

Te Ohu Whakahaere Academic Quality - 17 July 2024



17 July 2024 01:00 PM - 02:00 PM

Agenda Topic	Presenter	Time	Page
Karakia tīmatanga			3
1. Administration		01:00 PM-01:05 PM	4
1.1 Welcome and apologies			
1.2 Te ohu whakahaere membership 2024			4
1.3 Register of Interests			5
Members must declare any agenda items where a conflict arises between their role as a member of Te Poari Akoranga and the role they are usually employed in, or any private or other external interest they may have and stand aside from decision making in respect of that item.			
1.4 Workplan 2024			6
1.5 Minutes of previous meeting held 5 June 2024			7
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality approve, as a true and accurate record, the minutes of the Te Ohu Whakahaere Academic Quality held 5 June 2024.			
2. Assurance Reporting Template for Unified Programmes		01:05 PM-01:15 PM	11
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality: a) Receives the report titled 'Assurance Reporting for Unified Programmes'; b) Reviews the draft reporting template for unified programmes; c) Approves the reporting schedule for unified programmes and Te Ohu Whakahaere Academic Quality review process of completed reports; and d) Approve the Te Pūkenga Unified Programme Quality Assurance Template for release to the Te Pūkenga network.			
3. Te Pūkenga Level 1-6 programme approval and accreditation template	D. Young, Ako Excellence Director	01:15 PM-01:25 PM	17
RECOMMENDATION: Te Ohu Whakahaere Academic Quality: a) Receives the report titled 'Te Pūkenga Level 1-6 programme approval and accreditation template'; b) Reviews the draft Levels 1-6 Programme Approval and Accreditation template; c) Approves the Levels 1-6 Programme Approval and Accreditation template for release to the Te Pūkenga network; and d) Notes feedback from members of the Educational Quality Form has been incorporated into the template.			

4. Review of policies for Te Kawa Maioorooro F. Moyer and D. Young, Ohu co-chairs 01:25 PM-01:30 PM
- Discussion to determine which policies are relevant to support Te Kawa Maioorooro.
5. NZQA Self-Assessment update D. Young, Ako Excellence Director 01:30 PM-01:35 PM
- Verbal update from the Ako Excellence Director.
6. [Update from Te Poari Akoranga - 18 June 2024](#) 01:35 PM-01:40 PM 49
- RECOMMENDATION:
THAT Te Ohu Whakahaere Academic Quality receive the report titled '18 June 2024 Te Poari Akoranga hui'.
7. [Resolution to exclude the public](#) 53
- 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 as outlined in the agenda.
8. Administration - public excluded 01:40 PM-01:45 PM 54
- 8.1 [Minutes of previous meeting held 5 June 2024 - public excluded](#) 54
- RECOMMENDATION:
THAT Te Ohu Whakahaere Academic Quality approve, as a true and accurate record, the minutes of the public excluded portion of the meeting of Te Ohu Whakahaere Academic Quality held 5 June 2024.
- 8.2 [Action List](#) 55
9. [Update from Te Poari Akoranga - public excluded](#) 01:45 PM-01:50 PM 56
- RECOMMENDATION:
THAT Te Ohu Whakahaere Academic Quality receives the report titled '18 June 2024 Te Poari Akoranga hui– public excluded portion'.
10. Academic Risk 01:50 PM-02:05 PM
- [Karakia whakakapi](#) 58

Next meeting

11:00am, Wednesday 7 August 2024

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,
Tina! (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.

Te Ohu Whakahaere Academic Quality

Name	Role	Meeting dates
Deb Young	Co-Chair	Thurs 7 March
Fionna Moyer	Co-Chair	Wed 3 April
Fiona Campbell	Member	Wed 8 May
Greg Durkin	Member	Fri 17 May – e-meeting
Carmel Haggerty	Member	Wed 5 June
Gianetta Lapsley	Member	Wed 17 July
Sue Roberts	Member	Wed 11 September
Joan Taylor	Member	Wed 9 October
Caroline Terpstra	Member	Wed 6 November



Te Ohu Whakahaere Academic Quality Register of Interests

As at 11 July 2024

Name	Interest	Nature of Interest
Deborah Young Co-Chair	Te Pūkenga	Director Ako Excellence
Fionna Moyer Co-Chair	Waikato Institute of Technology	Quality Specialist
Carmel Haggerty Member	Whitireia and WelTec	Head of School, Te Kura Hauora
Caroline Terpstra Member	Otago Polytechnic	Director, Academic Excellence Te Kaihāpai
Fiona Campbell Member	Manukau Institute of Technology	Academic Quality Assessor
	Chester Grey Chartered Accountants	- Shareholder - Director
Gianetta Lapsley Member	UCOL	Executive Director Quality and Academic Assurance
Greg Durkin Member	BCITO	Director
Joan Taylor Member	NorthTec	Academic Registrar
Sue Roberts Member	Connexis Infrastructure Training and EarnLearn	Group Manager, Learning Solutions

Te Ohu Whakahaere Academic Quality

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Deb Young	Co-Chair	Thurs 7 March
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Caroline Terpstra	Member	Wed 6 November



Minutes for open portion of Te Ohu Whakahaere Academic Quality - 5 June 2024

05/06/2024 | 11:00 AM - Auckland, Wellington New Zealand Standard Time

Online via MS Teams

Attendees (7)

Fionna Moyer; Carmel Haggerty; Caroline Terpstra; Fiona Campbell; Gianetta Lapsley; Joan Taylor; Greg Durkin

Apologies:

Greg Durkin (for early departure, left at 11:27am during item 2.), Caroline Terpstra for lateness (arrived 11:11am during item 2), and Sue Roberts and Deborah Young for absence.

In attendance: Louise Courtney (Governance Advisor)

Karakia tīmatanga

The hui | meeting opened with karakia lead by F. Moyer at 11:01am.

1. Administration

1.1 Welcome and apologies

Apologies were received and accepted by S. Roberts and D. Young for absence, and G. Durkin for early departure.

1.2 Te ohu whakahaere membership 2024

Te ohu whakahaere membership 2024 was noted.

1.3 Register of Interests

The register of interests was noted.

1.4 Workplan 2024

The workplan 2024 was noted, highlighting the changes included from the 8 May 2024 hui.

ACTION: Discuss what further policies will need to come through to support Te Kawa Maiooro. Add to July hui. (Assignee(s): Governance Advisor; Due Date: None)

1.5 Minutes of previous meetings

The co-chair advised that Te Poari Akoranga (Te Poari) recommendations had been incorporated into the Academic Integrity policy.

A correction that EPI stands for Educational Performance Indicators in the 8 May 2024 minutes.



RESOLVED: (G. Durkin / C. Haggerty)

THAT Te Ohu Whakahaere Academic Quality approve, as a true and accurate record, the minutes of the Te Ohu Whakahaere Academic Quality held:

- online 8 May 2024; and

- via e-meeting 17 May 2024

subject to correction of Environmental Performance Index to Educational Performance Indicators.

CARRIED

2. Generative Artificial Intelligence (AI) review

The co-chair, F. Moyer, advised that the statements had been progressed by Te Ohu Whakahaere Ako which has now been disestablished, and it was brought to this Ohu to discuss next steps. The co-chair also noted that the Educational Quality Forum (EQF) has created a working group to provide to input into the document.

Feedback from members included:

- Good resource for business divisions to use as a starting point for creating their own guidelines;
- Suggestion that ownership could sit with the EQF who could further develop the statements and release the resource to the network;
- Need to ensure good communications when it is released; and
- Create a community of practice to share resources and experiences.

RESOLVED: (J. Taylor / C. Terpstra)

THAT Te Ohu Whakahaere Academic Quality:

a) Receives the reports titled 'Review of Te Pūkenga AI Position Statements';

b) Review Te Pūkenga AI Position Statements for release to the network as a resource OR Forward to the Educational Quality Forum for further development; and

c) Support further development of Te Pūkenga AI Position Statements.

CARRIED

ACTION: Bring Generative AI guidelines back to Ohu once further changes have been made. (Assignee(s): Fiona Moyer; Due Date: 07/08/2024)

3. Assurance Reporting Template for Unified Programmes

Ohu member C. Haggerty provided background into the development of the template, including what was required by NZQA and that some coaching may be required from Quality Teams to help reporters understand what is required of the report.

An annual report from the lead provider would include:

- summaries of consistency reviews;
- degree/programme monitoring as well as NZQA monitoring;



- moderation information;
- programme outcomes;
- any issues that occurred supported by action plans; and
- how academic integrity is being managed across different sites.

A query was raised on whether the report could substitute other reporting or be utilised to inform other reporting requirements. While some information could be drawn for Level 7+, this would be different from internal review reporting with only key information/detail required.

Te Ohu agreed that next steps should include:

- guidance to accompany the report template;
- developing a reporting schedule;
- getting feedback from the EQF on the template.

RESOLVED: (G. Lapsley / F. Campbell)

THAT Te Ohu Whakahaere Academic Quality:

a) Receives the reports titled 'Draft Assurance Reporting Template for Unified Programmes' and 'Te Pūkenga Unified Programme Quality Assurance Template Draft V1';

b) Reviews the draft reporting template for unified programmes;

c) Approves the Te Pūkenga Unified Programme Quality Assurance Template being released to the Educational Quality Forum (EQF) working group for feedback on the template, the reporting schedule and process.

d) Notes that the template will be brought back to Te Ohu Whakahaere Academic Quality for approval once feedback has been received from the EQF.

CARRIED

4. Update from Te Poari Akoranga - 24 May 2024

Te Ohu noted the following:

- the Academic Integrity Policy was being distributed as a policy, not as a resource;
- clarification that unproven misconduct would be managed and recorded by each business division.

RESOLVED: moved from the Chair, F. Moyer

THAT Te Ohu Whakahaere Academic Quality receives the report titled '24 May 2024 Te Poari Akoranga hui'.

CARRIED



5. Resolution to exclude the public

RESOLVED: moved from the Chair, F. Moyer

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)
6.	Administration	
6.1	Minutes of hui held 8 May 2024 - public excluded	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
6.2	Action List	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
7.	Academic Risk	
7.1	Letter from NZQA regarding UCOL's monitoring action plan	Section 9(2)(b)(ii)

Interests

Section	Interest
Section 9(2)(b)(ii)	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 Ohu Whakahaere Academic Quality moved into public excluded at 12:04pm.

Karakia whakakapi

The hui | meeting closed with karakia lead by F. Moyer at 12:21pm.



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Ohu Whakahaere Academic Quality Report

17 July 2024

Title	Assurance Reporting for Unified Programmes
Provided by	Fionna Moyer, Co-Chair Te Ohu Whakahaere Quality Deborah Young, Co-Chair Te Ohu Whakahaere Quality
Author	Fionna Moyer, Co-Chair Te Ohu Whakahaere Quality
For	Review and Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Academic Quality (Te Ohu):

a)	Receives the report titled 'Assurance Reporting for Unified Programmes';
b)	Reviews the draft reporting template for unified programmes;
c)	Approves the reporting schedule for unified programmes and Te Ohu Whakahaere Academic Quality review process of completed reports; and
d)	Approve the Te Pūkenga Unified Programme Quality Assurance Template for release to the Te Pūkenga network.

Te pūtake o tēnei pūrongo | Purpose of this report

1. The purpose of this report is for Te Ohu Whakahaere Academic Quality to approve the proposed Te Pūkenga Unified Programme Quality Assurance Template, and approve the reporting structure and schedule.

Te Tāhuhu Kōrero | Background

2. At its meeting of 3 April 2024, Te Ohu discussed a number of matters related to the Te Pūkenga unified programmes currently being developed for the vocational education network. One of the matters raised related to providing assurance on the outcomes and quality of delivery of the programmes. It was decided that a reporting template be developed for use by the business divisions delivering the programmes and then collated by the transitional leads into a report to Te Ohu.
3. Te Ohu member Carmel Haggerty drafted a template for Te Ohu consideration at the June meeting. The template was subsequently updated based on feedback received Ohu and workshopped with Te Pūkenga Rohe 2 Quality Leads.



Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

4. The proposed template is designed to provide Te Ohu with an overview of unified programme key outcomes and activities across the network; the unified programme national programme committee or steering group will decide the process for all delivery sites to contribute to the report which will be completed by the lead provider, reviewed by the lead provider quality team, and approved to proceed to Te Ohu by the lead provider Academic Committee. Reporting will be on an annual basis to a confirmed schedule of programmes which is to be determined.
5. Te Ohu will receive and confirm the submission or follow up with the lead provider on any queries or clarification required.
6. Once confirmed, the lead provider will circulate the final report with Te Ohu confirmation to the quality teams and delivery teams at all delivery sites.
7. Te Ohu will provide a summary of unified programme reports received to Te Poari Akoranga.

Te Ahunga Ki Mua | Next steps

Once approved, the template and process will be distributed with clear instructions to the transitional leads of the unified programmes and through the EQF.

Te Tāpiritanga | Appendices

Appendix 1: Draft Te Pūkenga Unified Programme Quality Assurance Report



Te Pūkenga Unified Programme Quality Assurance Report

National Programme Committee to provide oversight of report and determine how report will be completed. Lead BD Quality team to review report prior to submission. Final report to be submitted to lead BD Academic Committee and then to Te Ohu Whakahaere Quality.

Specifications

Qualification Code:		Qualification Name:	
Programme Code:		Programme Name:	
Programme length		Credits	
Year of first delivery		Lead Business Division:	
Describe level of unification	<i>E.g., programme and courses unified; assessment structure unified with local/regional topics</i>		

Summary of Delivery

<i>Overview of delivery for the period under review; describe programme governance and change mechanisms; shared resources including assessments; describe how moderation is managed for the programme; evaluation of effectiveness of national collaboration; maintenance of academic integrity across the programme; etc.</i>

Ākonga Data

Provide consolidated data for programme and by business division; add a new row for each business division.

Business Division	Enrolled ākonga (Total EFTS/headcount) (Headcount by demographic)	Successful Course Completion % Successful Qualification Completion % (total and by demographic)
<i>Example: BD name</i>	<i>40.6/70 - Māori 10 - Pacific 7 - Non-Māori/Non-Pacific 54 No international learners or ākonga whaikaha/disabled learners enrolled in 2023</i>	<i>SCCR 79% - Māori 69% - Pacific 44% - Non-Māori/Non-Pacific 83% QCCR - Māori 50% - Pacific 33% - Non-Māori/Non-Pacific 65%</i>



Key Activities

Changes to the programme

Summarise national changes made and rationale; where appropriate, describe any local changes made by business divisions; reflect on effectiveness of change process; identify any issues with the change process and actions taken in response – if ongoing actions, add to action plan.

--

Moderation

Summarise moderation activities and outcomes. What courses were moderated in the period under review? What external/cluster moderation was done and with whom? Identify any issues and what was done in response; provide information by business division where business divisions are able to make individual changes; include any WDC or NZQA unit standard moderation.

--

Programme Reviews

Overview of consistency review/degree monitoring/NZQA programme review activities where appropriate; summarise process (collective or individual) and outcome(s); any issues and how these will be addressed.

--

Best Practice

Highlight areas of best practice or successes for the programme

--

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning

--

Appendices

Appendix 1: Unified Programme Action Plan

Other appendices may be included as evidence of statements made in this report.



Appendix 1: UNIFIED PROGRAMME Action Plan

	Challenge / Issue /Opportunity	Proposed Action(s), changes, improvements (what, when, who)	Expected outcome/ impact How evaluated
1			
2			
3			
4			

DRAFT



Appendix 2: TITLE

DRAFT



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Ohu Whakahaere Academic Quality Report

17 July 2024

Title	Te Pūkenga Level 1-6 programme approval and accreditation template
Provided by	Deborah Young, Ako Excellence Director
Author	Louise Courtney, Governance Advisor
For	Feedback and Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Academic Quality (Te Ohu):

a)	Receives the report titled 'Te Pūkenga Level 1-6 programme approval and accreditation template';
b)	Reviews the draft Levels 1-6 Programme Approval and Accreditation template;
c)	Approves the Levels 1-6 Programme Approval and Accreditation template for release to the Te Pūkenga network; and
d)	Notes feedback from members of the Educational Quality Form has been incorporated into the template.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is for Te Ohu Whakahaere Academic Quality to approve the draft Levels 1-6 Programme Approval and Accreditation template for release to the Te Pūkenga network.

Te Tāhuhu Kōrero | Background

Given the proposed disestablishment of Te Pūkenga, a newly drafted Programme Approval and Accreditation template for Levels 1-6 products has been developed to assist individual business divisions to be able to develop new products. This template, whilst being Te Pūkenga based, allows for individual business division flavour and is based on the L7 PAA template.

Members of the Educational Quality Forum (EQF) have provided feedback in the development of this template.

Te Ahunga Ki Mua | Next steps

Once approved, the template will be distributed to Te Pūkenga network through the EQF.

Te Tāpiritanga | Appendices

Appendix 1: Draft Level 1-6 Programme Approval and Accreditation template

He Puka Whakaaetanga, Whakamana | Approval and Accreditation Document

Title (Level X)
Leading to the award of:
**[XXXX] Qualification Title (Level X) with
strands/majors/specialisations in ...**



Te Pūkenga

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Whakamanatanga | Application Details

Whakamanatanga Application details	
Tertiary Education Organisation	XXXX Te Pūkenga (6683)
Ako Network > Domain	
Workforce Development Council	
Type of application and approval sought	<input checked="" type="checkbox"/> Approval & Accreditation
Te Pūkenga Approval	[as per document version control table for this application]
Programme status	<input checked="" type="checkbox"/> Pending <input type="checkbox"/> Approved
NZQA application number	
NZQA Approval Date	
Summary of changes (Type 1 or 2 improvements only)	
Contact Details	
Contact Details 1	Deborah Young Pounuku Kairangi Ako Ako Excellence Director Academic Centre and Learning Systems Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand e-mail: quality@tepukenga.ac.nz
Contact Details 2	Business Division contact details

Te Tukanga Whai Putanga | Document Version Control

Version no.	Approved by	Date of approval	Effective from	Short description
1	Te Ohu Whakahaere Approvals	DD/MM/YYYY	DD/MM/YYYY	Submission of Programme Approval and Accreditation application to NZQA
1.1	Te Poari Akoranga	DD/MM/YYYY	DD/MM/YYYY	Submission of Programme Approval and Accreditation application to NZ
1.2	NZQA	DD/MM/YYYY	DD/MM/YYYY	Programme Approval and Accreditation

Approval and Accreditation Guide to this Document

NZQA Approval and Accreditation Criterion & WDC Endorsement Mapping

This document is arranged in themed sections that outline how the programme of learning meets the New Zealand Qualifications Authority (NZQA) criteria for approval and accreditation and Workforce Development Council (WDC) considerations for endorsement. Document sections map to the specific NZQA criteria and WDC considerations as presented in the table below to assist the review of this application.

Document Section Reference	NZQA Criteria for Programme of Learning (L1-6) Approval and Accreditation	WDC Consideration
1. Introduction		Consideration 1 & 2
2. Programme Name		Consideration 1
3. Title, Aims, Learning Outcomes and Coherence	Approval Criterion 1 & 2	Consideration 1
4. Programme Regulations	Approval Criterion 5	Consideration 1 & 2
5. Learning, Teaching and Assessment	Approval Criterion 3 & 6; and Accreditation Criterion 1	Consideration 1, 2, 4, 5 & 6
6. Acceptability and Consultation	Approval Criterion 4	Consideration 3
7. Resources	Accreditation Criterion 2	Consideration 1
8. Support for Delivery	Accreditation Criterion 3	Consideration 3
9. Self-Assessment, Evaluation and Review	Approval Criterion 7; and Accreditation Criterion 4	N/A
10. Courses	Approval Criterion 2	Consideration 1

1. He Kupu Whakataki | Introduction

This document outlines the capability and delivery arrangements for the programme of learning¹ below.

[Programme Title]
leading to the award of
[XXXX] Qualification Title]

This programme of learning meets the requirements of the NZQA [Programme Approval, Recognition, and Accreditation Rules](#) under section 452 of the Education and Training Act 2020.

The qualification to which this programme of learning leads meets the requirements of the [New Zealand Qualifications and Credentials Framework \(NZQCF\) Listing and Operational Rules](#) under section 452 of the Education and Training Act 2020.

[NOTE: add a statement if required for regulatory/registration body, e.g. The qualification to which this programme of learning leads meets the requirements of the Social Workers Registration Board for registration as a Social Worker as prescribed under Section 5B of the Social Workers Registration Act 2019 (the Act).]

2. [Programme Title (Level X)] Programme

High level programme summary

The XXX programme aims to.....

All graduates from the programme will.....

The XXX programme is designed to be flexible, with a particular focus on enabling regional responsiveness to tailor to local community needs, including local tikanga, community groups (e.g., Migrant, Refugee) and the relevant local context.

2.1 Approach to Programme Development

2.1.1 Designing for equity

Programme design focused on equity and ensuring participation for ākongā of all genders, ethnicities, cultures, and abilities.

The equity-driven approach to programme design is underpinned by research focusing on understanding the barriers and enablers of ākongā when placed at centre of their journey from enrolment to completion to employment.

Programme specific consideration of equity for ākongā includes the following:

- Inclusive and culturally responsive approaches in the facilitation of learning, teaching and assessment.

¹ The term 'programme of learning' refers to any programme formerly identified as 'programme of learning', 'programme of study' and 'micro-credential'.

- Delivery modes that support multiple ways of learning and enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning.
- Learning and teaching methods and activities designed to provide a wide range of ākonga-centred learning experiences that acknowledge:
 - ākonga are individuals and their individual learning context is unique.
 - learning is appropriately responsive to needs of ākonga, whānau, iwi, hapū, community organisations, secondary schools, and employers.
- Assessment activities which are designed to provide ākonga with opportunities to express themselves in a variety of ways that are appropriate to the learning and teaching experiences. This includes assessment that employs multiple literacies (oral, written, and visual) and opportunities to gather naturally occurring evidence where possible.
- Assessment support for ākonga with disabilities.

This programme’s approaches to the provision of equity driven resources include targeted support services which are designed to resolve barriers to learning and respond to the needs of ākonga Māori and their whānau, Pacific learners and ākonga with disabilities. This is actioned through a collaborative approach with guidance and support services and learning and information management services.

2.1.2 Programme Development Process

NOTE: Tailor this section depending on process taken for development. Add sub-headings as appropriate, such as:

- 2.2.1 Identified need for the programme.
- 2.2.2 Development process timeline
- 2.2.3 Establishing foundations for the programme development
- 2.2.4 Approach to programme development (e.g. co-design process)
- 2.2.5 Programme structure development
- 2.2.6 Stakeholder consultation during development

3. Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa | Title, Aims, Learning Outcomes and Coherence

NZQA Programme Approval Criterion 1: Qualification to which the programme leads, and 2: Title, aims, learning outcomes and coherence.

The title, aims, learning outcomes and coherence of this programme are based on the requirements of the qualification to which it leads.

3.1 [XXXX Qualification Title] Qualification

The qualification detailed below meets the requirements of the [New Zealand Qualifications and Credentials Framework \(NZQCF\) Listing and Operational Rules](#) under section 452 of the Education and Training Act 2020.

Qualification information

[Programme Title (Level X)] Programme of Learning Document

Qualification Title			
Qualification Number		Version Number	
Qualification Type			
Level			
Credits			
NZSCED			
Qualification Developer			
Next Review			
Quality Assurance Body	NZQA		
Outcome Statement			
Strategic Purpose Statement			
Graduate Outcomes			
Education Pathway			
Employment/Cultural/ Community Pathway			
Qualification Specifications			
Other requirements (including regulatory body or legislative requirements)			
General conditions for a programme that leads to this qualification			

Conditions relating to the Graduate Outcomes (Incl. and required standards)	
Transition Information	
Replacement information	
Additional transition information	Version Information

3.2 [Programme Title] Programme Details

Programme Information			
Programme Number		Version number	1
Programme Title			
Strands/Majors/Specialisations			
Programme Type			
Programme Owner	XXXX Te Pūkenga (6683)		
Level			
XXXX Te Pūkenga credits		Total Credits	
Assessment Standards (DAS) Credits			
Total Learning Hours			
Next Programme Review			

3.2.1 Meeting qualification specifications

The programme complies with requirements in the qualification by...

3.2.2 Programme strategic purpose

3.2.3 Cut and paste Strategic Purpose Statement from the existing L1-6 qualification published on the NZQCF. Programme aim

The aim of this programme is to enable graduates to be employed in/as [insert employment/cultural/community pathway from the strategic purpose statement] or progress on to further study in the [insert education pathway information from qualification].

It is targeted at..... [insert target market from strategic purpose statement].

Graduates of this programme will have the knowledge, skills and attributes to [insert details from strategic purpose statement].

3.2.4 Programme length and structure

This programme is structured to achieve the qualification outcomes. Its approaches to learning, teaching, and assessment are embedded in courses designed to form a coherent programme that scaffolds and integrates learning and assessment throughout to meet the strategic purpose statement, outcome statement, and the level and credit value of the qualification.

The programme is delivered online/blended/face to face fulltime/parttime over X delivery weeks.

The programme is made up of X courses as shown in the table below.

Table 1 Schedule of Courses

Course code	Course title	Credits	Pre-requisites	Co-Requisites
Level X core courses				
Level X strand/major specific courses				
Elective credits				
TOTAL CREDITS				

3.2.5 Work-integrated learning/Clinical Practice/Placement

[Delete this section if not required.]

This programme includes ... in order to meet the requirements of ...

A minimum of ... need to be completed in order to ...

The above requirements are realised in this programme by ...

Include details of courses that include placement, number of hours, type etc.

Placement components are managed and resourced by XXX | Te Pūkenga. This includes sourcing placement providers, allocation of kaimahi responsible for liaising with placement provider contacts, and supporting policies, procedures (including health and safety and non-disclosure) and contracts with placement providers.

Tripartite agreement for the programme outlines placement requirements and provides details of the roles and responsibilities of each party (ākonga, placement provider, and XXXX | Te Pūkenga).

3.2.6 Learning outcomes and coherence

Coherence is provided through the alignment of course titles, course aims and learning outcomes to the graduate outcomes. The principles of constructive alignment were applied to ensure course learning outcomes, content and assessment are related. Development was underpinned by learning design principles and quality standards. The development process drew on appropriate pedagogical and discipline expertise, as well as ensuring compliance with quality assurance and regulatory body requirements.

Learning outcomes for each course in the programme of learning were designed to reflect the knowledge, skills and attributes ākonga will achieve by completing the course. Learning outcomes provide a basis for the design of learning activities and assessment.

Course learning outcomes in this programme

- are aligned with the programme aims
- reflect how ākonga will achieve the graduate outcomes
- are clear
- are specified for each component of the programme
- are measurable and achievable
- provide a balanced and logical programme
- are presented in a logical progression that demonstrates ākonga development of knowledge, skills and attributes.

3.2.7 Consent to Assess Standards.
 NOTE: Required if standards are included in the programme. Remove section if not required]
 XXXX | Te Pūkenga [holds/is applying for] consent to award the following assessment standards in this programme.

Assessment Standards				
The following associated/embedded assessment standards will/may be awarded in this programme:				
No.	Title	Ver.	Level	Credits

	Total Credits			

See [Appendix 4: Mapping of Assessment Standards to Learning Outcomes and Graduate Outcomes.](#)

3.2.8 Course learning outcomes and assessment mapped to graduate outcomes

Course learning outcomes and assessment have been mapped to the graduate outcomes and specifications for the qualification to support the coherence of the programme design. This is detailed below.

Course Code & Title			Course Aim & Outcomes			Assessment			GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7
Code Title	Aim														
	LO1														
	LO2														
	LO3														
	LO4														
	LO5														
Code Title	Aim														
	LO1														
	LO2														
	LO3														
	LO4														
	LO5														
Code Title	Aim														
	LO1														
	LO2														
	LO3														
	LO4														
	LO5														
Code Title	Aim														
	LO1														
	LO2														
	LO3														
	LO4														
	LO5														
Code Title	Aim														
	LO1														
	LO2														
	LO3														

Course Code & Title			Course Aim & Outcomes			Assessment			GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7
	LO4														
	LO5														

4. Waeture ā-Hōtaka | Programme Regulations

NZQA Programme Approval Criterion 5: Regulations

Regulations outline the requirements for entry into, progress through, and completion of the programme. The Regulations are to be read in conjunction with [Te Kawa Maiooro | Educational Regulatory Framework](#).

[Reference if there are additional regulations specified by a regulatory body (e.g., Teaching Council, Nursing Council, Midwifery Council), indicate it here, with details in 4.10 below.]

In this programme there are clear, relevant, and appropriate regulations that specify requirements for

- admission
- credit recognition and transfer, and recognition of prior learning
- award requirements
- normal progression within the programme
- integration of practical and work-based components
- assessment regulations.

XXX | Te Pūkenga is committed to enabling broad access for ākongā and providing barrier-free access and participation for Māori, Pacific, Disabled and other equity groups.

4.1 Admission

Admission Requirements	<p>Academic admission</p> <p>To be admitted to this programme, applicants must meet the following general admission requirements: ...</p> <p>Minimum Academic pathway (NCEA, University Entrance, Bachelors Degree, etc.)</p> <p>OR</p> <p>Relevant pathway programme(s)</p> <p>OR</p> <p>A recognised equivalent.</p> <p>Special and Discretionary admission</p> <p>Special and Discretionary admission options are also available as outlined in Section 2.9 of Te Kawa Maiooro</p> <p>Programme specific admission</p> <p>In addition, applicants must also meet the following programme specific requirements: ...</p> <p>Language requirements</p> <p>All applicants must demonstrate the necessary language proficiency required for the programme.</p> <p>International applicants are required to demonstrate capability in English as evidenced by an IELTS (General or Academic / Academic) score of XXX with no individual band lower than XXX from a single test taken in the preceding two years, or an equivalent described in NZQA Rules</p>
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4.2 Selection Process

Limits on enrolment may be applied due to health and safety reasons / availability of resourcing / availability of work experience placements. Should limits be placed on enrolment, the following selection criteria will apply:

...

The following process will be used to make selection:

...

4.3 Recognition of Prior Knowledge and Skills

The provisions or recognising prior knowledge and skills through cross credit, credit transfer and recognition of prior learning in this programme are set out in [Te Kawa Maioorooro | Educational Regulatory Framework](#).

For this programme the following specific requirements apply...

4.4 Progression

Progression through this programme will be in accordance with the criteria specified in [Te Kawa Maioorooro | Educational Regulatory Framework](#), programme structure, scheduled course delivery and any specified course completion requirements.

4.5 Award Requirements

To be awarded the [Qualification Title (Level X) (strands/majors if any)], ākongā must achieve a total of X compulsory credits as specified in the programme structure.

Ākongā may take up to X years to complete this programme unless an extension is granted by the delegated authority.

4.6 Assessment Regulations

Assessment regulations follow the guidelines in [Te Kawa Maioorooro | Educational Regulatory Framework](#).

Assessment and/or course pass requirements that are specific to this programme are detailed below.

Assessment Mode	Achievement-based and/or Competency-based
Grade Key	11-point achievement-based grading key and/or 2-point/4-point competency-based grading key as set out in Te Kawa Maioorooro Grading Scale
Assessment submission and additional opportunities	<p>Assessment submission</p> <p>Ākongā must attempt and submit all summative assessment items within the timeframe or by due date indicated in the course outline unless an extension has been granted.</p> <p>Extension of assessment deadlines</p>

	<p>Late submission of assessments</p> <p>_____</p> <p>Reassessment and/or resubmission opportunities for failed assessments</p> <p>_____</p> <p>Reassessment opportunities for failed courses</p> <p>_____</p> <p>The above assessment regulations are outlined in mode specific programme delivery documentation provided to ākonga at the start of their course.</p>
--	---

4.7 Integration of Practical and Work-integrated Components

Practical components in this programme take place in dedicated facilities (model salons, labs, workshops, etc.) at each Business Division. These provide ākonga with...

Work-integrated learning components are integrated in this programme.....

4.8 Transition Arrangements

Transition arrangements may be required, and transition pathways will be identified on a case-by-case basis, informed by course equivalencies, and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the programme.

[Add appendix with example transition plan if required.]

4.9 Other Regulatory/Registration Provisions

[Add any additional provisions in this section if required or delete.]

5. Whakaakoranga me te Aromatawai | Learning, Teaching and Assessment

NZQA Programme Approval Criterion 3: Delivery modes and methods, and 6: Assessment and moderation; and Accreditation Criterion 1: Assessment and moderation

5.1 Inclusive and culturally responsive approaches

Facilitation of learning, teaching, and assessment will be inclusive, recognising all individuals, and will employ a range of culturally responsive learning experiences which value mātauranga Māori and Pacific pedagogies and inclusive approaches for disabled peoples.

The following approaches are specifically designed to ensure that ākonga Māori can learn as Māori: [delete items where appropriate]

- **Kanohi ki te kanohi (face-to-face)** learning approaches acknowledge that face-to-face communication is a key principle of being and doing as Māori. Learning methods that acknowledge such culturally responsive approaches to teaching and learning are employed where and when appropriate.
- **Wānanga** learning is often taken in the setting of a marae and this approach is typically intensive and always reflective of a Māori cultural context, both in practice and content.

[Programme Title (Level X)] Programme of Learning Document

- ***Noho marae*** learning approaches involve ākonga staying on a marae with an educational/developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning.

Tuakana-Teina is a mentoring-type relationship that is an integral part of traditional and contemporary Māori society where a more expert tuakana helps and guides a less expert teina to acquire new knowledge and skills while the train challenges their Tuakana to also grow, and gain insights not previously explored. Ākonga with disabilities are supported by ākonga disability support and accessibility services, who work with ākonga to assess their individual needs and to ensure that appropriate learning and teaching resources are made available to them to enable them to succeed. This can include assistive technology and specialised equipment and furniture. Ākonga may also be supported by a reader and/or writer. Learning and teaching materials, methods and technologies may be adapted where appropriate to ensure that there are no barriers for disabled learners in achieving their learning goals.

5.2 Learning and Teaching in the [Programme Name]

This programme uses a range of learning and teaching methods, strategies and activities which support ākonga progression toward meeting graduate profile outcomes. The programme is designed to allow for variation in learning, teaching, and assessment activities to accommodate varying class sizes, ākonga demographics, delivery modalities, and local requirements.

There is also the expectation of ākonga carrying out self-directed learning as they become responsible for their own learning and self-monitoring.

The range of learning and teaching methods are built on the foundation of established practices and quality delivery employed by XXXX|Te Pūkenga over many years.

The following learning and teaching methods have been selected as appropriate for the delivery of this programme: [amend/delete as appropriate]

- *Collaborative/Co-operative learning*
- *Practice-based learning*
- *Problem-based learning*
- *Research-based learning*
- *Studio-based learning*
- *Work-integrated learning*
- *Work-based learning*
- *Self-directed Learning*

5.3 Delivery Modes

The delivery modes employed in this programme are based on guidance from NZQA and the [Tertiary Education Commission](#) (TEC).

NZQA defines delivery modes as ‘the overall delivery style’ of a programme while the TEC modes are designed to recognise the different cost structures involved in delivery. In combination these delivery modes enable learning, teaching, and assessment methods to be contextualised to support target ākonga groups to achieve learning goals in a variety of provider-based or work-based settings.

A programme of learning may be designed to employ one or more delivery modes. This will enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning.

The following delivery modes will be employed in this programme:

[Programme Title (Level X)] Programme of Learning Document

Delivery Modes

- Provider-based | Blended (in-person face-to-face, online engagement, self-directed learning and work integrated learning)
- Provider-based (Extramural) | Distance online
- Work-based | Blended (in-person face-to-face, online engagement and self-directed learning)

5.3.1 Provider-based | Blended mode

Blended modes of delivery are employed to provide flexibility to ākonga by combining in-person (face-to-face) with online (distance) engagement in a provider-based setting.

In-person interaction and digital technologies are integrated to enhance the learning experience. Ākonga typically engage in a mix of in-person and online activities, allowing for flexibility and personalised learning experiences. The 'blend' can depend on the programme, subject matter and learning outcomes. Teaching teams carefully plan and integrate the online and in-person components to create a cohesive and effective learning experience that maximises the benefits of both modalities.

This mode may be supplemented with work-integrated activities undertaken at approved locations as part of the learning.

[add any further details specific to the programme]

5.3.2 Provider-based (Extramural) | Distance online mode

Distance (online) modes of delivery may be synchronous or asynchronous. They provide flexibility to ākonga by giving access to learning resources for courses and programmes electronically through various multimedia and Internet platforms. Ākonga are enrolled with XXX | Te Pūkenga where they undertake learning and teaching activities with additional supported self-directed learning away from a specific delivery site. This mode may be supplemented with practical or work-integrated activities undertaken at approved locations as part of the learning.

5.3.3 Work-based | Blended mode

Work-based learning (including apprenticeship training) approaches use the employment context to apply learning-to-practice and are fully integrated in a workplace where the majority of the learning takes place. Ākonga are enrolled with XXX | Te Pūkenga and are employees, contractors or volunteers in a workplace that can provide appropriate practical in-work learning opportunities.

Formal agreements enable this mode. These include

- an agreement between XXX | Te Pūkenga and the employer outlining the arrangements to support ākonga in a work-based learning environment
- an enrolment agreement between ākonga and XXX | Te Pūkenga
- a training agreement, which forms part of the employment agreement or relevant equivalent, between the employer and employee/ākonga.

5.3.4 Distance offshore delivery

This programme will be offered at a distance to offshore ākonga. Distance learning resources are specifically designed for the purpose, and include elements described for [Provider-based \(Extramural\) | Distance online mode](#).

Specifically, this programme will...

This application meets the [NZQF Offshore Programme Delivery Rules](#) (Offshore Rules).

5.4 Assessment

Assessment is designed to ensure that the context of learning and teaching is considered to ensure the assessment is valid. It is designed to ensure that ākonga will be provided with opportunities to express themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. Assessment is designed to take the form most appropriate and valid for the ākonga, learning and teaching, and includes formats that are oral, written, visual and practice based.

5.4.1 Assessment methods and activities

Ākonga will be given opportunities to provide evidence by expressing themselves in a variety of ways that are appropriate to the learning and teaching experiences. This will include assessment that employs multiple literacies (oral, written, and visual) and opportunities to gather naturally occurring evidence where possible.

Assessment methods and activities will take the form most appropriate and valid for ākonga, learning and teaching in this programme. These may include: [amend/delete as appropriate for the programme]

- *Assignments*
- *Examinations, tests and quizzes*
- *Group/Collaborative assessment*
- *Presentations*
- *Projects*
- *Portfolio*
- *Rangahau and research projects*
- *Work-integrated assessments*

[If using 100% portfolio assessments]

Assessment portfolios Assessment portfolios are designed to give ākonga the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills and learning achievements. Assessment is not only about measuring the attainment of knowledge; it is also about measuring that ākonga understand theoretical knowledge and/or skills and are able to integrate the knowledge and skills across other experiences, across time. Therefore, the programme utilises a portfolio of evidence that ākonga construct and add to during the period of learning, using a variety of assessments that provide evidence of their achievement of all the learning outcomes.

The purpose of the portfolio of evidence is to build, track and measure progress along the way as well as the final outcome. The use of a portfolio of evidence as an assessment tool is an alignment to real-world expectations; that is, the collection of evidence to demonstrate achievement. The types of assessment used are authentic real-world activities that will also contribute to the ākonga transferable skill set that they can apply in the workplace.

There will typically be a range of items within each portfolio, each related to an assessment activity. The assessment activities have individual weightings and due dates and align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Activities will align with and measure achievement of the learning outcomes.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools.

Ākonga are required to submit work for each assessment activity within the portfolio. The portfolio provides a record of all assessment completed within a course.

5.4.2 Assessment Standards

[NOTE: Required if standards are included in the programme. The text below presents a range of options that may be chosen from, or replaced with text that is specific to the programme. This section may be removed if not required]

Work-based

Assessment in this programme uses skills/unit standards, which may be contextualised according to ākonga and industry needs, as assessment tools. Where evidence is gathered from the workplace, the direct supervisor of ākonga will be required to verify the authenticity of the evidence prior to assessment submission. All assessment will be marked by a registered assessor who will hold the relevant qualifications and experience as detailed within the Consent and Moderation Requirements (CMR). Assessors will use evidence guides/model answer guides to assess ākonga submissions as approved for use by the Standard Setting Body (SSB) during pre-assessment moderation.

The assessor determines whether the evidence shows that ākonga have met the requirements of the skills/unit standard and provides feedback to ākonga on their assessment results. Where the assessor decision is 'Achieved', assessment results are recorded and reported.

When ākonga are not successful in assessment, they can resubmit assessments that contain additional evidence of competency. Ākonga will be supported and receive constructive feedback and advice on what learning or additional evidence is required for the assessor to judge them competent to assist their learning journey during this time.

All relevant sections of the SSB's CMR for the standards (such as assessors holding unit standard 4098 Use standards to assess candidate performance) will be met.

and/or

Provider-based

This programme includes a range of 'optional' assessment standards. The term 'optional' relates to the decision by a delivery site to choose to provide a range of approved assessment standards as part of their course assessment structure. The standards may be included to assist the articulation of ākonga into higher level study in the same discipline or may be provided to support industry requirements.

The specific standards included for each course are described below in [course descriptors](#) and above in the Course learning outcomes and assessment mapped to graduate outcomes.

Assessors hold the relevant qualifications and experience to assess the standards included in this programme as detailed in the [Consent and Moderation Requirements \(CMR\)](#).

5.4.3 Assessment feedback

Ākonga are provided with regular constructive feedback in a timely fashion on their progress and reporting on final achievements. Typically, such feedback is provided on individual assessment

submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

5.4.4 Course workload

Kaiako are responsible for ensuring ākonga workload is fair and equitable. This may entail spreading assessment evenly across the time allocated for the delivery of all courses that ākonga are enrolled in at a given learning location or may be agreed with ākonga and [employers in work-integrated learning](#), or with ākonga learning in asynchronous learning environments.

To ensure ākonga can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the course in programme/course guides. This information explicitly identifies agreed due dates for assessment events, as well as supporting details (e.g., assessment schedules).

5.4.5 Academic integrity

Academic integrity is the expectation that all ākonga behave honestly, responsibly, and respectfully towards their own work and that of others, this includes the incorporation and use of Generative Artificial Intelligence. Academic integrity is to be modelled in all academic, teaching and research activities with a focus on developing and maintaining a positive, supportive community of learning.

XXXX | Te Pūkenga is committed to the highest standards of integrity, respect and professional conduct. Ākonga are held to the same high standards and are required to be honest and act with integrity in their learning and assessments. There is commitment to providing the resources necessary to support success throughout their learning journey.

Assessment design plays an integral part in supporting academic integrity, enabling the appropriate use of supportive tools such as Generative Artificial Intelligence, while ensuring authentic work which is produced by ākonga and is reflective of their learning and development. The assessment strategy for [\[programme name\]](#) is based on enduring assessment which allows the assessment to maintain its integrity.

Similarity detection software (e.g. Turnitin) may be utilised for all written assessments as an additional tool to support academic integrity.

[Te Kawa Maioorooro | Educational Regulatory Framework](#) outlines the approach to Academic Integrity.

5.4.6 Assessment support for ākonga with disabilities

In accordance with [Te Kawa Maioorooro | Educational Regulatory Framework](#), alternative supported assessment arrangements for ākonga with disabilities are made wherever possible to ensure equitable assessment opportunities. Supported assessment arrangements may include

- 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
- additional assessment time as necessary for a fair assessment to take place
- the services of a reader and/or writer
- assistive technology
- specialised equipment and furniture
- alternative dates, spaces, and/or times for participating in assessment activity.

5.4.7 Assessment submission using te reo Māori

In recognition of the status of te reo Māori as an official language of Aotearoa New Zealand, ākonga may submit summative assessments in te reo Māori in accordance with [Te Kawa Maioorooro | Educational Regulatory Framework](#).

5.4.8 Assessment submission using New Zealand Sign Language

In recognition of the status of New Zealand Sign Language as an official language of Aotearoa New Zealand, ākonga may submit summative assessments in New Zealand Sign Language in accordance with [Te Kawa Maiororo](#). Supported assessment arrangements may include:

- New Zealand Sign Language communicators and interpreters.

5.5 Moderation

Moderation for this programme is in accordance with Te Pūkenga Moderation Framework, which provides a structured approach to develop, support, ensure, and assure comparability and consistency in programme assessment outcomes. The Framework, and all moderation activity, is governed by Te Pūkenga Moderation Policy, which sits under Te Kawa Maiororo | Te Pūkenga Educational Regulatory Framework.

XXXXX moderation system is inclusive of all summative assessments within the programme and all kaimahi involved in programme assessment processes.

Moderation activities in the [programme name] are designed to:

- deliver comparability of assessment outcomes for the programme;
- safeguard the quality and credibility of the programme for ākonga, stakeholders, and industry;
- ensure that assessment currency and connection with industry is maintained.

5.5.1 Assessment materials

- All new and substantively modified assessment materials will be pre-moderated, and any required amendments made before first use with ākonga, and post-moderated.
- Thereafter, assessment materials will be pre- and post-moderated in accordance with an annual moderation plan. (See Appendix: Draft XXXXX Moderation Plan).
- Moderation of assessment materials will be carried out by kaimahi with expertise in assessment design, moderation, and subject matter (each set of expertise may be provided by a different person).
- Noting that there will be times in which Regulatory Bodies (including WDCs) will have their own moderation requirements, in which assessment materials will be pre- and post-moderated according to their standard setting requirements.
- [Reference to internal programme committee approval for assessment]

5.5.2 Assessment currency and connection with industry

- Feedback will be sought from industry professionals to ensure assessment currency and connection with industry, through industry representation and contributions in programme-wide comparability moderation.

5.5.3 External moderation

Courses are subject to regular external moderation as per the External Moderation Plan. (See Appendix: Draft XXXXX External Moderation Plan).

5.5.4 Regulatory Body (including WDC) moderation requirements.

- [name of programme] will engage in any moderation activities as may be required by XXXX related regulatory body/bodies.
- In addition, XXX |Te Pūkenga will comply with requirements for national moderation of standards (Unit/Skills/Achievement) as outlined in the specific CMR document referenced in each standard. Results of standards moderation will be included in evaluation of outcomes for the programme.

6. Te Whakaaetanga me te Uuitanga | Acceptability and Consultation

NZQA Programme Approval Criterion 4: Acceptability of the programme and consultation.

6.1 Stakeholder Engagement and Consultation

Consultation with stakeholders occurred to ensure that the programme meets the needs of all stakeholders. The acceptability of this programme was informed via the process of programme development, engagement and consultation.

Consultation meets the NZQA requirement by engaging with the following specific groups: [amend to reflect local business division]

- Local whānau, hapū, iwi and where appropriate, hāpori Māori
- Pasifika
- Industry, employers
- Advisory groups
- Professional bodies
- Regulatory bodies

Appendix X outlines the groups/people involved in the consultation, what they said and what was done in response to the feedback. These details reflect the acceptability of the programme to relevant communities and other key stakeholders.

6.2 Mana Whenua

Engagement with mana whenua is guided by mana whenua and will look different by location.

As a key partner, mana whenua have the expectation that they will be consulted about programme development and invited to provide feedback.

For ongoing provision, mana whenua will be invited to input into evaluation and review, as members of the Stakeholder and Industry Advisory Committees at a local level, to provide an interface between the programmes and appropriate external stakeholders for the purposes of on-going evaluation and review.

Partnerships with mana whenua are held locally. To this end, kaimahi have prioritised forming and continuing partnerships with mana whenua to support and strengthen the programme.

[Provide extra detail about this per programme]

[Programme Title (Level X)] Programme of Learning Document

7. Rauemi | Resources

NZQA Programme Accreditation Criterion 2: Resources.

7.1 Staffing Capability

Kaiako teaching on this programme are appropriately qualified to teach within the discipline. In addition, each teaching team is supported by support kaimahi comprised of supervisors (where appropriate), tutors, and administrative/support personnel.

Details on the qualifications and areas of expertise of kaiako who teach on this programme at each Business Division are presented in the Appendix..

7.1.1 Specialised content capability

Within this programme, there are some aspects that will be required to be delivered by specific content specialists. Delivery of this content will be by people with the appropriate knowledge, skills and capability, and may or may not be part of the primary teaching teams, i.e. external people may be asked to teach, or people from other teams within the Business Division may be asked to support teaching, etc.

This is particularly pertinent to the delivery of mātauranga Māori content which may require specific capability

- expertise (discipline subject matter as well as mātauranga and how these relate)
- community engagement (local community contacts they regularly work with within the discipline)
- ability to ensure delivery is tika and pono.

XXX| Te Pūkenga is committed to and accountable for delivery features that will support ākonga Māori and mātauranga Māori, such as:

- online delivery being complemented by kanohi ki te kanohi opportunities, as appropriate
- te reo me ngā tikanga Māori occurring so regularly as to be regarded as a given (for ākonga Māori to feel they belong and for non-Māori to learn)
- Māori pedagogies being utilised throughout the programme, as appropriate.

7.1.2 Support kaimahi

In addition to the academic kaimahi, there are teams of technical and administrative kaimahi supporting the delivery of this programme at XXX| Te Pūkenga. An overview of support kaimahi is included in Appendix X.

7.1.3 Kaimahi development

XXX| Te Pūkenga have policies and systems in place to ensure the ongoing professional development of all kaimahi. Add detail on specific targeted actions (such as cultural capability development) for this programme here / link to an appendix.

7.2 Teaching Facilities and Resources

XXX| Te Pūkenga ensure that all sites (including all off-site learning) remain safe and adequate for the programme of learning provided, its kaimahi, and the number of ākonga enrolled, while meeting ākonga-specific needs.

Teaching facilities and physical resources at each designated delivery site are designed to support the implementation and sustained delivery of the programme, in all relevant modes of delivery. Details about teaching facilities and physical resources are given in Appendix X.

7.3 Arrangements for Work-integrated Learning

In this programme [work-based/work-integrated learning/field-based] occurs through

The roles and responsibilities of ākonga, the work-based/work-integrated learning/field-based supervisory staff and Business Division are detailed in documented formal agreements.....

An example agreement/s is/are available in the Appendix.

7.4 Learning Resources

7.4.1 Learning management system

Ākonga in this programme have access to a Learning Management System (LMS). This system hosts programme content and a wide range of learning resources including:

- detailed course subject outlines (including learning outcomes);
- weekly topic schedule;
- prescribed and recommended text/s (if any);
- resource requirements; and
- assessment structure for all learning outcomes and topics (including assessment dates).

The LMS is also a primary communication tool between ākonga and kaimahi.

Ākonga engaging in online learning, including those with limited access, are supported with access to digital equipment and electronic resources.

7.4.2 Library resources

Ākonga and kaimahi have access to physical and online libraries which support the teaching, learning and research needs of the learning community through their collections and resources, and their librarians. Ākonga undertaking the [programme name] will be able to utilise the existing library resources and support available that has been developed to support the programmes.

Details on library resources can be found in Appendix X.

7.4.3 Information technology resources

A range of information technology services are employed to support delivery of programmes. Information Technology (IT) offers a range of technology services and support to all kaimahi and ākonga of Te Pūkenga.

The delivery of programme content via a range of dedicated Learning Management Systems and other specialist systems and software applications. Ākonga engaging in online learning, including those with limited access, are supported with access to digital equipment and electronic resources.

IT resources are outlined in Appendix X.

7.5 Ākonga Guidance and Support

XXX| Te Pūkenga has a wide range of guidance, support systems and facilities available for ākonga. These include:

- ākonga support services
- support for ākonga Māori
- support for Pacific ākonga
- support for ākonga with disabilities
- support for international ākonga.

All teaching and support teams adhere to the [Tertiary and International Student Code of Practice](#).

7.6 Programme Governance and Management

7.6.1 Governance

Te Poari Akoranga is the Academic Board of Te Pūkenga. It is a sub-committee of the Council tasked with advising the Council on matters relating to work-based learning, courses of study and training, awards and other academic matters. As Te Pūkenga is the legal entity, Te Poari Akoranga and Ngā Ohu Whakahaere continue to approve new programmes, assure quality, and manage appeals. Te Poari Akoranga does this to assure Te Pūkenga Council that the academic frameworks that support ākonga continue to ensure excellent quality educational opportunities and successful outcomes.

XXX| Te Pūkenga Academic Committee will oversee and support the quality, compliance, and consistency of teaching and learning and report to Te Poari Akoranga as required.

7.6.2 Quality assurance

Programmes are reviewed after each delivery cycle to identify and analyse good practice and opportunities for improvement. [Te Kawa Maiororo | Educational Regulatory Framework](#) is the national governing education regulatory framework and sets out the overarching regulations that apply to learning and delivery, including teaching, assessment, rangahau and research, and support activities. XXXX|Te Pūkenga has related quality practices, processes, and procedures that provide further detail at a local level.

8. Aromatawai-kiritahi, Aromātai me te Arotake | Self-assessment, Evaluation and Review

NZQA Programme Accreditation Criterion 7: Programme review; and Accreditation Criterion 4: Programme review.

8.1 Self-assessment

Self-assessment is an ongoing practice to monitor and review the performance of the [name of programme] programme and for continuous improvement.

The programme is required to undertake evidence based self-assessment and evaluation using both qualitative and quantitative data. Examples of the type of evidence utilised includes formal and informal feedback from ākonga, support services, stakeholders, moderation results, degree monitor’s reports, regulatory bodies, as well as evaluative conversations with kaiako, management, kaimahi and other internal stakeholders as appropriate. This process is used to identify academic risk, areas for improvement, good practices, and opportunities for change across the programme.

[Include Business Division approach to self-assessment]

8.2 Programme evaluation

8.2.1 Ākonga feedback

Ākonga feedback is a critical component of their coherent educational experience. Ākonga are advised in advance which courses will be evaluated, how evaluation will be carried out, relevant time frames, and the reporting back process.

XXXX | Te Pūkenga will engage with ākonga continuously throughout their learning, and feedback will be captured through both formal and informal means. Formal modes may include:

- **Ākonga surveys:** to understand ākonga experience and satisfaction with their course, their delivery site, their tuition, etc.
- **Ākonga forums/focus groups:** an opportunity for ākonga representatives to talk about issues, wants, needs facing their class so that the relevant site can engage and manage any actions that are required.
- **Assessment:** formative and summative assessment as an opportunity to identify and track issues and areas of potential improvement.

Ākonga feedback is analysed and evaluated, appropriate actions are identified, and relevant information is communicated back to ākonga within an agreed timeframe.

8.2.2 Programme evaluation

Programme evaluation provides evidence of capability in self-assessment. This includes evaluative summaries on

- ākonga achievement data, including enrolment demographics, EFTS, ākonga feedback statistics, and educational performance indicators
- stakeholder engagement and feedback
- examples of good practice
- changes to courses/programme
- changes to kaimahi
- new / additional resources
- kaimahi professional development activities
- any significant issues and challenges
- how requirements / recommendations have been addressed (from approval and accreditation processes, prior monitoring, or professional body reports)
- moderation
- reflection.

8.2.3 Stakeholder and industry advisory

Established stakeholder and industry advisory groups will continue to provide input into continued programme development, review and improvement, including:

- ensuring the programme meets the current and future needs of employers
- ensuring the programme meets the needs of its ākonga, industries, whānau, hapū, iwi, and hāpori giving a stakeholder perspective on programme developments and reviews
- providing an opportunity for kaiako and stakeholders to share best practice and research findings.

These groups will be comprised of a number of stakeholder representatives, with specific focus on Māori and Pacific stakeholders and organisations.

Industry engagement is also embedded into the programme through work-integrated learning and clinical learning experiences.

9. Akoranga | Courses

NZQA Programme Approval Criterion 2: Title, aims, learning outcomes and coherence.

The following descriptors provide an overview of the content and structure of each course in the programme. Learning, teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Course Code: Course Title				
Course code		Level		Credits
Pre-requisites		Co-requisites		
Main programme				
Other programmes				
Delivery modes	Provider-based Provider-based (extramural) Work-based	Total learning hours		

Course Specific Requirements: ...

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is for ākonga to.....

Ngā Hua o te Ako Learning Outcomes		Ngā Tūtohu o te Kiko Indicative Content
Upon the successful completion of this course, ākonga will be able to...		
LO1	Insert the LO here. [GPO X, GPO X, GPO X]	<ul style="list-style-type: none"> List the content here List the content here
LO2	Insert the LO here. [GPO X, GPO X, GPO X]	<ul style="list-style-type: none"> List the content here List the content here
LO3	Insert the LO here. [GPO X, GPO X, GPO X]	<ul style="list-style-type: none"> List the content here List the content here

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes	Assessment Type	Completion Requirements

[Programme Title (Level X)] Programme of Learning Document

Presentation	30%	LO 1	Achievement	Min 50%

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

[NOTE: any of the following three statements may apply. Delete those not required]

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

OR

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

OR

Assessment in this course supports both achievement and competency-based assessment. All assessment items must be successfully completed to pass this course.

Competency-based assessment completion: Ākonga must successfully complete all specified competency-based assessment items in order to pass this course.

Ākonga must complete a minimum of XXXX hours of clinical practice to be eligible to complete the clinical learning practice competence assessment.

Achievement-based assessment completion: Ākonga must submit all specified achievement-based assessment items, achieve all learning outcomes, and obtain at least 50% overall in the achievement-based assessment items in order to pass this course.

Assessment Standards

[NOTE: Choose the statement according to the requirements (compulsory/optional) for standards in this course and modify accordingly. If no standards included this can be deleted]

The following standards are compulsory in this course:

OR

The following standards are optional. Delivery sites may include pathway specific standards chosen from the following. Standards will be assessed across a range of courses and will be awarded upon evidence of all outcomes and performance criteria for the standard being met using competency-based assessment. Successful achievement of optional assessment standards is not required for course completion.

Std no.	Title	Level	Credits	LOs

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

[Programme Title (Level X)] Programme of Learning Document

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10. Āpitihanga | Appendices

Tailor below table as required.

Number	Appendix	Document
	Key data for qualification and programme	

Tā Te Poari Akoranga Komiti Pūrongo

Te Ohu Whakahaere Academic Quality report

17 July 2024

Title	18 June 2024 Te Poari Akoranga hui – open portion
Provided by	Deborah Young and Kieran Hewitson, co-chairs Te Poari Akoranga
Author	Louise Courtney, Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Academic Quality:

a.	Receives the report titled ‘18 June 2024 Te Poari Akoranga hui – open portion’;
b.	Notes the resignation of member Glynnis Brook;
c.	Notes that Te Poari Akoranga approved the sub-delegations within Te Poari Akoranga’s existing delegations as listed in the meeting summary;
d.	Notes that Te Poari Akoranga approved the Academic Integrity Policy and its immediate release to Te Pūkenga network; and

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 18 June 2024 online via Microsoft Teams. Di Lithgow provided an apology for absence, and Paora Ammunson and Te Urikore Biddle for early departure for the meeting. Glynnis Brook tendered her resignation from Te Poari.

The summary below provides an overview of some key discussions and decisions by Te Poari during the open portion.

Academic Delegations Register

Te Poari Akoranga approved the following sub-delegations:

- Te Ohu Whakahaere Approvals to approve new Level 1-6 courses and programmes, and approve to seek approval/accreditation of new Level 1-6 programmes by external bodies (Section 2)
- Local academic committees to approve variations to an individual learner’s course/programme of study outside programme regulations (Section 3)
- Te Ohu Whakahaere Academic Quality 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 (Section 4)
- Co-Chairs of Te Ohu Whakahaere Academic Quality, approval of minor changes to academic procedures, within academic policy (Section 4)



- Local Academic Committees to approve and release learner results and recognise credit for assessment (including assessment of prior learning) in accordance with approved academic regulations (Section 5)
- Te Ohu Whakahaere Rangahau, Research and Postgraduate to set and promote quality standards for research (Section 6)
- Local Academic Committees to 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 (Section 6).

Academic Integrity Policy and Guidelines

Te Poari were satisfied with the Academic Integrity Policy but believed that the guidelines required amending to remove the procedural feel to it and to ensure that good communications were provided with them to ensure users understood its purpose as a guide. Feedback from members included:

- Clear definition of that 'local' refers to local business divisions;
- Amend Step 2. in the suspected breaches process to align with Legal feedback that investigators can only use information related to the current breach, therefore, removing the recommendation to check the business division's academic breach register; and
- Review Step 4. as it does not allow for new students who are likely to breach this as part of their academic learning.

Te Poari approved the Academic Integrity Policy and recommended that the guidelines be provided to the Educational Quality Forum (EQF) for further feedback before being distributed through their networks.

Ngā Ohu Whakahaere o Te Poari Akoranga

Te Poari received reports from ngā ohu whakahaere and noted that:

- Te Ohu Whakahaere Ako members be provided further clarity on the disestablishment of that ohu. Te Poari also suggested that members be connected with the Teaching and Learning to support the work currently being undertaken there and that the Generative AI Principles Framework be forwarded to the EQF to progress.

Science Systems Advisory Group and University Advisory Group submissions

Te Poari acknowledged the work undertaken to collate, facilitate and lodge submissions on both the Science Systems and University Advisory Groups. It was noted that more resourcing and support would be required for phase two of the consultation process.

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Poari Akoranga 18 June 2024 hui – open portion](#)

Appendix 2: Draft Academic Delegations Register

Te Poari Akoranga o Te Pūkenga
Delegations Register



Delegations to Te Poari Akoranga

Schedule A - 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. The below table shows the delegations from Council to Te Poari Akoranga.

Ref	Subject	Description	Objective	Yes/No	Sub-delegation
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 approval/accreditation of programmes by external bodies.	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	Te Ohu Whakahaere Approvals to approve new Level 1-6 courses and programmes. 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.
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: 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	This delegation is sub-delegated to Local Academic Committees in its entirety.
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	Te Ohu Whakahaere Academic Quality Co-Chairs of Te Ohu Whakahaere Academic Quality to approve minor changes to academic procedures, within academic policy.
5.	Assessment	To approve and release learner results and recognise credit for assessment (including assessment of prior learning) in accordance with approved academic regulations.	Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus.	Yes	This delegation is sub-delegated to Local Academic Committees in its entirety.
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 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)	Yes	Te Ohu Whakahaere Rangahau Research and Postgraduate to review and monitor: a. the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research. 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. Local Academic Committees 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.

Ref	Subject	Description	Objective	Yes/No	Sub-delegation
	Appeals		<i>(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.</i>	Yes Limited to ohu whakahaere	Te Ohu Whakahaere Appeals
7.	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	
8.	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." (Section 324 (2) of the Act)	No	

In line with the powers to sub-delegate in the table above, from time to time, Te Poari Akoranga 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) Minor changes to academic procedures, within academic policy, are sub-delegated to the Chair, Ohu Whakahaere Academic Quality;
- iii) Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through reporting template.

All formal sub-delegations will be included in the Academic Delegations Register which will be updated each time a power is sub-delegated.

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!

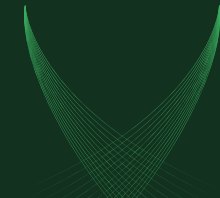
Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

Our values



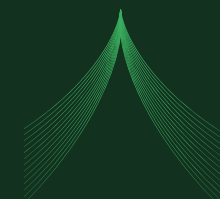
Manawa nui

We reach out and welcome in



Manawa roa

We learn and achieve together



Manawa ora

We strengthen and grow
the whole person