certificate in Study and Employment Pathways (Level 3)
 - NZ2860 New Zealand Certificate in Study and Employment Pathways (Level 4)

Rangahau Research and Postgraduate Committee:

- General discussion relating to research compliance levels across Ara

Equity and Pacific:

- Comprehensive review of the Disability Action Plan 2022-2024 is underway
- Pacific Cultural Capability Workshop to be run with Komiti Akoranga

General Business

Nil.

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation	Comments
Research Compliance	Research Activity by Programme report received outlined a	Loss of accreditation	Reviewing research approval processes to make	



	number of programmes not currently meeting research activity requirements.	resulting in inability to deliver.	research more accessible. Focussed support to high-risk areas. Continued support and monitoring of research activity levels.	
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Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	Academic Committee Report
Provided by	Primary ITO
Author	Ginny Vincent

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Poari Akoranga:

a)	Receives the report titled ‘Academic Committee Report’; and
b)	Notes the Academic Committee approved: <ul style="list-style-type: none"> • LCP – Vineyard Operations Level 3 • Development of Programme and Resources for EN Chem sector

Whakarāpopototanga | Summary

Approved

- Limited Credit Programme – Vineyard Operations Level 3
- Development of Programme and Resources for the Energy and Chemical industry

Discussed

- Issues with new seafood quals developed by Muka Tangata not fit for purpose for industry. Feedback has been given to Muka Tangata.
- CRM consultations
- Framework for Assessment in Native Language.
- Discussions continuing with NZQA regarding new sub-contracting requirements.
- NZQA rule changes
- Changes to programmes during implementation and the process for this.
- Micro credential reviews

Aroturuki | Monitoring

Nil at this time.

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation	Comments
Programme Approval for Sub-contracted Delivery	NZQA questioning sub-contracting of delivery for a new programme approval.	Unable to deliver new Equine programme but impacts could be wider across the network.	Working with NZQA to find a resolution.	This has now gone wider and includes other programmes.
Interim Rulings by Hanga Ara Rou holding up development	Clarification of US's taking time due to SMEs needing to be included. HAR have no solution at this stage.	Programme roll out has been stalled and will impact industry.	Working with HAR to support them.	

Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 NOVEMBER 2024

Title	NorthTec Academic Committee Report 14 November 2024
Provided by	NorthTec
Author	Joan Taylor, Academic Committee Co-Chair

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled NorthTec Academic Committee Report 14 November 2024
b)	Notes that the NorthTec Academic Committee approved: <ul style="list-style-type: none"> Type 2 Programme change to the Bachelor of Nursing Programme Granting of awards outlined in the Awards Report Changes to the Academic Statutes and Student Regulations for 2025 publication Changes to the Academic Committee Terms of Reference
c)	Notes that the NorthTec Academic Committee ratified: <ul style="list-style-type: none"> New Delivery Site Applications <ol style="list-style-type: none"> Southern Institute of Technology (SIT) to deliver NorthTec Programmes of Study, NZ Certificate in Study and Employment Pathways (Level 3) and NZ Certificate in Study and Employment Pathways (Level 4). NorthTec to deliver Eastern Institute of Technology's (EIT) programme of study, NZ Certificate in Horticulture (Level 3) (Fruit Production) Clinical/Fieldwork Access Agreements Other agreements
d)	Notes the Research and Ethics Committee Report 17 October 2024

Whakarāpopototanga | Summary

NEW DELIVERY SITES / ACCREDITATIONS

The Committee ratified the following New Delivery Site Applications

Business Division Programme Owner:	Requesting Business Division:	Programme Requested
NorthTec	Southern Institute of Technology (SIT)	NZ Certificate in Study and Employment Pathways (Level 3)

		NZ Certificate in Study and Employment Pathways (Level 4)
Eastern Institute of Technology (EIT)	NorthTec	NZ Certificate in Horticulture (Level 3) (Fruit Production)

Type 2 Programme Changes

The Committee approved Type 2 Programme changes to the Bachelor of Nursing, by reducing Clinical hours by 100 hours across the programme to align with Nursing Council changes to required hours from 1100 to 1000.

Other matters

The Committee received the following reports:

- Academic Quality Assurance Report
- Supplementary Assessors Report
- Research and Ethics Report
- Awards Report

The Committee ratified:

- Clinical/Fieldwork Access Agreements
- Other agreements

Awards Report

The Committee received the Qualifications Award Summary Report and confirmed the Certificate and Diploma requirements have been met. It approved the granting of the awards.

Aroturuki | Monitoring

No new monitoring requests. See Key Risks below for current monitoring by NZQA.

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation	Comments
NZQA Monitoring	NZ 1883 NZ Certificate in English Language (Academic) (Level 4)	Continued delivery of current programme	NZQA Approved action plan completed.	Action plan completed and closed.
NZQA monitoring	NZ 2992 Certificate in Health and Wellbeing (Social and Community Services) (Level 4).	Delivery of programme after current intake/cohort	NZQA approved action plan in place for rest of 2024.	Has been in process for 2024 intake. Monitoring to continue into semester 1 2025.



<p>NZQA Consistency Reviews</p>	<p>Concern raised at number of CR to date (8) with final outcome = insufficient (2) – 25%</p>	<p>Future delivery compromised</p>	<ul style="list-style-type: none"> • Resource now in place provided to support compilation of reports and presentations from individual departments/ programmes. • Participants (academic teams) encouraged to attend NZQA Consistency Review Workshops 	
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Ngā Tāpiritanga | Appendices

Appendix 1: Research and Ethics Committee Report

Appendix 1

Circulate to: Angie Dang, John Stansfield, Lorraine King, Lizzie Carroll-Thom, Lisette Buckle, Stella Campbell, Ripeka Walters, Aditi Agarwal, Katrina Goddard



RESEARCH COMMITTEE REPORT TO ACADEMIC COMMITTEE MEETING 14th November 2024

OPEN SECTION

PRESENT: Angie Dang (chair), Lisette Buckle, Aditi Agarwal, Anne Clubb

MEETING: 17 October 2024

APOLOGIES: Lorraine King

IN ATTENDANCE: Melissa Robins (minutes)

ITEMS DISCUSSED:

- Action points from last hui were reviewed. Highlighted response from finance about budgets and roll-over of research funding isn't an option. Also, Meri and Max's report was circulated, request for comment for the next hui.
- Ethics documents have been drafted and circulated for review. Will look to be passed at next hui
- Discussed increasing research engagement and collaboration. Will look to utilize the portal but also organise an event next year.
- Nursing, Social Services and Business presented updates on the Pathway research plans.

Incoming Correspondence

- 2024 ITP Research Symposium – call for abstracts closed on the 18th of September
- Documentation is now available for the 2025 Te Pūnaha Hihiko: Vision Mātauranga Capability Fund – closes on the 16th of October
- W&W research seminar took place on the 27th of September
- Endeavor Fund 2025 Investment Round Open
Smart Ideas: Register by 30th of October, applications to be submitted by 11th December 2024
Research Programmes: Register by 4th December, applications to be submitted by 5th March 2025

RECOMMENDATIONS:

1. That the report be received.

A Dang
Chair



MINUTES OR RESEARCH COMMITTEE MEETING
THURSDAY 17th OCTOBER 2024
AT 3:30PM
VIA ZOOM

PRESENT: Angie Dang (Chair, Social Services), Lissette Buckle (Business), Agarwal (Business), Anne Clubb (Nursing)

IN ATTENDANCE: Melissa Robins (minutes)

- 1.0 **Welcome:** Angie
- 2.0 **Karakia:** n/a
- 3.0 **Apologies:** Lorraine King

4.0 Action Points

Date	Action	Assigned	Update
02/08/2024	Connection with ICT for portal spot for presenting on completed or ongoing research projects	Melissa	Ongoing
02/08/2024	Research Committee to review a copy of Meri and Max's written report from their research funded overseas workshops	All	Has been circulated to the committee. Please review for ideas and feedback.
02/08/2024	Circulate minutes of Research Hui minutes to Toa and Finance. Ask for clarity about withholding incoming research funding for Semester 1 2025	Melissa	Previously John Stansfield has been in charge of building the research budget, however in his absence Jo-Anne Smith has built the budget for 2024 and 2025 based on previous budgets and actuals. For 2024/2025, we will work with your department to carry over any unused

			external (non TEC) funding if there is any. But any TEC PBRF funding would not be able to carry forward, as this funding is subject to clawback each year as per funding conditions. All funding received so far in 2024 has been TEC funding. Toa volunteered to cover.
02/08/2024	Follow up with Pathway Managers to encourage staff at their committee hui to apply for research funding	Lorraine	Completed

7.0 General Business

- Angie has finalised the Ethics documents and has circulated to committee.
 - **Action review for comment.**

- With the TEC budget not being rolled over, Pathway leaders to encourage staff to apply for funding

- Need to increase research engagement, celebrate accomplishment and facilitate collaboration. Discussed utilizing the portal more. Also looking to organise events once a semester to bring kaimahi together and promote research and mentorship for those in need.
 - **Action: Start brainstorming and planning an event for Semester 1 2025**

8.0 Correspondences

- -2024 ITP Research Symposium – call for abstracts closed on the 18th of September

- Documentation is now available for the 2025 Te Pūnaha Hihiko: Vision Mātauranga Capability Fund – closes on the 16th of October

- W&W research seminar took place on the 27th of September

- Endeavor Fund 2025 Investment Round Open
 - Smart Ideas: Register by 30th of October, applications to be submitted by 11th December 2024

- Research Programmes: Register by 4th December, applications to be submitted by 5th March 2025

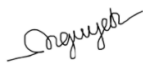
9.0 Pathway Updates

- Anne Clubb provided the committee with the Nursing Research Plan updates. Attached separately is the pathway plan.
- Angie Dang provided the committee with the Social Services Research Plan updates. Attached separately is the pathway plan.
- Lisette Buckle provided the committee with the Business Research Plan updates. Attached separately is the pathway plan.

10.0 Next Scheduled Meeting

Thursday 14th November 2024 – 3:30PM

Meeting Closed 4:00PM

A handwritten signature in black ink, appearing to read 'S. Oregueta', is written in a cursive style.

Date: 18 October 2024

Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	Western Institute of Technology at Taranaki Academic Committee Report – 23 October 2024 Meeting
Provided by	Western Institute of Technology at Taranaki (WITT) Academic Committee
Author	Nita Hutchinson, Academic Director WITT

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Poari Akoranga:

a)	Receives the report titled ‘Western Institute of Technology at Taranaki Academic Committee Report – 23 October 2024 meeting’;
b)	Note that the WITT Academic Committee approved: <ul style="list-style-type: none"> • Certificate Graduands (including micro-credentials and training schemes) – 54 approved • Ratification of eVote approval of graduands (micro-credentials) – 7 approved • That the Programme Regulations of the student’s programme of enrolment are applied in all cases • An exception to the Bachelor of Applied Management Programme Regulations to allow the resit of the final exam for those who were unsuccessful in their first attempt

Whakarāpopototanga | Summary

At its meeting of 23 October 2024, the Western Institute of Technology at Taranaki Academic Committee covered the following matters:

Membership:

- Received new Student Representative member

Schedule of Annual Activities received:

- Rainbow Action Plan Update
- Disability Action Plan Update
- Complaint Summary report, including Student Discipline Register Summary

Standing Reports received:

- Academic Standards Committee
 - Type 2 changes approved:
 - New Zealand Diploma in Arts and Design (Level 6)

- Bachelor of Applied Management
 - Teaching and Learning Committees
 - Schools of Trades Training, Primary and Creative Industries; Engineering, Energy and Infrastructure
 - Schools of Nursing, Health and Wellness; Māori Enterprise, Business and Technology
 - NZQA 2022 Targeted Evaluation Action Plan update
 - Academic Risk Register update

Approved:

- Certificate Graduands (including micro-credentials and training schemes) – 54 approved
- Ratification of eVote approval of graduands (micro-credentials) – 7 approved
- That the Programme Regulations of the student’s programme of enrolment are applied in all cases
- An exception to the Bachelor of Applied Management Programme Regulations to allow the resit of the final exam for those who were unsuccessful in their first attempt

General Business received:

- Te Poari Akoranga update
- AI Steering Group update
- Te Pūkenga Learner Survey Comparative Data 2023-2024 Report
- Attrition Analysis

Ngā tino raru ka heipū mai | Key risks

The following Academic Risks are monitored by WITT Academic Committee and held in Protecht software platform.

Risk title	Description	Potential consequences	Current mitigation	Comments
1005642	Policies and Procedures – Assessment Material: System to retain assessment material	Inherent Risk: High (10) Current Residual Risk: Very Low (1)	Controls: Review WITT’s record management process and support key staff in professional development and allocate time to undertake record management tasks as set out in the Policy and Procedure Information and Record Management	Actions: (Open) Programme File Spot Audit – Nita Hutchinson (31/03/2024)
1005674	Regulatory Compliance – Research Output: NZQA require research	Inherent Risk: Medium (9)	Controls: School research plans in place. Degree and	Actions: (Open) Research Plan



	outputs from tutors teaching at degree and graduate diploma level.	Current Residual Risk: Low (4)	graduate diploma tutors have hours for research allocated in workload plans. Plans are monitored regularly by School TLCs and Academic Committee.	Monitoring – Nita Hutchinson
1054445	Academic Quality – Assessments not well-designed to mitigate the use of artificial intelligence or use it appropriately.	Inherent Risk: Medium (9)		Controls: Provide training to upskill kaimahi in the use of AI and how to design assessments to maintain integrity.

Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	Tai Poutini Polytechnic Academic Committee Report 24 October 2024
Provided by	Tai Poutini Polytechnic
Author	Deborah Young, Chair Academic Committee

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled “Tai Poutini Polytechnic Academic Committee Report 24 October 2024”;
b)	Note that Ara Komiti Akoranga approved: <ul style="list-style-type: none"> • <i>Graduands in four qualifications</i> • <i>A Programme Change to the Training Scheme in Hospitality Supported Learning</i> • <i>2024 Awards</i>

Whakarāpopototanga | Summary

Approvals:

- Graduands in the New Zealand Certificate in Civil Infrastructure Bulk Earthworks (Level 3)
- Graduands in the New Zealand Certificate in Business (Administration and Technology) (Level 3)
- Graduands in the New Zealand Certificate in Foundation Skills (Level 2)
- Graduands in the New Zealand Certificate in Primary Industry Operational Skills (Level 3)
- Programme Change to the Training Scheme in Hospitality Supported Learning (Level 1)
- Award winner of the Tim Jamieson Memorial Medal for 2024
- Award winner of the Cave Creek Student Memorial Excellence Award for 2024

Discussion Items:

NZQA Programme Monitoring

- Action Plan for the New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4)

General Business

Nil.



Aroturuki | Monitoring

NZQA Programme Monitoring of the New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4)

- Action plan received back from NZQA. Work has begun on the actions.

Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	Open Polytechnic Academic Committee Report 01 November 2024
Provided by	Open Polytechnic Academic Committee
Author	Alan Cadwallader, Executive Director

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Poari Akoranga:

a)	Receive the report titled 'Open Polytechnic Academic Committee Report 01 November 2024' and;
b)	<p>Note that the Open Polytechnic Academic Committee approved:</p> <ul style="list-style-type: none"> • A change to the Rules for Credit Recognition for the Graduate Diploma in Disability Sector Leadership • The closure of two courses 71152 Web Design and 72182 Writing for the Web • Appointment of Jodie Hope as a new member of the Funeral Directing Stakeholder Advisory Group • Appointment of Judah Rogan as a new member of the ECE Stakeholder Advisory Group • Appointment of Dr Morgan Hamlin and Dr Jennifer Kirby as new members of the Research Committee

Whakarāpopototanga | Summary

The following items were approved:

- A change to the Rules for Credit Recognition for the Graduate Diploma in Disability Sector Leadership
- The closure of two courses 71152 Web Design and 72182 Writing for the Web
- Appointment of Jodie Hope as a new member of the Funeral Directing Stakeholder Advisory Group
- Appointment of Judah Rogan as a new member of the ECE Stakeholder Advisory Group
- Appointment of Dr Morgan Hamlin and Dr Jennifer Kirby as new members of the Research Committee

The following items were received and noted:

- Sufficiency outcome from the NZQA Consistency Review for the New Zealand Certificate in Business (Introduction to Team Leadership (Level 3))
- Advice on the Te Pūkenga NZQA approval process



- Type 1 changes to legacy Course Descriptors and Programmes that had already been approved under an internal delegation process
- Minutes from the Portfolio Decision Group meeting held 08 October 2024
- Overview of the feedback from the Course Evaluations Survey for courses ending in July and August 2024
- Minutes from the Social Health and Wellbeing Stakeholder Advisory Group meeting held 01 August 2024
- Minutes from the Academic Quality Assurance Committee meeting 19 September 2024
- Minutes from the Assessment and Moderation Policy and Governance subcommittee meeting held on 24 September 2024
- Minutes from the Ethics Committee meeting 05 August 2024.

Aroturuki | Monitoring

Nothing to report.

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation
Assessment integrity	Increased use of AI to support ākonga submission of assessment	Managing increasing incidents of AI-generated plagiarism Impact on academic honesty and assessment integrity	Reviewing current policy and governance settings for the polytechnic’s assessment environment Drafting guidelines for AI usage for both kaimahi and ākonga Increasing resources to manage increased plagiarism cases
Unified programmes	Impact of implementation and changes to unified programmes requiring changes to digital resources and assessment for distance delivery	Ongoing management and implementation of unified programmes not accounting for the Open Polytechnic distance delivery model Resource changes, revision and redevelopment impact on programme implementation timeframes and investment in resource development	Representation at national programme committee

Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	MITO Quality Oversight Committee Report 7 November 2024
Provided by	MITO
Author	Liz McKenzie Manager Assessment and Moderation Committee Chair

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled 'MITO Quality Oversight Committee Report 7 November 2024'.
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Whakarāpopototanga | Summary

MITO's Quality Oversight Committee met and discussed matters relating to policy and procedures for fit and proper person requirements for registered assessors, responses to NZQA consultations, and QA policy development and review.

Aroturuki | Monitoring

Nil

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation	Comments
MoJ/Fit and Proper Person (FPP) Process for registered assessors	MITO to develop FPP policy and procedures	Reputational damage	Review current processes and related documentation such as application forms and Codes of Practice	



Ngā Tāpiritanga | Appendices

Appendix 1: Minutes – Quality Oversight Committee Meeting 7 November 2024

Appendix 1: Minutes – Quality Oversight Committee Meeting 7 November 2024



MINUTES – Quality Oversight Committee Meeting

Date: 7 November 2024

Time: 10.30 am

Members:

- Michael Alford - GM Qualifications
- Liz McKenzie - Manager Assessment and Moderation (Chair)
- Paul Neumann - Manager Programmes
- Peter Rees and David Meurant - Senior Advisors: Compliance and Quality
- Jeremy Christmas - National Moderation Advisor
- Michelle Crompton – Principal Advisor

Apologies: Peter Rees

Item 1 - Registered Assessor Applications

Consideration of policy and procedures relating to Fit and Proper Person checks/MoJ records (relates to next item also).

Looking to firm up policy and procedures in this area.

Actions:

- LM to draft policy and procedures for consideration by this committee
- LM and DM to review assessor registration application forms and CoP to strengthen wording and expectations related to Fit and Proper Person checks and process.

Item 2 – Policy Reviews

2.a QA Policy review - working drafts available – committee members to provide feedback/input by 22 November.



2.b Draft MITO Assessment Integrity Policy

Draft nearly ready for confirmation and approval. Final draft to be tabled at next meeting for approval.

Item 3 – NZQA Consultation on NZQCF and Rules Changes

MITO feedback on current NZQA NZQCF and Rules Consultation - https://www2.nzqa.govt.nz/about-us/consultations-and-reviews/nzqcf-nzqa-rules/#e23867_heading1

MITO to submit feedback by 15 November.

Item 4 – National Programme Committee – FLM unified WBL programme

MITO is the Lead Provider for the unified WBL FLM National Programme. The first meeting of this committee was held on 31 October 2024.

The committee is working on completing the annual reporting template that goes to Te Ohu Whakahaere – Approvals.

The report will be provided to this committee once completed. This may be via email ahead of the next meeting due to tight turnaround timelines.

Item 5 – Standing Items:

a: Terms of Reference

No changes.

b: Programme Approvals

Nil

c: Quality Assurance and Compliance Activity

Nil

d: Moderation

Summary of previous month's moderation activity was tabled for noting.

e: Programme withdrawal/closure or suspension

Nil

f: Key Risks

Risk title	Description	Potential consequences	Current mitigation	Comments
MoJ/Fit and Proper Person (FPP) Process for Registered Assessors	MITO to develop FPP policy and procedures	Reputational damage	Review current processes and related documentation such as application forms and Codes of Practice	

General Business*1 Review of NZC in Business (First Line Management) (Level 4)*

The new NZC in Leadership (Level 4) that Ringa Hora WDC is currently consulting on is not a replacement for the NZC in Business (First Line Management) (Level 4).

Ringa Hora is about to start work on reviewing the NZC in Business (First Line Management) (Level 4). It will focus just on management, without any leadership aspects.

*2 Pause on requirement to transfer PITs/PAATs to POSs – for noting.**3 NZQA targeted review*

Deb Young (Ako Excellence Director) provided an update at the latest EQF meeting. NZQA is still intending to conduct mini-EERs across some Te Pūkenga divisions this year.

LM to include a brief on this in the next SLT and MM reports.

4 NZQA consultation on draft integrated Quality Assurance Framework (iQAF) ([link](#))

MITO to provide feedback. Collated responses to be provided to SLT for approval prior to submission by 10 December.

Next meeting scheduled:

4 December 2024

Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	Toi Ohomai Academic Committee Summary Report 31st October 2024 - Open
Provided by	Toi Ohomai Institute of Technology Academic Committee
Author	Kieran Hewitson Chair Tumu Whenua ā-Rohe 2 Executive Director Region 2

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled ‘Toi Ohomai Academic Committee Summary Report, 31 st October 2024 – Open’; and
b)	Notes that Toi Ohomai Academic Committee approved: <ul style="list-style-type: none"> • Toi Ohomai Graduate Memo (Graduands) • Toi Ohomai Academic Regulation Delegations Register Report <ul style="list-style-type: none"> - Toi Ohomai TKM Delegations Register (spreadsheet) • Post Graduate Programmes Risk Mitigation Report

Whakarāpopototanga | Summary

The following items were considered in the open portion of the meeting:

Te Pūkenga Academic Integrity Policy Guidelines

- The purpose of this report was to inform Academic Committee of the availability of the “*Te Pūkenga Resource Guidelines for Academic Integrity*” document to support the recently approved Te Pūkenga Academic Integrity Policy (as presented to Academic Committee in August 2024)
- The guideline is provided as a resource for the Te Pūkenga network and not intended to replace current business division practice.
- Recording, monitoring, and reporting on academic integrity breaches within a business division will be managed through the use of a Register. This is an additional process for Toi Ohomai.
- Next steps for Toi Ohomai:
 - Confirm set-up and responsibility for the Academic Integrity Breaches Register and determine internal reporting in collaboration with faculty management.



- Submit the confirmed Academic Integrity Breach Register procedure to Learning Quality and Standards Committee (LQSC) for approval as per the current terms of reference.
 - Update the Toi Ohomai Academic Integrity resource to reflect the publication of the national policy and the addition of an Academic Integrity Breach Register procedure.
 - Upon approval of the updated document the Quality team will communicate via Te Aka and internal networks.
- The committee identified the guidelines needed further review due to details which stopped mid-sentence.
 - The chair raised there were some inconsistencies across the rohe which has potential to create risk in an EER environment and made a recommendation to the Executive Deans to determine one consistent approach/process in which the supporting guidelines need to align.
 - The Chair acknowledged through a period of change there has been disconnect but moving forward we will improve how kaimahi come to know about these things.

Academic Programme Management Committee Minutes

- No discussion

Te Pūkenga Update – NZQA Approval Process

- The purpose of this paper was to inform Academic Committee of change to NZQA approval processes in relation to Te Pūkenga programmes of study.
- A key message from this process was going forward there will be no further approved “unified” programmes, with the exception of Bachelor of Midwifery.
- Business divisions are still encouraged to work together, but the development and approval process will have one designated lead provider and all other divisions looking to gain accreditation would complete the Te Pūkenga site delivery process.

Guaranteed Credit Arrangements with the University of Waikato for 2025

- Toi Ohomai has held GCAs with the University of Waikato for a number of years. These agreements outline the credits and courses that can be credited from Toi Ohomai Te Pūkenga qualifications to University of Waikato (UOW) qualifications.

Academic Programme and Management Committee Minutes

- Angela Beaton was welcomed as the new Chair of the committee.
- APMC Chair followed up with the Business Academic Leader to incorporate Māori governance and Māori enterprise course options into business programmes of study when reviewed.
- Variation to Deliver approved for Masters of ECE to accommodate international ākongā.
- Evaluative review memo received post variation to deliver for the Master of Management and the PGD in Management
- New Programme approved - NZ4789 NZ Certificate in Content Creation Level 4.
- New Micro-credential approved - TO0076 Train the Trainer Level 3.

- Re-Accreditation to deliver - NZ Diploma in Engineering Level 6 approved (Chairs Action post-meeting).

Research Committee Meeting Minutes

September 2024

- Four Rangahau/Research Dissemination Awards were approved.
- Five research proposal applications were approved.
- Two milestone reports were received.
- One conference report was received.
- An update was given on the number of Master student research projects that have been approved over the last month. This was a total of 13 across MAPS and Master of Management.

October 2024

- Three Rangahau/Research Dissemination Awards were approved.
- One research proposal applications were approved, the other was passed in as it wasn't complete enough for approval at this stage. The applicants will be given feedback and then invited to resubmit for the November meeting.
- One milestone report was received.
- Two conference report were received.
- Ten Research Incentive Grants were approved totalling \$7200.00
- An update was given on the number of Master student research projects that have been approved over the last month. This was a total of 29 across MAPS and Master of Management.

Learning Quality Standards Committee

Reported discussion on the following points:

- Graduate Feedback, Graduate Profile Outcomes and Employment Outcomes
- Engagement with business divisions Moderation Planners/Trackers
- Literacy and Numeracy Testing and Results
- Pastoral Care Code Report
- Support for faculty to improve Self-Assessment Action Plans

Toi Ohomai Academic Regulations Delegations Register

- The purpose of this report was to seek approval from Academic Committee of proposed updates to the Toi Ohomai Academic Delegations Register.
- Proposed changes are brought about by internal role changes, amendments to Te Pūkenga Delegations Register, national policy reviews and other factors.



- The current Toi Ohomai regulations are dated 2022 and other business divisions have been updating their own regulatory framework. While the Te Kawa Maiooro are the overarching and largely based on Toi Ohomai the issue was realigning Toi Ohomai policies and procedures which sit underneath.
- The committee agreed that as we transition back there is a need to re-build going forward to enable things to happen, therefore a workplan will be developed and progress monitored.

Post Graduate Risk Mitigation Action Plan

- The purpose of this report is to advise Academic Committee of proposed risk mitigation for postgraduate programmes Master of Management (MM) and Master of Applied Professional Studies (MAPS).
- Risks were identified in both the Master of Applied Professional Studies and Master of Management in Semester two 2024 and proposed mitigation of these risks were presented to Academic Committee.
- It was acknowledged that some risks would continue to remain a concern for some time however the team would develop a template for reporting monthly progress reports to the committee.



Aroturuki | Monitoring

Ngā tino raru ka heipū mai | Key risks

Risk is an uncertainty that, if it occurs, will impact on the achievement of objectives. Identify any new/emerging risk in the table below.

Risk title	Description	Potential consequences	Current mitigation	Comments
Academic Integrity Policy Guidelines	Te Pūkenga Policy Guidelines to support educative approaches to managing academic integrity matters which may support, inform, or enhance business division process.	Academic Breach	Considering these approaches when developing best pedagogical practice, and positively supporting āskonga development of related knowledge and skills. Examples of academic integrity breaches are outlined, and levels of academic integrity breaches are explicitly described.	An action was confirmed to pick up the Te Pūkenga and business division guidelines and determine one consistent approach/process in which supporting guidelines need to align.
Post Graduate Risk Mitigation Action Plan	Master of Applied Professional Studies There has been an increase in student numbers enrolled in MAPS in 2024. Although the current need for examiners has been met, there is an urgent need to identify a pool of examiners for future MAPS dissertations. Students are expected	Unable to meet dissertation research supervisor requirements.	Risk Mitigation Action Plan in place – see appendix 1.	Progress reports will be presented monthly to Academic Committee



	<p>to submit their dissertations for marking by 22nd November 2024.</p> <p>Master of Management</p> <p>Out of 37 thesis students, there are still 13 students that require supervisors for October/November 2024. For February 2025 we have 68 students, 45 credit project, and 40 students that require supervisors.</p>			
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Ngā Tāpiritanga | Appendices

1. Post Graduate Programme Risk Mitigation Action Plan

Te Poari Akoranga - Appendix 1.



Agenda Item No. 5.5

To	Academic Committee	From	Mariana Tapsell, Dell Raerino, Heather Hamerton
Title	Post Graduate Programme Risk Mitigation Action Plan	Date	23 October 2024

Purpose

To advise Academic Committee of proposed risk mitigation for postgraduate programmes Master of Management (MM) and Master of Applied Professional Studies (MAPS).

Recommendation:

That Academic Committee receive and approve the proposed risk mitigation Action Plan.

Background

Immediate risks have been identified in both MAPS and MM in semester 2 2024.

MAPS

There has been an increase in student numbers enrolled in MAPS in 2024. Although the current need for examiners has been met, there is an urgent need to identify a pool of examiners for future MAPS dissertations. Students are expected to submit their dissertations for marking by 22nd November 2024.

Master of Management

Out of 37 thesis students, there are still 13 students that require supervisors for October/November 2024. For February 2025 we have 68 students, 45 credit project, and 40 students that require supervisors.

Proposed Mitigation of Risks

The table below summarises the risks that we have identified and suggests potential ways of mitigating each risk.

Risk	Mitigation
Not enough examiners available to mark MAPS dissertations in November 2024 MTECE	<ul style="list-style-type: none"> ○ Contact has been made through staff networks. Current need met. However, the recurring issue of needing further supervisors and examiners remains-application in QJumpers for casual hours
Not enough supervisors available to supervise Master of Management theses and research projects. Thirty-seven thesis students in BMGT9002 have completed research applications and are now awaiting	<ul style="list-style-type: none"> ○ Contact has been made with Dr Leon Fourie and he has forwarded our request to the Waikato Management School’s Research Office who will send a notice to staff, inviting them to contact us if they have any interest. ○ Academic Lead – Liesl van der Mescht has secured 4 examiners but needs as many as possible. ○ An application is in QJumpers for this.

Risk	Mitigation
appointment of supervisors. There are still 13 students that require supervisors for October/November 2025. A further cohort of students will enrol in BNGT9001 in February 2025 also requiring another 40 supervisors.	

Working collaboratively towards creating a pool of supervisors and examiners (i.e. a registry). This has also been raised at a network level with Jamie Smiler, Te Pūkenga.

How to create a pool?

- Call for interest
- Seek through current contacts and networks
- Those suitable within existing staff
- Send out to other TEIs e.g UOW, TWWOA, TWOA
- Tertiary Alliance
- Capability training within the institute - (webinars etc)
- Ongoing support for supervisors- e.g. Hugh Kearns; ithinkwell

Ideal supervisor/examiner;

- PhD
- Research active
- Relevant discipline
- Has supervision experience

How to pay?

- Casual hours
- Allocated workload (for internal staff)

Future Considerations;

- Approvals for postgraduate research applications are currently managed by the Research Committee through an expedited process. However, the jump in student numbers especially in Semester 2, 2024 has stretched the resources of the Research Committee. Therefore, we may need to consider a different approval process for postgraduate student research in future.
- A longer-term view could also be to re-establish a Post-Graduate Board of Studies that shoulders some of the responsibilities of approving research projects.



Pūrongo a Te Poari Akoranga a Te Pūkenga | Academic Board Report

29 November 2024

Title	ServiceIQ - Academic Committee Report - 19 November 2024
Provided by	ServiceIQ Academic Committee
Author	Ivonne Brooker-Leon, Quality Assurance Manager SIQ

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receives the report titled ‘ServiceIQ - Academic Committee Report 19 November 2024’
b)	Notes that the ServiceIQ Academic Committee approved: <ul style="list-style-type: none"> - Amendments to the SIQ Academic Committee Terms of Reference - SIQ Academic Committee meeting dates for 2025

Whakarāpopototanga | Summary

At its meeting of 19 November 2024, The ServiceIQ Academic Committee covered the following matters:

- Approval of updated Terms of Reference – Update required due to organisational changes and new roles.
- Confirmation of the SIQ Academic Committee meetings for 2025

Month	SIQ AC
Feb	4-Feb
Mar	4-Mar
Apr	8-Apr
May	6-May
Jun	10-Jun
Jul	8-Jul
Aug	5-Aug
Sep	2-Sep
Oct	7-Oct
Nov	4-Nov

Ngā tino raru ka heipū mai | Key risks

Risks were not identified or discussed at the November Meeting. Its purpose was to confirm updated changes to Terms of Reference.

Ngā Tāpiritanga | Appendices

Appendix 1: ServiceIQ Academic Committee Terms of Reference (updated)



Academic Committee Terms of Reference

Establishment

The committee was established as a standing Academic Committee on 03 October 2024, in accordance with the Te Pūkenga Quality Management System.

Purpose

The ServiceIQ Academic Committee is responsible for:

- Advising, reporting, and making recommendations to the ServiceIQ Senior Leadership Team (SLT) on academic matters, which may include any matters related to training and assessment, quality assurance, academic integrity, educational performance, type 2 changes to existing programmes, creation of new programmes, complaints, appeals and risks.
- Monitoring, implementing and reviewing ServiceIQ's policies relating to quality assurance and programme development.
- Reporting to Te Poari Akoranga (Te Pūkenga Academic Committee). Refer to the Te Pūkenga Quality Management System, Sub-committees of Te Poari Akoranga: roles and responsibilities, Business Division Academic Committees and WBL Senior Leadership Teams.

Scope

The ServiceIQ Academic Committee:

- Approves intentions to submit Matters for Central Decision Making (MCDM) to Te Pūkenga.
- Approves new and reviewed programmes for submission to Te Ohu Whakahaere – Approvals, the relevant WDC, and NZQA as required.
- Approves the withdrawal/closure or suspension of existing programmes.
- Approves the development of a new Qual Link or the removal of an existing one.
- Receives and reviews reporting on internal and external moderation plans including progress, outcome reports, and any relevant action plans.
- Receives and reviews reporting on quality assurance and compliance, such as consistency review timetable and outcomes/actions.
- Receives and reviews learner appeals and provide an outcome.
- Reviews academic integrity issues and provides feedback, as required.
- Monitors subcontractor, assessor and moderator issues and provides feedback, as required.
- Receives and reviews reporting on complaints, resolution and remediation, and provides feedback as required.
- Monitors emerging or current risks related to Quality Assurance and escalates to SLT or Te Poari as relevant.



Membership of Academic Committee:

- General Manager - Finance and Corporate Services
- Product Development Manager
- Quality Assurance Manager
- Workforce Equity Manager
- Customer Support Manager (or equivalent to Learner Services, Enrolments, and Support)
- General Manager – Industry Engagement

Guest members: Academic Committee may invite one additional member from time to time. The guest member has the same rights as a full member. Any person requested to attend an Academic Committee meeting who is neither a committee member nor a guest committee member is 'in attendance' and as such has speaking rights, but no voting rights.

Alternates: Members will identify an appropriate alternate who is notified to Academic Committee. This alternate will attend when the member is unavailable and will have full speaking and voting rights.

Attendance: Members of the Academic Committee are expected to prioritise meetings and attend regularly. Absence from more than two (2) meetings in succession, or from more than twenty percent (20%) of the meetings in any calendar year without due cause will require the Chair to review the issue with the member and recommend changes if needed.

Contribution: Members of the Academic Committee will be required to contribute by:

- Completing any pre-reading before the meeting.
- Maintaining awareness of ServiceIQ [Quality Management System](#).
- Providing links to external reports for review.
- Providing analysis and commentary on the meeting items requiring discussion.

Meetings

- Academic Committee will be chaired by the General Manager - Finance and Corporate Services.
- The Executive Director will nominate another member of the Academic Committee to chair the meeting if the designated Chair is not able to attend.
- The Chair of Academic Committee has a deliberative vote, and in the case of an equality of votes, also has a casting vote.
- Academic Committee will conduct up to ten (10) scheduled monthly meetings from February to November each year, with the option of online meetings as required for urgent approval requests.
- Urgent approvals to meet submission deadlines may be agreed via e-mail, as required, if quorum requirements are met.
- A meeting quorum is defined as one (1) more than half of the total actual membership, inclusive of alternates (excluding guests), and must include the Chair or nominee.
- The Chair or nominee may convene an extraordinary meeting of the Academic Committee, as necessary. This may occur by scheduling a face-to-face or online meeting.



- The Chair may determine that a paper or papers will be discussed in a closed session for reasons of privacy or commercial sensitivity. These papers and their minutes will not be distributed outside of Academic Committee (excluding SLT) without the written permission of the Chair.
- A member of the Academic Committee, nominated by the Chair, will provide and ensure full secretarial services for the Committee.
- Agenda items for discussion, including any pre-reading are to be submitted and notified to the members of the committee (via email or teams) at least one week prior to the meeting.

Approval

Function	Role
ServiceIQ TOR owner	GM - Finance and Corporate Services
Contact Person	Quality Assurance Manager

Record of Issues/Updates of this Policy

Version	Date	Nature of Amendment
1.0	September 2024	New Terms of Reference
2.0	November 2024	Updated roles to include General Manager - Finance and Corporate Services and removed TSTO roles. Other updates include - replacing reference to ELT with SLT; added the option of the Executive Director to nominate a Chair when the designated Chair is not able to attend; added outcomes to some of the scope bullet points.

Signed:

Date: 19 November 2024

Tony Laskey – Executive Director, ServiceIQ.



Pūrongo Te Poari Akoranga | The Academic Board report

29 November 2024

Title	Current NZQA Consultation
Provided by	Deborah Young, Ako Excellence Director
Author	Louise Courtney, Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga (Te Poari):

a)	Receives the report titled 'NZQA Consultation'.
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Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is for Te Poari Akoranga (Te Poari) to receive details about consultation being run by the New Zealand Qualifications Authority (NZQA).

Te Tāhuhu Kōrero | Background

integrated Quality Assurance Framework (EQAF)

The New Zealand Qualifications Authority (NZQA) began consulting on a proposed replacement for the Evaluative Quality Assurance Framework (iQAF) on 29 October with submissions closing 10 December 2024. The iQAF is used in regulating tertiary education organisations (excluding universities).

NZQA are aiming to replace the EQAF with a framework that:

- ensures learner, employer, and community interests are protected;
- adds value to tertiary providers and the system as a whole; and
- minimises compliance for high-performing providers.

As the first step, they are consulting on proposals for the high-level design of an integrated quality assurance framework that includes:

- the quality assurance cornerstones that set out roles and responsibilities;
- the enablers which underpin a supportive and responsive regulatory environment that encourages compliance and continuous improvement; and
- the levers and related regulatory activities for NZQA to effect change where this is needed.

Ngā Tāpiritanga | Appendices

Appendix 1: [Consultation document on the draft integrated quality assurance framework](#)



Te Poari Akoranga o Te Pūkenga Meeting

Resolution to exclude the public

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting Te Pūkenga Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as follows:

Item	General subject of each matter to be considered	Section(s)
7.	Administration	
7.1.	Minutes of the public excluded portion of the meeting held 25 October 2024	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
7.2.	Actions	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
8.	Academic Risk	Section 9(2)(g)(ii) OIA
9.	Ngā Ohu Whakahaere Membership	Section 9(2)(a) Section 9(2)(g)(ii) OIA
10.	Ngā Ohu Whakahaere o Te Poari Akoranga - public excluded	
10.1.	Te Ohu Whakahaere Approvals	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
10.2.	Te Ohu Whakahaere Appeals	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
11.	Local Academic Committees – Public Excluded	
11.1.	Toi Ohomai public exclude – 13 November	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

Interests

Section	Interest
Section 9(2)(a)	To protect the privacy of natural persons, including that of deceased natural persons.
Section 9(2)(b)(ii) OIA	To protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.
Section 9(2)(g)(ii) OIA	To maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment.
Section 9(2)(i) OIA	To enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities.

Karakia whakakapi

Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.

I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.

May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.

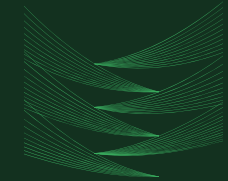
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o
Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
Tina! (*everybody*)
Hui e, Tāiki e!

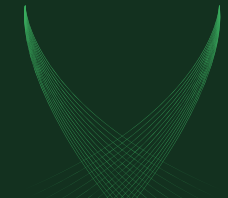
Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

Our values



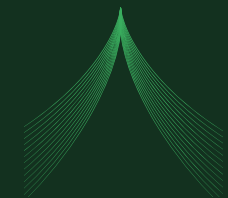
Manawa nui

We reach out and welcome in



Manawa roa

We learn and achieve together



Manawa ora

We strengthen and grow
the whole person