

# Te Poari Akoranga | Academic Board 18 June 2024 hui



18 June 2024 09:00 AM - 12:00 PM

Agenda Topic	Presenter	Time	Page
Open Agenda			
<a href="#">Karakia tīmatanga</a>			4
1. Welcome and apologies			
2. Administration		09:00 AM-09:05 AM	8
2.1 <a href="#">Te Poari Akoranga membership and meeting schedule calendar 2024</a>			8
2.2 <a href="#">Te Poari Akoranga Workplan 2024</a>			11
2.3 <a href="#">Register of Interests Te Poari Akoranga 2024</a>			12
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.			
2.4 <a href="#">Open minutes of hui 24 May 2024.</a>			14
RECOMMENDATION: THAT Te Poari Akoranga accept as a true and accurate record the minutes of the open portion of the Te Poari Akoranga meeting held 24 May 2024.			
3. <a href="#">Academic Delegations Register</a>	D. Young	09:05 AM-09:15 AM	18
RECOMMENDATION: THAT Te Poari Akoranga: a) Receive report titled 'Te Poari Akoranga Academic Delegations Register'; b) Approve the following sub-delegations within Te Poari Akoranga's existing delegations as listed in the report; c) Recommend that Te Pūkenga Council approve: - creation of a new schedule, Schedule D: Delegations from Te Poari Akoranga, in the Standing Delegations Register and capture the sub-delegations outlined in this report; - addition of a row in Schedule A – A1: Council Delegations to Te Poari Akoranga for Appeals with sub-delegation limited to ohu whakahaere; - the removal of "limited to ohu whakahaere" in Schedule A – A1: Council Delegations to Te Poari Akoranga, Section 2.			
4. Policies			26
4.1 <a href="#">Academic Integrity Policy</a>	F. Moyer	09:15 AM-09:20 AM	26
RECOMMENDATION: THAT Te Poari Akoranga: a. Receive the reports titled 'Academic Integrity Policy and Guidelines'; b. Review the Academic Integrity Policy and Academic Integrity Guidelines; and c. Approve the Academic Integrity Policy and Academic Integrity Guidelines and their immediate release to Te Pūkenga network.			

5.	Ngā Ohu Whakahaere o Te Poari Akoranga		40
5.1	<a href="#">Te Ohu Whakahaere Ako</a>	09:20 AM-09:25 AM	40
	RECOMMENDATION: THAT Te Poari Akoranga: a. Receives the report titled 'Te Ohu Whakahaere Ako hui May 2024 – final hui'; and b. Provides feedback on whether new members are required for ngā ohu whakahaere.		
5.2	<a href="#">Te Ohu Whakahaere Academic Quality</a>	F. Moyer (co-chair) 09:25 AM-09:30 AM	42
	RECOMMENDATION: THAT Te Poari Akoranga receives the report titled 'Te Ohu Whakahaere Academic Quality hui June 2024'.		
5.3	<a href="#">Science Systems Advisory Group and University Advisory Group submissions</a>	F. Beals, co chair and J. Smiler, Pounuku Rangahau 09:30 AM-09:35 AM	43
	RECOMMENDATION: THAT Te Poari Akoranga receives the report titled 'Science Systems and University Advisory Group submissions'.		
6.	Local Academic Committees		54
6.1	<a href="#">Update from Southern Institute of Technology</a>	09:35 AM-09:40 AM	54
	RECOMMENDATION: THAT Te Poari Akoranga receives the report title "Southern Institute of Technology Academic Committee Report – May 2024".		
Agenda - Public Excluded			
7.	<a href="#">Resolution to exclude the public</a>		57
8.	Administration - Public Excluded	09:40 AM-09:45 AM	59
8.1	<a href="#">Minutes of the public excluded portion of the Te Poari Akoranga 24 May 2024 hui</a>		59
	RECOMMENDATION: THAT Te Poari Akoranga accept as a true and accurate record, the minutes of the public excluded portion of the Te Poari Akoranga meeting held 24 May 2024.		
8.2	<a href="#">Action List</a>		60
	Update on progress and close off complete actions.		
9.	Unified Programme Approvals		61
9.1	<a href="#">Bachelor of Midwifery</a>	L. Fowler, Portfolio Manager CHESS, Unification Implementation Lead 09:45 AM-10:15 AM	61
	RECOMMENDATION: THAT Te Poari Akoranga: a. Receives the report titled 'Bachelor of Midwifery (Level 7) Programme Approval and Accreditation Document'; and b. Approves the Bachelor of Midwifery (Level 7) for submission to the New Zealand Qualifications Authority.		

9.2	<a href="#">Bachelor of Nursing Māori</a>	S. Neville, HoD Nursing, S. McDonald, Māori Lead Nursing Unification	10:15 AM-10:45 AM	63
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RECOMMENDATION:

THAT Te Poari Akoranga:

- a. Receives the report titled 'Puawānanga Tapuhi Māori (Bachelor of Nursing Māori) (Level 7)';
- b. Provides feedback on the Puawānanga Tapuhi Māori (Bachelor of Nursing Māori) (Level 7) programme documents; and
- c. Approves Puawānanga Tapuhi Māori (Bachelor of Nursing Māori) (Level 7) for submission to the New Zealand Qualifications Authority and the Nursing Council of New Zealand for approval and accreditation, subject to the incorporation of feedback from Te Ohu Whakahaere Approvals.

Break 10:45 AM-10:50 AM

10.	<a href="#">Te Pūkenga Investment Plan</a>	Patrick Jones, Portfolio and Performance Director	10:50 AM-11:20 AM	65
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RECOMMENDATION:

THAT Te Poari Akoranga:

- a. Receives the report titled 'Te Pūkenga Investment Plan 2025'; and
- b. Provides feedback and advice on priorities for the investment plan for 2025.

11.	<a href="#">Pastoral Code Self Review</a>	Diana Law and Shannon Nearey, Code Project Team	11:20 AM-11:50 AM	70
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RECOMMENDATION:

THAT Te Poari Akoranga:

- a. Receives and provides feedback on the 'Pastoral Code Self-Review Report 2023';
- b. Note this self-review report is a final draft which is embargoed until it has been approved by Council, for submission to the New Zealand Qualifications Authority by 31 July 2024.

12.	Ngā Ohu Whakahaere o Te Poari Akoranga - public excluded			187
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12.1	<a href="#">Te Ohu Whakahaere Approvals</a>	D. Lithgow, co- chair Te Ohu Whakahaere Approvals	11:50 AM-12:00 PM	187
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RECOMMENDATION:

THAT Te Poari Akoranga:

- a. Receives the report titled 'Te Ohu Whakahaere Approvals hui June 2024 – public excluded portion';
- b. Notes that Te Ohu Whakahaere Approvals approved the 4825 New Zealand Certificate in Equine Racing (Assistant Trainer) (Level 4) be submitted to the New Zealand Qualifications Authority subject to incorporation of feedback from Te Ohu Whakahaere Approvals; and
- c. Notes that Te Ohu Whakahaere Approvals Type 2 changes to the 3563 New Zealand Certificate in Exercise (Level 4).

[Karakia whakakapi](#) 189

Next scheduled meeting

9:30am-12:30pm, Friday 26 July 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.



The delegations from Council to Te Poari Akoranga are provided as a reference to inform decision making at this meeting.

## Schedule A

### Tā Te Kaunihera Mana Tāpae ki ngā Kōmiti | Delegation of Authority from Council to Committees<sup>2</sup>

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 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 (limited to ohu whakahaere)

<sup>2</sup> 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. <sup>3</sup>		
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"> <li>(a) of the effectiveness of teaching, learning and research within the organisation with a focus on outcomes</li> <li>(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</li> </ul>	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

<sup>3</sup> 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.	Ohu whakahaere: Sub-Committees	To establish any ohu whakaharere (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.” (Education and Training Act 2020, Section 324(2))	No



## 2024 Schedule of Te Poari Akoranga and Ngā Ohu Whakahaere meetings

As at 10 June 2024

### Te Poari Akoranga

Name	Role	Meeting dates
Kieran Hewitson	Co-Chair (Delegate for Chief Executive)	<del>Fri, 1 March</del> <del>Thu, 28 March</del>
Deborah Young	Co-Chair (Ako Excellence Director)	<del>Mon, 29 April</del>
Paora Ammunson	Member (DCE Te Tiriti Outcomes)	<del>Fri, 24 May</del> Tues, 18 June
Fionna Moyer	Member (Co-Chair Te Ohu Whakahaere Academic Quality)	Fri, 26 July Fri, 30 August
Glynnis Brook	Member (Co-Chair Te Ohu Whakahaere Appeals)	Fri, 27 September Fri, 25 October
Diane Lithgow	Member (Co-Chair Te Ohu Whakahaere Approvals)	Fri, 29 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)	
Doug Pouwhare	Member (Co-opted)	
Linda Aumua	Member (Co-opted)	





### Te Ohu Whakahaere Appeals

Name	Role	Meeting dates
Glynnis Brook	Co-Chair	<del>Wed 14 Feb</del>
Dell Raerino	Co-Chair	<del>Wed 17 April – governance</del> <del>Wed 7 June – ops</del>
Sue Crossan	Member	Wed 3 July - governance
Melanie Baynes	Member	Wed 31 July - ops
Lulu Lutui	Member	Wed 4 Sept – governance
Adele McLean	Member	Wed 2 Oct – ops
Robyn McNaught	Member	Wed 30 Oct – governance Wed 4 Dec - ops

### Te Ohu Whakahaere Approvals

Name	Role	Meeting dates
Diane Lithgow	Co-Chair	<del>Wed 13 March</del>
Doug Pouwhare	Co-Chair	<del>Wed 17 April</del> Fri 19 April – e meeting
Kim Davies	Member	<del>Wed 8 May</del>
Leoni Drew	Member	<del>Wed 5 June</del> Fri 14 June
Liz McKenzie	Member	Wed 10 July
Harry Leder	Member	Wed 14 Aug
Rose Marsters	Member	Wed 11 September
Paul Neumann	Member	Wed 9 October
Paula Simeon	Member	Wed 13 November
Veraneeca Taiepa	Member	
Ginny Vincent	Member	
Maggie Wells	Member	
Denise Williams	Member	



### Te Ohu Whakahaere Academic Quality

Name	Role	Meeting dates
Deb Young	Co-Chair	<del>Thurs 7 March</del>
Fionna Moyer	Co-Chair	<del>Wed 3 April</del>
Fiona Campbell	Member	<del>Wed 8 May</del>
Greg Durkin	Member	<del>Fri 17 May – e meeting</del>
Carmel Haggerty	Member	<del>Wed 5 June</del>
Gianetta Lapsley	Member	Wed 10 July
Sue Roberts	Member	Wed 11 September
Joan Taylor	Member	Wed 9 October
Caroline Terpstra	Member	Wed 6 November

### Te Ohu Whakahaere Rangahau, Research and Postgraduate

Name	Role	Meeting dates
Fiona Beals	Co-Chair	<del>Thurs 21 March</del>
Annemarie Gillies	Co-Chair	<del>Thurs 9 May</del>
Christine Cheyne	Member	<del>Tues, 21 May</del>
Tepora Emery	Member	Wed 17 July
Allen Hill	Member	Thurs 12 September
Suzanne Miller	Member	Wed 13 November
Louise Rummel	Member	
Waireti Roestenburg	Member	
Michael Shone	Member	
John Stansfield	Member	
Jamie Smiler	Member	

**Annual Te Poari Akoranga Work Plan**

	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 programme final approvals											
Pastoral code self-report											
2025 meeting dates (if required)											
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 10 June 2024

Name	Interest	Nature of Interest
<b>Kieran Hewitson</b> Co-Chair	Te Pūkenga	Executive Director Ako Delivery
	EIT Academic Committee	Chair
	Wintec Trust	Trustee
	Bay of Plenty Tertiary Campus Trust	Trustee
<b>Deborah Young</b> Co-Chair	Te Pūkenga	ACLS Ako Excellence Director
	Te Pūkenga Committee	Co-chair of Te Ohu Whakahaere Academic Quality
	Ara Institute of Canterbury	Past employee: <ul style="list-style-type: none"> <li>- Director – Academic</li> <li>- Member of Academic Committee</li> <li>- Programme Assurance Committee</li> <li>- Research &amp; Postgraduate Committee</li> </ul>
<b>Paora Ammunson</b> Member	Te Pūkenga	<ul style="list-style-type: none"> <li>- DCE Te Tiriti Outcomes</li> <li>- Interim DCE ACLS</li> </ul>
	Ako Aotearoa - National Centre for Tertiary Teaching Excellence (NCTTE)	Interim board member
<b>Fionna Moyer</b> Member	Wintec	Quality Specialist
	Te Pūkenga	Co-chair of Te Ohu Whakahaere Academic Quality.
<b>Glynnis Brook</b> Member	Ara Institute of Canterbury	<ul style="list-style-type: none"> <li>- Executive Director – Academic, Innovation and Research</li> <li>- Academic Committee chair</li> </ul>
	Social Workers Registration Board	<ul style="list-style-type: none"> <li>- Member</li> <li>- Presiding member of Professional Conduct Committees as required</li> </ul>
	Te Pūkenga Committee	Ohu Whakahaere Appeals chair.
<b>Diane Lithgow</b>	Te Pūkenga	Ohu Whakahaere Approvals co-chair.

Member	Ako Aotearoa	Board member
	World Skills NZ	Board member
<b>Fiona Beals</b> Member	Te Pūkenga Committee	Ohu Whakahaere Rangahau, Research and Postgraduate co-chair
	Whitireia and WelTec	Principal Lead, Teaching Innovation and Research
	Ara Taiohi	Member
<b>Martin Carroll</b> 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
<b>Te Urikore Biddle</b> Member	Wintec Institute of Technology	Executive Director Māori, Quality and Academic
<b>Nita Hutchinson</b> Member	Western Institute of Technology at Taranaki	Academic Director
<b>Scott Klenner</b> Member	Otago Polytechnic	Director of Research, Rakahau Māori and Postgraduate Studies
	Ara Institute of Canterbury	Research Manager
<b>Henry Geary</b> Member	Open Polytechnic	Academic Committee Student member
	Open Polytechnic	Enrolled in New Zealand Diploma in Architectural Technology
	Te Pūkenga Learner Leadership Group	Te Pūkenga: Open Polytechnic representative
<b>Doug Pouwhare</b> Member	Te Pūkenga	Co-chair of Te Ohu Whakahaere Approvals.
	Waikato Hospice	Board Director
<b>Linda Aumua</b> Member	Unitec	Head of School Healthcare and Social Practice



## Minutes for Te Poari Akoranga | Academic Board 24 May 2024 hui

24/05/2024 | 01:30 PM - Auckland, Wellington New Zealand Standard Time

Online via Microsoft Teams

### Attendees (11)

Paora Ammunson; Henry Geary; Kieran Hewitson; Deborah Young; Fionna Moyer; Glynnis Brook; Fiona Beals; Martin Carroll; Nita Hutchinson; Doug Pouwhare; Scott Klenner

### Apologies:

Linda Aumua, Te Urikore Biddle and Di Lithgow.

### In attendance:

Peggy Fairbairn-Dunlop (Council observer), and Louise Courtney (Governance Advisor)

### Karakia tīmatanga

The meeting opened with karakia lead by K. Hewitson at 1:31pm.

### Welcome and apologies

Apologies were received and accepted from L. Aumua, T. Biddle and D. Lithgow.

## 2. Administration

### 2.1 Te Poari Akoranga membership and meeting schedule calendar 2024

Te Poari Akoranga (Te Poari) noted the membership and meeting schedule.

#### 2.1.1 Appointments to Te Poari Akoranga – May 2024

##### **RESOLVED: moved from the Chair**

*THAT Te Poari Akoranga:*

- a. Receive the report titled 'Appointment to Te Poari Akoranga – May 2024' and*
- b. Note that the appointment of Linda Aumua to Te Poari Akoranga was approved at Te Pūkenga Council's meeting of 9 May 2024.*

##### **CARRIED**

### 2.2 Register of Interests Te Poari Akoranga 2024

Te Poari noted the register of interests.

### 2.3 Delegations from Te Pūkenga Council to Te Poari Akoranga

Te Poari noted the delegations from Council.



#### 2.4 Open minutes of hui 29 April 2024

**RESOLVED: (N. Hutchinson / F. Beals)**

*THAT Te Poari Akoranga accept as a true and accurate record the minutes of the open portion of the Te Poari Akoranga meeting held 29 April 2024.*

**CARRIED**

#### 3. 2024 Workplan

Te Poari noted the 2024 workplan.

#### 4. Academic Delegations Register

The co-chair D. Young advised feedback was received from Te Pūkenga Legal Team which had been incorporated into the register. She also noted changes under Section 2, in relation to legacy programmes, were recommended to be approved by local academic committees.

Feedback from Te Poari included:

- Delegating approval of research proposals for ākongā and kaimahi to local academic committees as this had never been brought to Te Ohu Whakahaere Rangahau Research and Postgraduate;
- Move delegation to of minor changes to policies away from 'Section 8: Incidentals' to 'Section 4: Quality Assurance';
- Clarify the delineation of approvals between L1-6 and L7+ programmes;
- Consistency regarding Te Ohu Whakahaere Quality and Te Ohu Whakahaere Academic Quality;
- Operations vs Governance. It was clarified that delegations to the Ako Excellence Team was only for minor operational matters or processes, therefore, it could be removed from the delegation register;
- Remove Section B3 as Te Ohu Whakahaere Appeals only deals with appeals; not concerns and complaints. Move to 'Section 7: Ohu whakahaere: Sub- Committees', as creating an ohu | subcommittee is the delegation of Te Poari.

The updated register will be provided to the June meeting of Te Poari.

#### 5. Ngā Ohu Whakahaere o Te Poari Akoranga

##### 5.1 Te Ohu Whakahaere Academic Quality

The co-chair of Te Ohu provided a brief update on the May meeting, noting the Academic Integrity policy is now ready and flexible enough to be accommodating of business divisions' policies.

Further changes are required to incorporate the feedback provided about:

- Referencing statements about use of artificial intelligence (AI);



- Clarification on keeping records of unproven misconduct; and
- How the policy could be used for Work Based Learning providers.

The updated policy and guidelines will be approved at a future meeting.

**RESOLVED: (K. Hewitson / M. Hutchinson)**

*THAT Te Poari Akoranga:*

- a. Receives the report titled 'Te Ohu Whakahaere Academic Quality hui May 2024'; and*
- b. Note the resignation of member Malama Saifolo.*

**CARRIED**

### 5.2 Te Ohu Whakahaere Approvals

The co-chair of requested that sufficient time is provided to review and provide feedback on the unified programmes.

**RESOLVED: (D. Pouwhare / N. Hutchinson)**

*THAT Te Poari Akoranga receives the report titled 'Te Ohu Whakahaere Approvals hui May 2024'.*

**CARRIED**

### 5.3 Te Ohu Whakahaere Rangahau Research and Postgraduate

The co-chair of Te Ohu advised Te Poari that there is a sense of progress, especially with the appointment of the Pounuku Rangahau | Director Research. She highlighted Te Ohu discussions on how to better communicate the targets in the Statement of Performance Expectations to the network to ensure the targets were better reported and an email sent to the Te Pūkenga Executive Leadership Team in relation the Science Systems and University Advisory Groups.

**RESOLVED: (F. Beals / F. Moyer)**

*THAT Te Ohu Whakahaere Rangahau Research and Postgraduate:*

- a. Receives the report titled 'Te Ohu Whakahaere Rangahau, Research and Postgraduate hui 9 May 2024' and 'Te Ohu Whakahaere Rangahau, Research and Postgraduate hui 21 May 2024'; and*
- b. Approve 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.*
- c. Note resignation of member Jonathan Sibley.*

**CARRIED**

**ACTION:** *Email sent by TOW RPPG co-chairs to ELT to be included in correspondence at next Te Poari Akoranga hui. (Assignee(s): Fiona Beals, Louise Courtney; Due Date: 18/06/2024)*





## 6. Resolution to exclude the public

**RESOLVED:** (K. Hewitson / S. Klenner)

THA 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)
<b>6.</b>	<b>Administration</b>	
6.1	Minutes of the public excluded portion of the meeting held 29 April 2024	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
6.2	Action List	Section 9(2)(b)(ii) OIA 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 2:46pm.*

### Karakia whakakapi

The meeting closed with karakia lead by K. Hewitson at 3:02pm.



## Pūrongo Te Poari Akoranga | The Academic Board report

18 June 2024

<b>Title</b>	<b>Te Poari Akoranga Academic Delegations Register</b>
<b>Provided by</b>	Deborah Young, co-chair Te Poari Akoranga
<b>Author</b>	Louise Courtney, Governance Advisor
<b>For</b>	Approval and Recommendation to Te Pūkenga Council

### Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a)	Receive report titled 'Te Poari Akoranga Academic Delegations Register';
b)	<p>Approve the following sub-delegations within Te Poari Akoranga's existing delegations:</p> <ul style="list-style-type: none"> <li>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)</li> <li>Local academic committees to approve variations to an individual learner's course/programme of study outside programme regulations (Section 3)</li> <li>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)</li> <li>Co-Chairs of Te Ohu Whakahaere Academic Quality, approval of minor changes to academic procedures, within academic policy (Section 4)</li> <li>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)</li> <li>Te Ohu Whakahaere Rangahau, Research and Postgraduate to set and promote quality standards for research (Section 6)</li> <li>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).</li> </ul>
c)	Recommend to Te Pūkenga Council to approves creation of a new schedule, Schedule D: Delegations from Te Poari Akoranga, in the Standing Delegations Register and capture the sub-delegations outlined in this report.
d)	<p>Recommend that Te Pūkenga Council:</p> <ul style="list-style-type: none"> <li>Approves addition of a row in Schedule A – A1: Council Delegations to Te Poari Akoranga for Appeals with sub-delegation limited to ohu whakahaere;</li> <li>Notes that should Council approve this recommendation, the intention is to sub-delegate Appeals to Te Ohu Whakahaere Appeals;</li> </ul>
e)	<p>Recommend that Te Pūkenga Council:</p> <ul style="list-style-type: none"> <li>Approves the removal of "limited to ohu whakahaere" in Schedule A – A1: Council Delegations to Te Poari Akoranga, Section 2.</li> <li>Notes that should Council approve this recommendation, the intention is to sub-delegate 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.</li> </ul>



## Te pūtake o tēnei pūrongo | Purpose of this report

The Academic Delegations Register is being provided to Te Poari Akoranga (Te Poari) to approve sub-delegations and the recommendation to Te Pūkenga Council (Council) to approve a change to the Standing Delegations.

## Te Tāhuhu Kōrero | Background

At its meeting of 29 April 2024, Te Poari decided to establish a working group to review the draft Academic Register which would then be brought back to Te Poari Akoranga to provide final feedback before being sent to Te Pūkenga Council for approval. The working group consisted of Te Poari co-chair Deborah Young and members Fiona Beals, Di Lithgow, Doug Pouwhare, Nita Hutchinson and Te Urikore Biddle. The attached draft outlines the suggested modifications that work in line with the Ministers intent of disestablishment and adhere to Te Pūkenga's legislative requirements.

Delegations from Te Poari do not usually need to be approved by Council, however, one of the sub-delegations are limited only to an Ohu and the proposed changes to some of the sub-delegations will be to local academic committees. Therefore, the Standing Delegations will require amending and approval by the Council.

Te Pūkenga currently has a National Delegations Policy and Standing Delegations Register. The National Delegations Policy provides a policy framework. The Standing Delegations Register comprises all delegations throughout the Te Pūkenga network. Both have been reviewed and amended early in 2024 to align with the Letter of Expectations from the Minister for Tertiary Education and Skills. This Delegations Register contains delegations from Te Pūkenga Council to Te Poari Akoranga for academic governance.

The terms of reference for Te Poari Akoranga require that an academic delegations register is maintained of all sub-delegations made by Te Poari Akoranga. This provides assurance that the academic delegations from Te Pūkenga Council to Te Poari Akoranga have been appropriately sub-delegated and should reflect current practices. Up until now, these sub-delegations have not been formally recorded in an academic delegations register. The Council Secretariat team has collated the draft academic delegations register from the Terms of Reference for ngā ohu whakahaere and resolutions made by Te Poari Akoranga.

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.

Te Kawa Maiororo contains operational academic delegations which have not been repeated in the draft Academic Delegations Register as they are not sub-delegated by Te Poari Akoranga.



The Academic Delegations register will provide clarity and certainty for ongoing academic decision-making.

At its meeting of 24 May 2024, Te Poari Akoranga recommended a number of changes to the Register including removing delegations to operations teams such as the Te Pūkenga Ako Excellence Team. Due to the significant changes required, it was agreed that it would be reworked and brought back to Te Poari Akoranga for approval at a future meeting.

### **Reporting**

The process for reporting to Te Poari from ngā ohu whakahaere is already well established due to co-chairs making up membership of Te Poari. Due to the changes required to the Academic Delegations Register to return decisions making to the regions/business divisions where practicable, Local Academic Committees will be expected to report back to Te Poari any time the sub-delegation is exercised, using the reporting template approved by Te Poari at its September 2023 hui.

## **Ngā Kōwhiringa me Te Tātaritanga | Options and analysis**

The Academic Delegations Register, once finalised and approved, will formalise all current academic delegations. The register includes the following delegations:

- Delegations from Council to Te Poari Akoranga;
- Sub-delegations from Te Poari Akoranga to ngā ohu whakahaere, and local academic committees.

## **Te Ahunga Ki Mua | Next steps**

The Academic Delegations Register is in draft form, for information and feedback by Te Poari Akoranga. Feedback provided at the April and May meetings have been incorporated.

The final Academic Register and amended Standing Delegations will be submitted for approval at the July meeting of Te Pūkenga Council.

Once it has been finalised, the Council Secretariat team will maintain the register with any changes to academic sub-delegations made by Te Poari Akoranga.

## **Ngā Tāpiritanga | Appendices**

**Appendix 1:** Draft Academic Delegations Register with tracked changes

**Appendix 2:** Draft Academic Delegations Register – clean

**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	Power to Sub-Delegate?	Further delegation detail	Proposed delegation	Action required from change
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 <del>(limited to Ohu Whakahaere)</del>  L1-6 approval Sub-delegated to Te Ohu Whakahaere Approvals	To approve new courses and programmes  To seek approval/accreditation of programmes by external bodies.  L1-6 approval Sub-delegated to Te Ohu Whakahaere Approvals  Level 7+ endorsed by Te Ohu Whakahaere Approvals for approval by Te Poari Akoranga		
					review and approve changes to existing courses and programmes, and approve the withdrawal/closure or suspension of existing courses or programmes.	Sub-delegate to local Academic Committees	Amendment to the Standing Delegations to remove limitation to Ohu Whakahaere.
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		Local academic committees	
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	As above	Yes	Te Poari delegates to the Co-Chairs of Te Ohu Whakahaere: Academic Quality, approval of minor changes to academic procedures, within academic policy.	Sub-delegated to Te Ohu Whakahaere Academic Quality, and Te Pūkenga-Ako Excellence Team	

Ref	Subject	Description	Objective	Power to Sub-Delegate?	Further delegation detail	Proposed delegation	Action required from change
		to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review and reporting processes.					
					<ul style="list-style-type: none"> <li>- to set and monitor the application of Te Pūkenga quality assurance processes.</li> <li>- To report outcomes to <a href="#">Te Ohu Whakahaere Quality</a> <a href="#">Te Ohu Whakahaere Academic Quality</a> and local academic committees.</li> </ul>	<a href="#">Sub-delegated to Te Pūkenga-Ako Excellence team:</a>	
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		Local Academic Committee	
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	To review and monitor: <ul style="list-style-type: none"> <li>a. the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research.</li> <li>b. rangahau and research capacity and capability across Te Pūkenga</li> <li>c. the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions.</li> </ul>	Te Ohu Whakahaere Rangahau, Research and Postgraduate	
					<a href="#">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.</a>	<a href="#">Local Academic Committee</a>	
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	<ul style="list-style-type: none"> <li><a href="#">(a) receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes);</a></li> <li><a href="#">(b) support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and</a></li> <li><a href="#">(c) if necessary, make recommendations about policies, procedures, or the provision of services.</a></li> </ul>	<a href="#">Te Ohu Whakahaere Appeals</a>	
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					

Ref	Subject	Description	Objective	Power to Sub-Delegate?	Further delegation detail	Proposed delegation	Action required from change
		<p>and/or ohu whakahaere. In doing so, it requires:</p> <ul style="list-style-type: none"> <li>i) Any policies related to the responsibilities are approved by Te Poari Akoranga;</li> <li>ii) Minor changes to academic procedures, within academic policy, are sub-delegated to the Chair, Ohu Whakahaere Academic Quality;</li> <li>iii) Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through reporting template.</li> <li>iv) All formal sub-delegations will be included in the Academic Delegations Register which will be updated each time a power is sub-delegated.</li> </ul>					

**Schedule B – B3: Academic (from Council to Chief Executive)**

The below table shows the delegations from the Council to the Chief Executive in relation to Academic matters.

Ref	Subject	Description	Power to Sub-Delegate?	Further delegation detail	Proposed delegation	Action required from change
(e)	Learner Discipline	To deal with matters relating to learner discipline and impose penalties for learner misconduct, including exclusion of a learner from attendance at Te Pūkenga or any of its classes, or facilities for such time as the Chief Executive deems fit.	Yes	In practice, Te Poari Akoranga is part of the Appeals process, so it is appropriate that the sub-delegation be noted. Te Poari established Te Ohu Whakahaere Appeals, with the delegated authority to: <ul style="list-style-type: none"> <li>iii) Hear and determine the outcome of an escalated academic appeal and/or complaint lodged by ākonga per Te Pūkenga Ākonga Concerns and Complaints process.</li> </ul>	Te Ohu Whakahaere Appeals	

**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	Power to Sub-Delegate?	Further delegation detail
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 and Local Academic Committees	Te Ohu Whakahaere Approvals: - To approve new level 1-6 courses and programmes - Recommend to Te Poari Akoranga Level 7+ courses and programmes  Local Academic Committees 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 Local academic committees	
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	Te Poari delegates to the Co-Chairs of Te Ohu Whakahaere: Academic Quality, approval of 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 Local Academic Committee	
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 and Local Academic Committees	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



Te Poari Akoranga | Academic Board 18 June 2024 hui - Academic Delegations Register

Ref	Subject	Description	Objective	Power to Sub-Delegate?	Further delegation detail
					from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.
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	Te Ohu Whakahaere Appeals to: (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.
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.  iv) All formal sub-delegations will be included in the Academic Delegations Register which will be updated each time a power is sub-delegated.			

# Tā Te Pūkenga Komiti Pūrongo

## Te Pūkenga Te Poari Akoranga Report

18 June 2024

<b>Title</b>	<b>Academic Integrity Policy and Guidelines</b>
<b>Provided by</b>	Fionna Moyer and Deb Young, co-chairs Te Ohu Whakahaere Academic Quality
<b>Author</b>	Louise Courtney, Governance Advisor
<b>For</b>	Approval

## Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receive the reports titled ‘Academic Integrity Policy and Guidelines’;
b.	Review the Academic Integrity Policy and Academic Integrity Guidelines; and
c.	Approve the Academic Integrity Policy and Academic Integrity Guidelines and their immediate release to Te Pūkenga network.

## Te Tāhuhu Kōrero | Background

1. Te Poari Akoranga received the draft Academic Integrity Policy and Academic Integrity Guidelines at its May 2024 meeting and provided feedback for inclusion in the documents prior to approval.
2. The chairs of Te Ohu Whakahaere Quality updated the guidelines in light of the feedback received and the documents are now ready to proceed to Te Poari Akoranga for approval and immediate release to Te Pūkenga network.

## Te pūtake o tēnei pūrongo | Purpose of this report

3. The purpose of this report is:
  - a. to provide background on the development of the policy and guidelines; and
  - b. to provide context for Te Poari Akoranga to review and approve Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines and their immediate release to Te Pūkenga network.

## Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

4. Alongside Te Kawa Maiororo, Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines will provide the overarching ākonga integrity framework for Te Pūkenga and, subject to approval, will be implemented as soon as possible.



5. While these documents are intended to provide a single approach to learner integrity, there is sufficient flexibility within the policy and guidelines to enable business divisions to continue using their current practices under this framework with little disruption.

### **Te Ahunga Ki Mua | Next steps**

6. Once approved, release the Academic Integrity Policy and Academic Integrity Guidelines to the network and upload to Te Whare and Te Pūkenga public website; comms to go out to rohe executive directors and Educational Quality Managers to advise of the new policy.

### **Ngā Tāpiritanga | Appendices**

**Appendix 1:** Te Pūkenga Academic Integrity Policy

**Appendix 2:** Te Pūkenga Academic Integrity Guidelines



# Kaupapa-here | Academic Integrity Policy

## Mō wai me te whānuitanga | Audience and scope

This national policy applies to all ākonga, kaimahi, and associates in any and all academic activity provided at, by, or on behalf of Te Pūkenga.

This policy is an overarching policy that sits across business division processes. In accordance with the Transitioning (Grandparenting) Former Subsidiaries Policies, business division policies and procedures will continue to apply to the extent they are consistent with this policy. When business division policies and procedures are not consistent with this policy, then this policy takes precedence.

## Mokamoka whakaaetanga | Approval details

<b>Version number</b>	1.0	<b>Issue date</b>	
<b>Approval authority</b>	Te Poari Akoranga	<b>Date of approval</b>	
<b>Policy sponsor (has authority to make minor amendments)</b>	Ako Excellence Director	<b>Policy owner</b>	DCE Tiriti Outcomes
<b>Category</b>	Academic	<b>Date of next review</b>	
<b>Contact person</b>	Ako Excellence Director		

## Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
24.1		Academic Centre and Learning Systems	



## Ngā Ihirangi | Table of Contents

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DRAFT



## Kaupapa-here | Academic Integrity Policy

### 1. Pūtake | Purpose

The purpose of this policy is to provide guidance in developing and promoting Te Pūkenga -wide learning, teaching, assessment, and research practices that model and positively support academic integrity.

### 2. Ngā Mātāpono | Principles

- 2.1. Academic integrity is to be modelled in all academic, teaching, and research activities throughout Te Pūkenga network, with a focus on developing and maintaining a positive, supportive community of learning. This includes clear information on what constitutes plagiarism, AI-assisted plagiarism, cheating, misrepresenting identity, and/or other dishonest academic practices.
- 2.2. In its practices around academic integrity, as well as being informed by [Te Pūkenga values](#), it is guided by the principles of natural justice and values that support the academic life of the network, as set out below:

#### Core values supporting academic integrity<sup>1</sup>

- a) Honesty - entails both intellectual and personal honesty in all contexts of learning, teaching, research, and service.
- b) Trust - is born of confidence in people and systems that enable a free exchange of ideas and allow all kaimahi and ākonga to reach their highest potential.
- c) Fairness - requires clear standards for teaching, learning, and assessment that are equitably applied to all members of Te Pūkenga community.
- d) Respect - entails acknowledging the participatory nature of learning and respecting the varying perspectives of others.
- e) Responsibility - for their own work is to be acknowledged by all ākonga and kaimahi with every person in the academic community being personally accountable for taking action when a breach of academic integrity occurs.
- f) Courage - the “capacity to act in accordance with one’s values despite fear”, allows kaimahi and ākonga to hold themselves and their peers to the highest standards of academic integrity despite potential negative consequences.

### 3. Kaupapa Here | Policy Statements

- 3.1. Breaches of Academic Integrity
  - a) A breach of academic integrity is treated as a serious matter. This policy provides the overarching framework for transparent and systematic academic integrity processes for ākonga and kaimahi that support the implementation of the Academic Integrity Policy.
  - b) Suspected and/or confirmed breaches of academic integrity including plagiarism, AI assisted plagiarism, cheating, misrepresenting identity, and/or other dishonest academic practices are managed in an educative, fair, and transparent manner across Te Pūkenga, taking the intent and level of severity into account.
- 3.2. Suspected and/or confirmed breaches of academic integrity are dealt with in accordance with local procedures subject to such procedures being consistent with this Policy. Te Pūkenga Academic Integrity

<sup>1</sup> Fishman, T. (Ed.). (2012). *The fundamental values of academic integrity* (2<sup>nd</sup> ed.). Retrieved from <https://academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>



Guidelines provide suggested approaches to managing academic integrity matters and may be adopted in place of local procedures with approval from the relevant delegated authority.

- 3.3. Each business unit will maintain a register of breaches of Academic Integrity recording the details of the breach, the response, and the action taken; a summary of the academic integrity matters captured in the register will be provided to Te Ohu Whakahaere Quality for analysis and discussion.

#### 4. Ngā Haepapa | Responsibilities

Role	Responsibilities
Ākonga	All ākonga are responsible for being responsible for their own learning and participating in academic and other activities with honesty and integrity in line with this policy
Kaimahi	All kaiako and relevant kaimahi are responsible for: <ul style="list-style-type: none"> <li>ensuring ākonga are fully informed regarding appropriate assessment practices.</li> <li>supporting ākonga to follow this policy.</li> <li>identifying and reporting possible breaches.</li> </ul>
Programme Leads	Ensure kaiako and relevant kaimahi are aware of and following this policy
Programme Coordinator	Maintain accurate record of breaches
Te Ohu Whakahaere Quality	Governance and oversight of academic integrity matters.

#### 5. Ngā Tikanga | Definitions

Term	Definition
Academic Integrity	Academic integrity is the expectation that all members of Te Pūkenga behave honestly, responsibly, and respectfully towards their own work and that of others.
Breach of Academic Integrity	A breach of academic integrity is seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means. It includes any act or omission by a learner, whether deliberate or inadvertent, that breaches guidelines, rules, or regulations of a programme, course or research.

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

<p><b>Ngā Kaupapa-Here e Hāngai ana   Related policies</b></p> <p>Te Kawa Maiororo            Ākonga Concerns and Complaints Policy            Ākonga Appeals Policy            Assessment regulations and policy            Ākonga codes of conduct</p>
<p><b>Ngā Tukanga me ngā Hātepe   Processes, procedures</b></p> <p>Academic Integrity Guidelines</p>
<p><b>Ture whai take   Relevant legislation</b></p> <p>Education and Training Act 2020</p>

## Academic Integrity – Guideline

This guideline is provided as a reference document for Te Pūkenga kaiako, learning advisors, and academic support kaimahi in adopting and maintaining a supportive educational approach to academic integrity throughout the Te Pūkenga network. It also outlines suggested approaches to managing academic integrity matters which may be adopted in place of local procedures with approval from the relevant delegated authority. In all cases, kaimahi should follow the approved local process for managing suspected and/or confirmed breaches of academic integrity.

### 1. Definition: Academic integrity ([link to policy definition](#))

Academic integrity is the expectation that all members of Te Pūkenga behave honestly, responsibly, and respectfully towards their own work and that of others.

### 2. Institutional focus and core values

Academic integrity is to be modelled in all academic, teaching and research activities throughout Te Pūkenga network, with a focus on developing and maintaining a positive, supportive community of learning. In its practices around academic integrity, Te Pūkenga is guided by values that support the academic life of the network, as set out in the table below.

#### Core values supporting academic integrity<sup>1</sup>

As well as being informed by [Te Pūkenga values](#), it is guided by the principles of natural justice and values that support the academic life of the network, as set out below:

Honesty	Honesty entails both intellectual and personal honesty in all contexts of learning, teaching, research, and service.
Trust	Trust is born of confidence in people and systems that enable a free exchange of ideas and allow all kaimahi and ākonga to reach their highest potential.
Fairness	Fairness requires clear standards for teaching, learning and assessment that are equitably applied (context of TP) to all members of the Te Pūkenga community.
Respect	Respect entails acknowledging the participatory nature of learning and respecting the varying perspectives of others.
Responsibility	Responsibility for their own work is to be acknowledged by every ākonga and kaimahi, with every person in the academic community being personally accountable for taking action when a breach of academic integrity occurs.
Courage	Courage, the “capacity to act in accordance with one’s values despite fear”, allows kaimahi and ākonga to hold themselves and their peers to the highest standards of academic integrity despite potential negative consequences.

### 3. Practices that model and positively support academic integrity

<sup>1</sup> Fishman, T. (Ed.). (2012). *The fundamental values of academic integrity* (2<sup>nd</sup> ed.). Retrieved from <https://academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>



The practices described below reflect a holistic value-driven approach to the promotion of academic integrity and the discouragement and prevention of breaches of academic integrity. These are not provided as a prescriptive list, but as suggestions to be considered in the development of best pedagogical practice in modelling academic integrity and positively supporting ākonga development of related knowledge and skills.

**3.1 Modelling and teaching reflection, enquiry, and best academic practice across Te Pūkenga network**

All non-original information, ideas, designs, and promotional and teaching materials provided by Te Pūkenga should fully acknowledge the original source.

Learning and teaching approaches should model, explain, and encourage reflective critical enquiry, including consideration of multiple viewpoints and ideas, and the synthesis, analysis and evaluation of ideas and information including the use of AI-assisted tools.

Methodical approaches to reviewing, evaluating, and referring to a source of information, whether online or in print, should be modelled and explicitly taught by academic and support kaimahi.

**3.2 Designing assessment tasks to support academic integrity**

Assessment tasks should be designed in order to encourage academic integrity and reduce or limit opportunities for breaches of academic integrity.

Te Pūkenga assessment design principles and education advisors should be consulted in this regard.

**3.3 Provision of explicit information and instruction about academic integrity**

Ākonga should receive consistent, regular messages from kaiako, learning advisors, and academic support kaimahi about the value placed on academic integrity at Te Pūkenga, about what constitutes a breach of academic integrity, and about steps they can take to support their learning and to produce work that acknowledges all sources.

These messages should be based on Te Pūkenga resources available through Library and Learning Services, or others that are fully congruent.

**3.4 Explicit teaching about when and how to source and cite material**

Ākonga should be given (i) multiple opportunities to learn how to reference information appropriately, and (ii) ample practice in selecting sources to cite and the form these citations might take, and (iii) timely formative feedback on their progress in developing sourcing and referencing skills. Ākonga who require additional support should be advised and encouraged to attend study skills sessions, meet with ākonga support or their learning advisor, or access online resources.

Activities for learning about how best to use sources should be built into programmes of study, rather than waiting for problems to occur before addressing them.

**3.5 Considering the needs of individual ākonga**

The individual needs of every ākonga should be considered in determining the need for additional support in developing the academic writing conventions required by Te Pūkenga. A proactive approach should be taken, allowing ākonga plenty of opportunities to learn how to select and cite sources.

**4. Breaches of academic integrity**

A breach of academic integrity occurs when a person seeks to gain for themselves, or to assist another person to gain, an academic advantage by deception or other unfair means.

Dishonest practice in assessment that breaches academic integrity includes misrepresentation of identity, plagiarism, AI-assisted plagiarism, dishonest use of technology, cheating, fabrication, multiple submission, collusion, ghost-writing, contract cheating, and submitting work as individual that has been jointly prepared. Dishonest practice may also include misrepresentation of academic records, facilitating academic dishonesty, and gaining an unfair advantage. Section 6 gives expanded definitions and examples of such breaches of academic integrity.

#### 4.1 Levels, examples, and management

Breaches of academic integrity will be considered in terms of the level of seriousness and the apparent intent. As a learning organisation, Te Pūkenga manages alleged breaches of academic integrity in an educative manner. Guidance in determining the level of seriousness, choosing an appropriate sanction, and managing the breach is provided in the table below. Suggestions of matters to consider when managing breaches are listed as “suggested considerations.” The examples and sanctions provided are not a definitive list but to be used as a guide, recognizing that each situation is unique.

#### 4.2 Recommended process

The following process outlines suggested steps to be undertaken for suspected breaches of academic integrity. Any suspected breaches by work-based learning (WBL)<sup>2</sup> ākonga undertaking block teaching on campus will be dealt with by the campus business division and reported to the WBL learning advisor.

	Step	Person Responsible	Evidence
1.	<b>Kaiako suspect or are notified of a possible breach of academic integrity.</b> Kaiako promptly addresses the suspected breach by consulting with the relevant Academic Lead or WBL learning advisor.	Kaiako / WBL learning advisor	Ākonga work, or other relevant information.
2.	<b>Check the business division Academic Integrity Breach Register</b> for any previously confirmed breach of academic integrity, that occurred within the last 12 months.	Relevant Academic Lead	The Academic Integrity Breach Register is maintained locally and records details of all <b>confirmed</b> breaches of academic integrity. Unconfirmed breaches may also be tracked for information but will be anonymized (i.e., not linked to individual ākonga).
3.	<b>Discuss the matter with ākonga</b> and allow them to offer an explanation. Ākonga may have a support person present during any discussion.	Kaiako / WBL learning advisor	Communication recorded in the student management system (SMS).

<sup>2</sup> Work-Based Learning includes ākonga and apprentices whose principal learning activity is in a workplace and covered by a three-way training agreement between the ākonga, their employer, and Te Pūkenga.

Step		Person Responsible	Evidence
4.	If the suspected breach of academic integrity is <b>level zero</b> (as per guidelines), manage in an educative manner.	Kaiako / WBL learning advisor	Letter to ākonga saved to ākonga file and sent to relevant committee Register updated, for information and records.
5.	If the suspected breach of academic integrity is <b>above level zero</b> , the Academic Lead will determine whether the delegated authority needs to be informed.	Kaiako / WBL learning advisor Relevant Academic Lead	Communication between kaiako and academic lead, and delegated authority if required.
6.	<b>Determine no breach (6a); or managed breach (6b):</b>		
6a	If <b>no breach</b> is established [ākonga explanation is plausible], take <b>no further action</b> .	Kaiako / WBL learning advisor Programme Coordinator	Note in SMS Update Register
6b	If no plausible explanation is provided, and/or the evidence shows that a breach of academic integrity has occurred; or ākonga does not respond to the interview request within five working days, or chooses not to attend; a decision on the <b>management of the breach</b> is made based on the Academic Integrity Guidelines (TBC). <b>Go to Step 7</b>	Programme Coordinator Head of School / WBL Senior Manager	Record of discussion/meeting Note in SMS and Register
7.	<b>Written summary of breach sent to ākonga.</b> A summary letter is sent to ākonga outlining: i. the nature of the breach, ii. the level of the breach, iii. the sanction imposed, iv. the appeal process, and v. links to Learning Support Services for guidance on academic integrity.	Academic Lead Delegated authority Programme Committee	Letter to ākonga saved to ākonga file and sent to relevant committee. Record in SMS and Register
8.	<b>Recording and Reviewing of Breaches</b> The appropriate Programme Committee receives a (de-personalised) copy of the letter in (3 or 7) and discusses consistency across the programme cluster. The Programme Committee Secretary maintains a record of all cases of confirmed academic integrity breaches (Levels 0-2), and passes this information to the Register	Programme Committee	Programme Committee minutes Academic Integrity Breach Register
9	<b>Any appeal</b> against findings of a breach of academic integrity is as directed in the Ākonga Concerns and Complaints Policy and Ākonga Appeals Policy and logged on the Central Complaints file.	Senior Management	Te Pūkenga Concerns, Complaints, and Appeals Register held in each business division
10.	<b>Self-Review</b> <b>A summary of breaches of academic integrity</b> , including actions to address any concerns, is included in the Annual Programme Self-Assessment Report. (Shared across the network)	Academic Lead, Delegated Authority	Programme Self-Assessment Report

	Step	Person Responsible	Evidence
11.	The Programme Committee sends the Academic Integrity Breach Register to Te Pūkenga Te Ohu Whakahaere Quality annually.	Programme Coordinator Head of School / WBL Senior Manager Programme Committee Secretary	Academic Integrity Breach Register; Te Ohu Whakahaere Quality minutes

## 5. Recording, Monitoring and Reporting on Academic Integrity Breaches

Each business division will make, and maintain, a Register of Academic Integrity Breaches, recording the details of the breach, the response, and the action taken. All kaimahi who detect a breach of academic integrity by a student should check the Register when a breach occurs to determine if ākongā have a previous record of breaches; and make a record of the matter on the Register, regardless of the findings. The Register should be monitored and summary reports provided to the business division academic committee and, on an annual basis, a summary of the business division academic integrity matters captured in the Register must be provided to Te Ohu Whakahaere Quality for analysis and discussion.

## 6. Examples of Academic Integrity breaches

<b>Cheating</b>	entails using or attempting to use unauthorised assistance, material or study aids in examinations or other assessments, or preventing or attempting to prevent another from using authorised assistance, material or study aids.  Examples: using a cheat sheet in a quiz or exam; altering a graded exam and resubmitting it for a better grade; using a digital device to access information in a closed-book text or exam, using prohibited materials, copying from a peer, conspiring before an exam to develop methods of illicitly exchanging information during an exam
<b>Collusion</b>	entails ākongā working together or with other persons for the purpose of intentionally or non-intentionally deceiving the assessor as to who is actually responsible for producing the material submitted for assessment.  Example: having someone else knowingly write or produce any work (paid or unpaid) for an assessment or working together on assignments that were assigned individually.
<b>Criminal activity</b>	includes breaking the law or engaging in misconduct that resembles criminal activity.  Examples: stealing an examination from a kaimahi member or from a kaimahi office, buying a stolen examination
<b>Dishonest use of technology</b>	Includes using digital technologies inappropriately or in an unauthorised manner to complete assessments.  Examples: misappropriating another learner's work left on a computer or network; obtaining program code fragments from several sources and putting them together as one programme; using digital technology (e.g., iwatch) to access notes or answers during a closed-book test or examination; using a computer to disrupt another learner's assessment attempt; using digital technologies (e.g., ChatGPT) to receive credit for
<b>Fabrication</b>	entails submitting contrived or altered information in any academic exercise.  Examples: making up data for an experiment; 'fudging' data and/or citing non-existent articles; citing material which exists but has not been viewed and read by the learner, falsifying a creative work,

<b>Facilitating academic dishonesty</b>	<p>entails knowingly helping or attempting to help another person act with dishonesty.</p> <p>Example: working together on an individual assignment where independent work is explicitly required</p>
<b>Fake referencing</b>	entails citing a source that does not relate to the relevant text.
<b>Misrepresentation of academic records</b>	<p>entails misrepresenting or tampering with, or attempting to tamper with, any portion of one's own or another's transcript or academic record, before or after enrolling in a Te Pūkenga course or programme.</p> <p>Examples: forging a registration form or a change of grade advice; tampering with computer records</p>
<b>Misrepresentation of identity</b>	<p>occurs when a learner lies or is misleading about the identity of the person who has undertaken work. This includes <b>contract cheating</b> and <b>ghost writing</b>, when a learner gets another person or organisation to produce an assignment or complete an assessment for them, whether paid or unpaid.</p> <p>Examples: requesting others to undertake an assessment on one's behalf; requesting others (including commercial companies who prepare academic work for others) to conduct research or prepare any work for one; submitting assignments in one's own name that have been obtained from others, whether within or outside of Te Pūkenga, including on a commercial basis</p>
<b>Multiple submissions</b>	<p>entail submitting, without prior permission, any work submitted to fulfil another academic requirement, at Te Pūkenga or elsewhere.</p> <p>Example: submitting the same paper for two different classes</p>
<b>Plagiarism</b>	<p>entails the presentation of another's writing, data, language, ideas, images, graphics, artwork, designs, figures or intellectual property as one's own without appropriate citation or acknowledgement. Plagiarism includes the misuse of another author's writings.</p> <p>Examples: misrepresenting another's work as one's own original work; using someone else's ideas without attribution; failing to cite a reference or to use quotation marks where appropriate</p>
<b>Unfair advantage</b>	<p>entails attempting to gain unauthorised advantage, for oneself or another learner, over fellow ākonga in an academic exercise, and can also entail disadvantaging fellow ākonga.</p> <p>Examples: gaining or providing unauthorised access to examination materials; obstructing or interfering with another learner's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing or keeping library materials, removing or damaging posted or reserved material or preventing other students from having access to it</p>

## 7. Levels of Academic Integrity breaches

Level	Definition	Suggested Considerations	Examples (refer to definitions)	Management	Appropriate Actions/Sanctions
0	This is the lowest level breach of academic integrity. Irrespective of the extent of the breach and the proportion of the assessment affected, this breach reflects <b>no dishonest intent</b> .	<p>The student is likely inexperienced and/or lacks understanding of the principles of academic integrity.</p> <p>Cultural support &amp; pastoral care (International, Māori, wellbeing)</p> <p>Mitigating circumstances/time pressures.</p> <p>No or limited prior instruction in academic integrity has been given.</p>	<p>Referencing has been attempted but <i>significant</i> referencing errors occur.</p> <p>The assessment contains in-text references but no reference list.</p> <p>The assessment contains a reference list but no in-text references.</p> <p>Few elements of computer source code copied.</p> <p>One or two graphics not cited.</p>	<p>The breach is to be managed in an educative manner. Refer to the steps in Breaches of Academic Integrity – Procedure</p> <p>There is no limit to the number of times a Level 0 sanction can be applied.</p>	<p>Ākonga to attend a face-to-face or online remedial learning session on academic integrity with the Library and/or Learning Services.</p> <p><i>[Note: A review of instructions in academic integrity may be undertaken by the Programme.]</i></p>
1	This is a breach of academic integrity that <b>reflects likely dishonest intent</b> , irrespective of the extent of the breach and the proportion of the assessment affected.	<p>Student is likely beyond their first semester of study</p> <p>Level of study</p> <p>Instruction provided on academic integrity expectations</p> <p>Cultural</p> <p>Time pressures/ mitigating circumstances.</p>	<p>Plagiarism</p> <p>Fake referencing</p> <p>Copying segments of another student's work</p> <p>False indication of contribution in group work</p> <p>Re-using previously assessed work without kaiako permission</p> <p>Repeated breach</p>	<p>The breach is to be managed in an educative manner.</p> <p>There is no limit to the number of times a Level 1 sanction may be applied.</p>	<p>Ākonga to attend a face-to-face or online remedial learning session on academic integrity.</p> <p>A reprimand</p> <p>The award of a reduced, failing or zero mark for the relevant summative assessment</p>

Level	Definition	Suggested Considerations	Examples (refer to definitions)	Management	Appropriate Actions/Sanctions
2	This is a significant breach of academic integrity with clear signs of dishonest intent. Irrespective of the extent of the breach and the proportion of the assessment affected, the clear presence of dishonest intent means that a breach can be ascribed this level even in the absence of Levels 0-1 in the ākongā record.	<p>Student is nearing completion of an undergraduate or postgraduate programme of study</p> <p>Student is experienced and is fully expected to understand</p> <p>The impact of the sanction on the student in relation to the significance of the breach.</p>	<p>Cheating</p> <p>Collusion</p> <p>Criminal Activity</p> <p>Dishonest use of technology</p> <p>Fabrication</p> <p>Facilitating Academic Dishonesty</p> <p>Misrepresentation of academic records</p> <p>Misrepresentation of identity</p> <p>Multiple Submissions</p> <p>Unfair Advantage</p> <p>Repeated breach</p> <p>Whole works copied</p> <p>Purchasing of an assignment</p> <p>Significant misappropriation of art work, computing code, ideas</p>	<p>The alleged breach is to be managed in an educative manner.</p> <p>Refer to the steps in Breaches of Academic Integrity – Procedure.</p> <p>Proven breaches are to be managed</p>	<p>Ākongā to attend a face-to-face or online remedial learning session on academic integrity with the Library and Learning Services.</p> <p>Minor proportion of the assessment is affected and/or the assessment contribution to the final grade is minor.</p> <ul style="list-style-type: none"> <li>Award of zero mark for the relevant summative assessment.</li> </ul> <p>Moderate proportion of the assessment is affected and/or moderate contribution to the final grade.</p> <ul style="list-style-type: none"> <li>Award of zero mark for the relevant summative assessment.</li> <li>Suspension from any course for a defined period.</li> </ul> <p>Major proportion of the assessment is affected and/or contribution to the final grade.</p> <ul style="list-style-type: none"> <li>Cancellation of credit if the ākongā has been credited with a pass in the course in which the allegation arose.</li> <li>award a failing grade.</li> </ul> <p>In severe or repeat cases of a major breach:</p> <ul style="list-style-type: none"> <li>Exclusion from the programme for a defined period.</li> <li>Recommendation to the Chief Executive for exclusion of the ākongā from any programme within the Te Pūkenga site or network.</li> </ul>



## Pūrongo Te Poari Akoranga | The Academic Board report

18 June 2024

<b>Title</b>	Te Ohu Whakahaere Ako hui May 2024 – final hui
<b>Provided by</b>	Te Wai Collins – Te Ohu Whakahaere co-chair
<b>Author</b>	Haley Passmore, Governance Advisor
<b>For</b>	Information and feedback

### Te Taunaki | Recommendation

It is recommended that Te Poari Akoranga:

a.	Receives the report titled ‘Te Ohu Whakahaere Ako hui May 2024 – final hui’; and
b.	Provides feedback on whether new members are required for ngā ohu whakahaere.

### Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to provide a report on the final hui of Te Ohu Whakahaere Ako and to seek feedback from Te Poari Akoranga | Academic Board (Te Poari) on the redeployment of willing Te Ohu Whakahaere Ako members to the remaining ohu whakahaere o Te Poari.

### Te Tāhuhu Kōrero | Background

Due to the changes signalled for Te Pūkenga by the Minister for Tertiary Education and Skills in her Letter of Expectations, changes were necessary to the structure of academic governance within Te Pūkenga. As a result, two of the six ohu whakahaere o Te Poari | subcommittees of the Academic Board were disestablished. Ngā Ohu Whakahaere Ako and Ōritetanga both had strategic foci which did not align with the pending disestablishment of Te Pūkenga and so the Council approved the disestablishment of the two ohu.

At the final hui of Te Ohu Whakahaere Ako, Thursday 2 May 2024, members advised that they were keen to still be involved in academic governance, which the Council Secretariat passed on to the remaining ohu for their information. The remaining ohu are open to expressions of interest from members of the disestablished ohu.

Discussions held at the final hui of Te Ohu Whakahaere Ako included the below points, which te ohu members wished to share with Te Poari Akoranga:

- Prioritisation of the continuation of work on the AI Principles Framework.
- Further clarity as to why Te Ohu Whakahaere Ako was disestablished.
- Agreement in the importance of ongoing collaborations between group members to share knowledge across the organisation and business divisions.
- Expressed discontentment for the loss of opportunity with unified programmes.
- Appreciation and thanks to the previous co-chair, Michael Alsford, for his contribution.





## Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The Council Secretariat recommend that an expression of interest process is run only for members of Te Ohu Whakahaere Ako once Te Poari has determined whether not new members are required.

Should Te Poari determine that new members would be beneficial, each ohu whakahaere has provision in its terms of reference (TORs), guidelines for the number of members it would require to operate effectively. These numbers were reviewed at the beginning of 2024 to ensure each ohu could continue to operate with a smaller membership as Te Pūkenga moves towards disestablishment.

The table below shows the range of membership, excluding co-option, each ohu has in its TORs, each ohu's current membership and what the 'vacancies' are based on those numbers:

	TORs	Current membership	Vacancies
Te Ohu Whakahaere Appeals	4-6 members	7 members	0 vacancies
Te Ohu Whakahaere Approvals	5-10 members	14 members	0 vacancies
Te Ohu Whakahaere Academic Quality	6-11 members	9 members	2 vacancies
Te Ohu Whakahaere Rangahau Research and Postgraduate	5-11 members	11 members	0 vacancies

## Te Ahunga Ki Mua | Next steps

If Te Poari determines that new members are required for ngā ohu whakahaere, confirmation from each ohu will be required as to how many members each ohu may wish to appoint through a closed expressions of interest process with members of the disestablished Te Ohu Whakahaere Ako.

Staff recommend that the process will be as follows:

- Liaise with ngā ohu whakahaere co-chairs on the number of members required – 1 week;
- Run a closed expressions (EOI) of interest with willing members of the now disestablished Te Ohu Whakahaere Ako – 1 week;
- Once each ohu reviews the EOIs received – 1 week;
- Recommendations for appointments to be presented to Te Poari at its July meeting.



## Pūrongo Te Poari Akoranga | The Academic Board report

18 June 2024

<b>Title</b>	Te Ohu Whakahaere Academic Quality hui June 2024
<b>Provided by</b>	Fionna Moyer and Deborah Young, Co-Chairs Te Ohu Whakahaere Academic Quality
<b>Author</b>	Louise Courtney, Governance Advisor
<b>For</b>	Information

### Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receives the report titled 'Te Ohu Whakahaere Academic Quality hui June 2024'.
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### Te Tāhuhu Kōrero | Background

Te Ohu Whakahaere Quality (Te Ohu) met online via Microsoft Teams 5 June 2024. Sue Roberts and Deborah Young provided an apologies absence, and Greg Durkin for early departure, for the meeting. Te Ohu considered the following items:

#### Generative Artificial Intelligence (AI) review

It was noted that this kaupapa had been progressed by Te Ohu Whakahaere Ako (Te Ohu) which has now been disestablished. Te Ohu discussed what the next steps for the kaupapa. Members feedback included:

- Good resource for business divisions to use as a starting point for creating their own guidelines;
- Need to ensure good communications when it is released; and
- Create a community of practice to share resources and experiences.

#### Assurance Reporting Template for Unified Programmes

A draft template was presented to members for feedback which included:

- Being specific about the information required;
- Some coaching may be required from Quality Teams; and
- Being clear about the purpose of the reports.

Te Ohu agreed that next steps would be creating guidelines that would go out with the report template, developing a reporting schedule and seeking feedback on the template from the Educational Quality Forum.

### Ngā Tāpiritanga | Appendices

Appendix 1: [Te Ohu Whakahaere Academic Quality pack – 5 June 2024](#)



## Pūrongo Te Poari Akoranga | The Academic Board report

18 June 2024

<b>Title</b>	Science Systems and University Advisory Group submissions
<b>Provided by</b>	Fiona Beals and Annemarie Gillies, Co-Chairs Te Ohu Whakahaere Rangahau Research and Postgraduate and Jamie Smiler, Pounuku Rangahau
<b>Author</b>	Louise Courtney, Governance Advisor
<b>For</b>	Information

### Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receives the report titled ‘Science Systems and University Advisory Group submissions’;
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### Te Tāhuhu Kōrero | Background

Te Poari Akoranga, at its meeting of 28 March 2024, discussed government’s announcement of the formation of the Science Systems and University Advisory Groups, with concerns raised at the lack of representation from the vocational education sector.

As a result of that discussion, actions were agreed to including sending an email to the Executive Leadership Team (ELT) to ensure Te Pūkenga’s voice in the consultation, process and forming a working group, that included the co-chairs from Te Ohu Whakahaere Rangahau Research and Postgraduate (TOW RPPG), to draft a response on the proposed advisory groups.

At its meeting of 9 May 2024, TOW RPPG also discussed the advisory groups and supported the co-chairs sending an email to the ELT recommending they raise these concerns with the Minister of Tertiary Education and Skills (Minister).

On Monday 13 May, an email was sent from the co-chairs of TOW RPPG to the ELT. The email raise the concerns of TOW RPPG about the exclusion of Te Pūkenga from the advisory groups’ terms of reference considering the “quantum of teaching and provision the Level 7+ teaching space is significant for Te Pūkenga.”

Te Pounuku Rangahau | Director Rangahau and Research collaborated and collated with kaimahi on submissions to Science Systems and University Advisory Groups. Both have been submitted as part of the consultation process for each advisory group and are available in the appendices for members’ information.

### Ngā Tāpiritanga | Appendices

**Appendix 1:** Te Pūkenga submission to the Science Systems Advisory Group consultation

**Appendix 2:** Te Pūkenga submission to the University Advisory Group consultation



Level 2, Wintec House  
Cnr Anglesea and Nisbet St.  
Hamilton 3204

0800 86 22 84  
info@tepūkenga.ac.nz  
tepūkenga.ac.nz

Attention: The Science System Advisory Group  
17 May 2024

**Subject: Science System Advisory Group – Phase 1 Consultation**

Tēnā rā koutou katoa, e Tā Peter, koutou mā hoki, ko te rōpū tohutohu pūnaha pūtaiao, e mihi kau ana ki a koutou.

**Ko wai mātou | Who are we?**

Te Pūkenga is Aotearoa New Zealand’s largest provider of tertiary education and training, with a network of business divisions spanning all geographical regions, including online.

At Te Pūkenga, inclusivity and equity are not just principles, they are the bedrock of our operations. Our partnerships with communities and industry, a testament to our commitment to local engagement, are integral to these principles. These partnerships, fostered by our locations and our imperatives, ensure we have strong connections with local and regional iwi, hapū, hapori, communities and industry.

- In 2023 we were the third largest recipient of Level 7 (degree) and above funding from the Tertiary Education Commission and the largest recipient of the Performance-Based Research Fund outside the universities.
- We are embedded in every community throughout Aotearoa New Zealand and make a significant scientific impact within regional Aotearoa New Zealand, with a unique focus on applied and technological research.
- We actively participate in all the major funding streams offered and administered by the Ministry of Business, Innovation and Employment, The Royal Society, the Health Research Council, iwi, community groups, industry and so on.
- Our involvement is a testament to our commitment to advancing Aotearoa New Zealand by contributing to science, research and innovation in a way that is consistent with being responsive to the needs of all regions of Aotearoa New Zealand. We do this in a way that is consistent with our legislated functions and Charter that expects us to have a relentless focus on inclusivity and equity, partner with hapū, iwi, hapori, communities and industry and give effect to Te Tiriti o Waitangi in our governance, management and operations – all of which provide distinctive competencies that can contribute to a more impactful science, innovation and technology system for Aotearoa New Zealand.

**Te whakautu ki te pātai tuatahi | Response to question 1**

The future publicly supported science, innovation and technology system for Aotearoa New Zealand should be inclusive and seek settings that enable all actors within it to maximise the contributions they make to a thriving Aotearoa New Zealand. As a country we are too small to fragment resources through competition and the Science System should be organised in a way that encourages and allows for all actors to work together and make impactful contributions based on their distinctive competencies and what they do well.

The system must allow actors to contribute in a way that leverages their strengths in cooperation with other actors and allows for the costs and infrastructure required to do science to be shared. There is no sense in duplication of costly underutilised science infrastructure.

We support the direction that Te Ara Paerangi established and want to see greater support for New and Emerging Researchers as well as Māori and Pacific researchers and worldviews. We see the priorities of embedding Te Tiriti o Waitangi, valuing people and system agility as positive policy settings for the system that will lead to a science, innovation and technology system capable of lifting productivity and being able to support researchers and scientists to address the challenges that Aotearoa New Zealand needs the support of the scientific community to address.

Additionally, research, with a focus on applied and technological research, is a [legislated function](#) of Te Pūkenga. We want to see a system that better recognises and celebrates the contributions and importance of applied and technological research, particularly from the vocational education and training sector.

We also want to see a broader definition of “science” to ensure a more inclusive system. The social sciences and mātauranga Māori, amongst other research areas, are typically not as well funded as “hard sciences” but their ability to create scientific innovations that allow Aotearoa New Zealand to respond to its social and environmental challenges are significant. The definition of science should not be narrowed. It should be inclusive of different epistemological and ontological approaches to knowing and being to leverage to contributions that can be made by the whole science community – the point here is that it should be inclusive so that all who can contribute, do contribute.

### **Te whakautu ki te pātai tuarua | Response to question 2**

The United Nations’ Sustainable Development Goals (SDGs) provide a shared blueprint for prosperity for people and the planet. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

We ask that the Science System Advisory Group incorporate the SDGs into its definition of “prosperity” to ensure the system reduces inequalities and delivers social justice and positive social wealth in addition to material wealth.

The SDGs are important to Pacific people, particularly the goals relating to gender equality, elimination of poverty, climate and environmental crisis and ensuring access to education. We see the SDGs as a tool that could inform science, innovation and technology priorities and strategies for Aotearoa New Zealand and more broadly a Pacific Science strategy that ought to be developed in partnerships with Pacific countries and communities.

We see an opportunity for the system to recognise the legitimacy of indigenous science and knowledge, including mātauranga Māori.

When we decouple “hard science” from what we call “soft science”, including the humanities, we get poorer outcomes. Investment into all types of science, innovation and technology opportunities needs to be made so that we have a full tool kit of knowledge and mātauranga to contribute to the wellbeing and prosperity of the people of Aotearoa New Zealand.

We would also like the Advisory Group to understand the opportunities inherent in the applied and vocational nature of the research conducted at Te Pūkenga, which is informed by direct community and industry interactions. Our research provides practical, implementable, and economically efficient solutions to real-world problems in real-time. We occupy a niche and provide a value proposition that is considerably different from other actors in the system. We are located within every community across Aotearoa New Zealand and

are closely connected with every industry, thus creating an opportunity to work within a system of actors to improve the connectivity and responsiveness of the system to industry, communities, whānau, hapū and iwi.

We believe the current science system does not maximise the contribution that can be made by different actors. It is designed to support researchers within universities and Crown Research Institutes with little consideration or recognition given to the contributions that other actors, such as Te Pūkenga, can, and do make. The system does little to encourage collaborative research practice across institutions and the value, expertise, experience, capability and capacity within Te Pūkenga, (and other actors, eg: wānanga, local government, iwi groups etc) often goes unrealised, and the system reproduces missed opportunities and continues to operate sub-optimally.

We want a science, innovation and technology system that is more equitable. It should be fair to all researchers and there should be a reduction in barriers to accessing and competing for science, innovation and technology system funding.

### **Te whakautu ki te pātai tuatoru | Response to question 3**

Te Pūkenga is uniquely positioned to enhance the system's effectiveness through its applied and technological pedagogy, geographical reach, and connections to communities and industries. Because of our unique perspective, we invite the Advisory Group to provide additional opportunities for Te Pūkenga to inform the development of the new system. The vocational education sector has proven to be a consistent blind spot for those reviewing the science, innovation and technology systems. We would gladly accept an invitation to discuss how the science, innovation and technology system can better leverage the opportunities created by having settings that are more inclusive of Te Pūkenga and our network of business divisions across Aotearoa New Zealand.

We support the thorough, rigorous and inclusive approach undertaken to redefine research in preparation for the PBRF and Quality Evaluation 2026. The definitions given for Research, Rangahau and Pacific Research for QE 2026 are inclusive of the diverse research culture, including the distinctive approaches to scientific and mātauranga research of Aotearoa New Zealand. We strongly suggest the Advisory Group uses them to inform its mahi.

### **Te whakautu ki te pātai tuawhā | Response to question 4**

The Advisory Group should consider priority funding for applied research to better support the science, innovation and technology system. We see this as an area with a strong return on investment with direct and immediate benefits for iwi, hapū, community, and industry.

Te Pūkenga offers a unique, applied and practical research focus. We have strong relationships with iwi, hapū, community, and industry which means we are well-positioned to provide research innovations relevant and helpful to New Zealand communities and industry.

Applied and technological research within Te Pūkenga is unique in that it involves students and community stakeholders, not only as users of the outputs of the research and innovations, but also as participants and researchers, thereby creating a multiplier effect in the outcomes from the investment. Both the output of the research and also the process of producing the science creates a positive externality and human capital development for Aotearoa New Zealand. Involving students and the community in the production process has the added benefit of providing a pathway into research as a career at an earlier age and stage than perhaps other actors may be able to provide.

Rangahau, kaupapa Māori, mātauranga, and Pacific research is inherently able to engage individuals and communities by providing real-time benefits, should that need to be acknowledged and prioritised in the future publicly funded science system. Investment into Māori research priorities should be determined by

whānau, hapū and iwi, with the guidance and support of kairangahau Māori. Funding allocation and decision-making powers ought to be vested with whānau, hapū, iwi and hāpori Māori with funding allocated in a way consistent with Te Tiriti o Waitangi honouring practices aligning with principles of ōritetanga and mana-ōrite.

As an island in the South Pacific, in the heart of Polynesia, the science, innovation and technology system of Aotearoa New Zealand needs to contribute to the well-being of Pacific peoples, both in the Pacific and here in Aotearoa New Zealand. The science, innovation and technology system needs to have an intentional Pacific research strategy and it would benefit from the value of research carried out in the vocational education and training sector, for the reasons already outlined. The vocational education system and Te Pūkenga have close connections with Pacific communities, both here and abroad, and is well-placed to support the science, innovation and technology system needs of these communities. A Pacific research strategy developed in collaboration with Pacific communities would benefit from the relational and scientific expertise within Te Pūkenga and its business divisions and the communities they are located in.

Q7b refers to 'rationalisation'. We interpret this as an intention to reduce resourcing for science and innovation funding. If this is the intention, we strongly oppose it. Any intention to further reduce investment in the science and innovation system would impinge on our ability to compete globally. As a country, we lag behind other comparable countries in our investment into science, innovation and technology, both in real terms, as well as a proportion of GDP. The funding available for research in New Zealand is comparatively small when compared to other OECD countries, and without investment that values innovation, the productivity of Aotearoa New Zealand will fall further behind other countries, resulting in a lower standard of living for the people of Aotearoa New Zealand.

With respect to question 7j, Te Pūkenga wants to see a system with measures that ensure fairness for all researchers and types of research. We expect the science, innovation and technology system to be a more inclusive public funding system that honours Te Tiriti o Waitangi and embeds the principles of ōritetanga and mana-ōrite into the foundation of how it operates.

It should also be designed in a way that maximises the contributions that all actors within the system make. The system should promote collaboration and leverage the distinctive competencies and value propositions of each actor in the system. This would enable all researchers and innovators, regardless of where they work, to fairly and collaboratively work together to support the outcomes the system seeks to achieve, rather than compete on the basis of who can get the largest allocation funding.

We suggest if the Advisory Group wishes to improve research quality, incentives and encouragement that reward interdisciplinary and interinstitutional research need to be integrated into research funding conditions. Researchers in Aotearoa New Zealand tend to work within their discipline areas. As a country, we are already geographically isolated, being so far away from other parts of the world. In other parts of the world, and particularly in Europe, interdisciplinary research is much more common. The Advisory Group may like to look at how Scandinavian researchers collaborate, enabling their countries to attract top talent to work within priority industries.

#### **Te whakautu ki te pātai tuarima | Response to question 5**

A lot of work in this area was done in the 2019-2020 PBRF review and later by the Sector Reference Group. This work resulted in a robust quality assurance process for research, which we believe can be applied well to quality assurance processes for the science, innovation and technology systems.

#### **Kōrero whakakapi | Final remarks**

Thank you for the chance to contribute to the Advisory Group's work. We welcome opportunities to meet with you, discuss and engage in this review.

Ngā mihi nui,

Jamie Smiler

**Pounuku Rangahau** | Director Rangahau and Research





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Attention: The University Advisory Group  
31 May 2024

### **Subject: University Advisory Group – Consultation Phase 1**

Tēnā rā koutou katoa, e Tā Peter, koutou mā hoki, ko te rōpū tohutohu mō ngā kura matatini e waru o Aotearoa, e mihi kau ana ki a koutou.

#### **Ko wai mātou | Who are we?**

Te Pūkenga is Aotearoa New Zealand’s largest provider of tertiary education and training. We have over 250,000 ākonga, significantly more than all the universities combined with a network of business divisions spanning all geographical regions, including online

At Te Pūkenga, inclusivity and equity are not just principles, they are the bedrock of our operations. Our partnerships with communities and industry, a testament to our commitment to local engagement, are integral to these principles. These partnerships, fostered by our locations and our imperatives, ensure we have strong connections with local and regional interests, iwi, hapū, hapori, communities and industry throughout Aotearoa New Zealand.

Of note:

- In 2023 we were the third largest recipient of Level 7 (degree) and above funding from the Tertiary Education Commission and the largest recipient of the Performance-Based Research Fund outside the universities. We were the seventh-largest recipient of QE funding ahead of Lincoln University.
- We are embedded in every community throughout Aotearoa New Zealand and make a significant scientific impact within regional Aotearoa New Zealand, with a unique focus on applied and technological research.
- We have a commitment to advancing Aotearoa New Zealand as a major contributor towards education, research and scholarship in a way that is consistent with being responsive to the needs of all regions of Aotearoa New Zealand. We do this in a way that is consistent with our legislated functions and Charter that expects us to have a relentless focus on inclusivity and equity, partner with hapū, iwi, hapori, communities and industry, and give effect to Te Tiriti o Waitangi in our governance, management and operations – all of which provide distinctive competencies that contribute to a more effective system of tertiary education for Aotearoa New Zealand.

#### **Te whakautu ki te pātai tuatahi | Response to question 1**

The primary functions of universities ought to be the delivery of excellent teaching, research and scholarship. However, these functions are not the sole responsibility of universities. Universities sit within a system of tertiary education providers that equally share functional responsibilities for excellent teaching, research and scholarship. Given this, it begs the question, how can the primary functions of the universities be defined if the primary function of the tertiary education system is not clearly defined? Yes, the Tertiary Education Strategy and the National Education and Learning Priorities outline the strategic direction for the Government, but they do not delegate functional responsibility to achieve system optimisation. To answer this question for universities it first needs to be answered for the system, and once this is done, it can be more clearly articulated for universities, vocational education (work and campus-based), wānanga and private providers.

The critical point here is that the functions of the universities need to complement the wider system of tertiary education in Aotearoa New Zealand. Universities are an important actor in a wider system of tertiary education that includes vocational (work and campus-based), wānanga and private providers, each of which has distinctive competencies which support the well-being and prosperity of Aotearoa New Zealand. The Advisory Group needs to give full consideration to this in any recommendations that attempt to define the functions of universities.

### **Te whakautu ki te pātai tuarua | Response to question 2**

Universities need to be positioned within a wider system of tertiary education that encourages, supports and incentivises collaboration and productive competition. Universities should work towards breaking down the cultural and structural barriers that inhibit collaborative teaching, research and scholarship amongst themselves and with other providers of tertiary education, research and scholarship. This applies to universities as well as other actors within the system of tertiary education.

### **Te whakautu ki te pātai tuatoru | Response to question 3**

Unproductive competition limits the effectiveness and efficiency of the tertiary education system.

Universities like other actors in the system have to balance several priorities and challenges in meeting the needs of the communities they serve.

Institutions need to balance the efficiency of their operations with a broader responsibility for improving the outcomes for the communities in which they serve.

The Advisory Group should consider the merits of product rationalisation and enhanced collaboration in the delivery of education, research and scholarship, from within the universities, and more broadly with other public actors within the tertiary education system.

Universities should be positioned within a broader system of tertiary education that seeks public benefit from more productive and collaborative relationships with other actors. All actors are challenged to meet the needs of tangata whenua, industry, regions, hāpori, ākongā and other interest groups and we see enhanced outcomes from the adoption of a systems approach.

There are significant scale and demand inhibitors that require mediation through funding and policy levers that incentivise collaboration in the development, delivery and management of education, research and scholarship. This is vital if the tertiary education system is going to effectively and efficiently respond to the needs of underserved communities that: (1) are geographically isolated, (2) have insufficient population density to make delivery 'viable', (3) face infrastructure challenges, (4) have been underserved by the compulsory schooling sector and other pathways, (5) have experienced inequities which make participation and success a challenge for individual entities to respond to. It is our view that these challenges are most effectively mediated through a systems-level approach rather than through individual entities approaching efficiency challenges independently. Universities should leverage the wider infrastructure, expertise and resources of the wider public tertiary education system which is often based in many of those underserved and geographically isolated communities.

There are also discipline areas in which the demand for graduates is soft, however, education, research and scholarship in these areas is important to the overall human capital needs of Aotearoa New Zealand. We encourage the development of a networked approach across the system to support delivery in these areas of marginal provision so that they are not lost. There should be a softening of institutional and cultural borders that is driven by funding and policy that intentionally supports collaborative delivery in these areas of strategic importance.

The proliferation of online, distance and flexible learning (ODFL) is also not the solution to efficiency challenges. ODFL should be a part of the tool kit to improve efficiency but it is not the panacea for providing education to all underserved communities. ODFL does not suit all ākongā and many underserved communities have infrastructure challenges which limit the effectiveness of ODFL. It should be one of the tools to improve effectiveness and efficiency, but it is not the only tool to consider.

At the core of many of the challenges is how tertiary education is funded. The current volumetric funding model influences volume over value and it does not give enough attention to the quality of provision. The result being

unproductive investment in high-revenue and low-cost-to-serve provision with weak controls or incentives. Importantly, this is a feature of the wider tertiary education funding system and therefore any future funding system must consider: (1) the actual cost to serve, (2) the degree to which it provides conditions for productive competition, (3) allows for innovation, (4) mediates the inequality within society, and (5) mediates the underperformance the compulsory schooling sector and other pathways, especially for underserved peoples. This funding system should also allow for healthy competition that supports all actors to better serve their communities.

#### **Te whakautu ki te pātai tuawhā | Response to question 4**

It is not only the universities that need to work more cooperatively but the whole tertiary education system. During the 52<sup>nd</sup> and 53<sup>rd</sup> New Zealand Parliament the Review of Vocational Education (RoVE) was undertaken which provided a systems response to vocational education which provides some guiding principles to how the tertiary education system and universities can function more holistically. At its core RoVE articulated a systems approach that: (1) encouraged collaboration across all vocational education providers, (2) provided direct industry voices into what is taught, (3) provided regional voices for how the system should respond to regional interests, (4) provided incubator space for educational, research and scholarship innovation and excellence, (5) provided expert advice to support the Māori-Crown relationship, and (6) a more strategic and resilient funding system. We encourage the Advisory Group to consider these principles and how they may apply directly to how universities work together amongst themselves and with other actors within the tertiary education system.

#### **Te whakautu ki te pātai tuarima | Response to question 5**

Research engagement is a critical aspect of good pedagogy, and we believe that all people delivering educational programmes should be research engaged. It is also our view that research engagement sits on a scale – at one end people use and consume research, and at the other end, they produce and create advanced research and scholarship. From a system perspective, that is resource-constrained, not all universities need to be research-intensive in all programmes.

There are likely to be efficiency and effectiveness gains from prioritising research resources however this prioritization needs to be mediated and balanced **with the equitable distribution of resources across system actors**, career development opportunities, and supporting all actors within the system to meet their potential and maximise the contribution that they make to the advancement of Aotearoa New Zealand.

Consideration needs to be given to the development of virtual networks that allow for the confluence of expertise across institutional boundaries both domestically across the tertiary education system, and internationally with other research experts.

A shift away from all institutions being research-intensive in all subjects will be a huge cultural shift for universities and significant consideration will need to be given to career progression and rewards for academics.

#### **Te whakautu ki te pātai tuawhiti | Response to question 7**

Teaching, research, knowledge transfer and community engagement are best served by an integrated systems approach that leverages the distinctive competencies of all the actors within the tertiary education system. Te Pūkenga and its Business Divisions are located within every community across Aotearoa New Zealand and can support, the system, as a conduit, to engage communities with teaching and research. The universities are mostly located within metro areas and do not have the same degree of connectivity to the broad range of communities that the tertiary education system needs to serve. Universities have a limited presence in rural and regional Aotearoa New Zealand, however, actors such as Te Pūkenga and its business divisions can support the system with physical, community and relational infrastructure that can better support community engagement. We encourage the Advisory Group to consider how this can be better utilised across the tertiary education system.

#### **Te whakautu ki te pātai tuawaru | Response to question 8**

To advance all segments of New Zealand society, universities need to be engaged and relevant to all segments of New Zealand society. This is not the sole responsibility of the universities and is rather a systems-wide responsibility that is best achieved by utilizing the physical, cultural and relational infrastructure of the whole tertiary education system.

Public Investment into advancing Aotearoa New Zealand should seek to utilise the skills, knowledge and collective ability of the whole tertiary education system rather than encouraging individual and weakly co-ordinated responses from individual entities.

Solving the complex and wicked problems that Aotearoa New Zealand faces requires interdisciplinary responses that consider political, economic, sociocultural, technological, legal and environmental factors to produce more effective solutions. It is our view that excellence is enhanced by a more responsive system that works more collaboratively domestically and with international partners.

#### **Te whakautu ki te pātai tuaiwa | Response to question 9**

This will always be population dependent and rather than attributing a number, the tertiary education system should seek to balance the goal of accessibility and distribution with meeting the needs of industry, regions, tangata whenua and the public more generally.

Two of the principles of RoVE have been to elevate industry and regional voices. The university system would be a more responsive actor within the wider tertiary education system by strengthening their effectiveness at incorporating industry and regional perspectives into their teaching, research and scholarship.

Moreover, we encourage universities to go one step further and in addition to strengthening industry and regional voices, they should strengthen tangata whenua voices and perspectives in their decision-making processes.

Instead of considering absolute numbers for the domestic student population, we encourage the Advisory Group to consider how the funding and policy system can be designed to be more responsive to skill shortages. In doing this we caution the Group to consider the value that graduates of humanities, social science and creative industries bring to society and to understand the value that graduates bring that go beyond traditional employability and economically focused metrics.

For this to happen effectively, the system needs improved data infrastructure that provides more accurate and timely labour market demand forecasts. If this can be achieved then the funding system should balance system stability with responsive incentives that allow tertiary education providers to respond to the structural changes expected to impact New Zealand society through things such as artificial intelligence, climate change, geopolitical instability, immigration, a reduction in economic opportunity, failing infrastructure, natural disaster, disruptive technology and so on.

#### **Te whakautu ki te pātai tuangahuru | Response to question 10**

Universities, alongside the other actors within the tertiary education system, must continue in their role as critics and consciences of society. This is an important function that must be preserved.

Whilst, this is a right, it is also a privilege. It does not come without responsibility. In being the critic and conscience of society, protected by academic freedom, academics need to ensure that their views must meet the scholarly standards expected of them by society, and that university, public and private interests do not bias the expression of this privilege.

Cancel culture is also an issue within the public sphere. Within the context of tertiary education, cancel culture inhibits the expression of critical thinking and is detrimental to a healthy democracy and the advancement of education, research and scholarship.

Academic freedom should be seen as a privilege that comes with responsibility. Universities need to respect the expression of academic freedom and academics need to respect the privilege. It requires a constant balancing of rights and morals – just because an academic has the right to say something, that does not mean they should. Nor does it mean that people have to listen or that institutions need to provide them with a platform, but equally, institutions should not limit freedoms when scholarly standards are met.

A society that provides space for academics, across the tertiary education system, to act as the critic and consciousness of society provides the conditions to advance knowledge, research and scholarship. We cannot waste the training and skills of Aotearoa New Zealand's most educated people by limiting this responsibility to universities or muting its expression. It is the responsibility of the tertiary education system to provide the freedom and responsibility to extend

the boundaries of education, research and scholarship and academic freedom and the responsibility for being the critic and conscience of society is critical to its success.

### **Te whakautu ki te pātai tuangahuru mā tahi | Response to question 11**

The tertiary education system has uneven expectations of its actors when it comes to honouring Te Tiriti. Te Tiriti is not something that universities or publicly funded institutions should seek to comply with, they should be effective actors in supporting the Crown to honour its relationship with Māori.

S315(f) of the Education and Training Act 2020 creates a statutory responsibility for Te Pūkenga to ‘improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners, hapū, and interested persons or bodies’, and Schedule 13 4(d)(i) requires Te Pūkenga to ensure that its governance, management, and operations give effect to Te Tiriti o Waitangi.

These statutory requirements to work in collaboration with Māori partners and to give effect to Te Tiriti in governance, management and operations are standards **we encourage all tertiary education providers to adopt as a baseline.**

### **Kōrero whakakapi | Final remarks**

Thank you for the chance to contribute to the Advisory Group's work. We welcome opportunities to meet with you, discuss and engage in this review

Ngā mihi nui,

Jamie Smiler

**Pounuku Rangahau** | Director Rangahau and Research

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

**18 June 2024**

<b>Title</b>	<b>Academic Committee Report</b>
<b>Provided by</b>	Academic Operations Unit
<b>Author</b>	Mikyla Okuyama

### Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Poari Akoranga:

a.	Receive the report
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### Whakarāpopototanga | Summary

*Summary of key matters discussed at Academic Committees, please note all moved items.*

#### Attendees (9)

Warren Smith (Chair) Erin Morgan, Karyn Madden, Russell Finlay, Ruth Sears, Sally Dobbs, Sonja Swale, Trish Lindsay, Mikyla Okuyama (Secretary)

#### Apologies

*Moved that the apologies be approved.*

*Erin Morgan/Ruth Sears*

#### Confirmation of Previous Minutes

*Move that the previous minutes be accepted.*

*Sonja Swale/Russel Finlay*

#### Research Items

- Health and Humanities Research Reports

*Moved BEM and BSE be approved.*

*Sally Dobbs/Sonja Swale*

*Moved BTSM be approved be subject to confirmation from TLBoS.*

*Sally Dobbs/Trish Lindsay*

*Moved BN and PGDASHC be approved subject to minor amendments.*

*Sally Dobbs/Sonja Swale*

#### Programme Approvals

**The Committee approved the following programmes to progress to NZQA as part of the approval Process.**

- NZQA Approval Summary for New Zealand Certificate In English Language (Academic Level 4, General Level 3, Applied Level 3 and Academic Level 5)
- NZQA Approval for NZ2612 New Zealand Diploma in Engineering (Level 6)

*Moved that the Approvals be accepted*

*Trish Lindsay/Ruth Sears*

### Programme Applications

The Committee approved Type 1 Changes to the following unified programmes:

- 2542 Bachelor of Accounting (Level 7)
- 2453 NZ Certificate in Business (Introduction to Team Leadership) (Level 3)
- 2454 New Zealand Certificate in Business (Introduction to Small Business) (Level 3)
- 2456 New Zealand Certificate in Business (First Line Management) (Level 4)
- 2459 New Zealand Diploma in Business (Level 5)
- 4775 Bachelor of Accounting (Level 7)

*Moved that the Programme Applications be accepted*

*Sally Dobbs/Erin Morgan*

### Compliance

- Update to QM4.3.2-1 Moderation of Assessment
- Te Pūkenga QMS Updates

*Moved that the SIT QMS Policy update be accepted*

*Sally Dobbs/Erin Morgan*

*Moved that the Te Pūkenga QMS Policy updates be accepted*

*Karen Madden/Ruth Sears*

*As the policy had been reviewed by quality management staff and most members of the Academic Committee in the weeks leading up to the meeting, there was minimal discussion about the policy. Positive comments were made around the consistency of a combined internal and external moderation policy. A few noted formatting issues, but the chair stated this was only due to the formatting created with track changes. Sonja Swale stressed proper communication of the new policy and its templates was needed going forward. This would be done via internal comms and staff training, which will be updated to reflect the new policy and its templates.*

### Aroturuki | Monitoring

*Please outline any requests from regulatory bodies e.g NZQA, WDCs, Nursing Council etc that are of a monitoring nature*

- On Wednesday, 24<sup>th</sup> April, received notification of programme monitoring of SIT's internal moderation system for the New Zealand Diploma in Workplace Health and Safety Management (Level 6) (Prog. 122160-1) [NZQCF Ref: 3645-1]. See Appendix 1.

### Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation	Comments
Quality Assurance; Moderation	While SIT has taken steps to improve its moderation processes, particularly for areas with unit and/or achievement	<ul style="list-style-type: none"> <li>• Action plans</li> <li>• NZQA requests more moderation samples</li> <li>• Compliance visit</li> </ul>	<ul style="list-style-type: none"> <li>• Action plans</li> <li>• Staff training</li> <li>• Cessation of assessment of identified standards until</li> </ul>	Response due from NZQA by 16 June in relation to consideration of future



	<p>standards, there are still some gaps which exist.</p> <p>NZQA have issued a moderation summary report which requires issues identified in the EMRs to be addressed prior to further assessment.</p>	<ul style="list-style-type: none"> <li>• Removal of consent to assess</li> </ul>	<p>remedial action undertaken</p> <ul style="list-style-type: none"> <li>• Investigation of areas of concern</li> <li>• Kaiako development and training</li> <li>• Additional curriculum assistance sought within the education network</li> <li>• Engaging in multiple pre-assessment moderation requests</li> <li>• Redevelopment of assessment material within the affected areas with the WDC.</li> <li>• Re-design and re-development of achievement standard assessment tasks</li> </ul>	<p>requirements or actions</p>
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## Ngā Tāpiritanga | Appendices

Appendix 1 – NZQA’s internal moderation notification letter





## 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)
<b>8.</b>	<b>Administration</b>	
8.1.	Minutes of the public excluded portion of the meeting held 24 May 2024	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
8.2.	Action List	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
<b>9.</b>	<b>Unified Programmes</b>	
9.1.	Bachelor of Midwifery	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
9.2.	Bachelor of Nursing Māori	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
<b>10.</b>	<b>Te Pūkenga Investment Plan</b>	Section 9(2)(i) OIA
<b>11.</b>	<b>Pastoral Code Self Review</b>	Section 9(2)(b)(i) OIA
<b>12.</b>	<b>Ngā Ohu Whakahaere o Te Poari Akoranga - public excluded</b>	
12.1.	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.

# 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.**

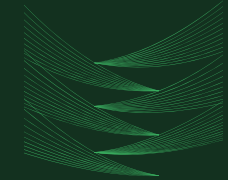
We're just about out of time, therefore I will conclude our shared space with karakia.

## 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!

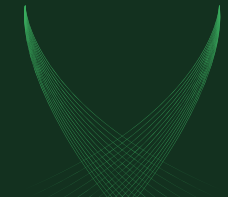
Hold fast,  
hold firmly the words of the  
academy  
cement them firmly  
fixed in the mind.  
Release ourselves  
of the decorum of formality  
let us take up the life giving  
cloak of Rongo  
the permanence of peace  
and harmony  
and bind it firmly,  
Firmly!

## Our values



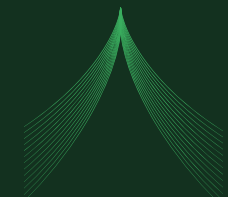
### Manawa nui

We reach out and welcome in



### Manawa roa

We learn and achieve together



### Manawa ora

We strengthen and grow  
the whole person