



Te Pūkenga

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12 May 2025

By email: [REDACTED]

Tēnā koe [REDACTED]

Request under the Official Information Act 1982

Thank you for your email of 9 April 2025, requesting information from Ara Institute of Canterbury (Ara) | Te Pūkenga – New Zealand Institute of Skills and Technology.

You asked eleven questions under the following two topics:

Standards & procedures for student hardship referrals and resources

I am writing to request information about the process used by Ara Institute of Canterbury to refer and track students for hardship resources. [Five questions]

Māori perspectives as part of the broadcasting school curriculum

I am also interested in learning about the standards and policies in place at Ara/Broadcasting School that ensure students are educated on Māori perspectives, as part of the broadcasting curriculum. [Six questions]

This letter provides a formal decision on your request under the Official Information Act 1982 (OIA).

The decision

Each of your eleven specific questions and our response is set out below.

Standards and procedures for ākonga (student) hardship referrals and resources

- 1. The procedures for referring students for hardship resources, including the criteria for eligibility and how referrals are made.*

Enrolled Ara ākonga can apply for different financial assistance options themselves, depending on their individual circumstances and needs. Ākonga do not need to be referred to these hardship resources, nor wait for a referral from anyone to apply for the financial assistance options.

Keeping in mind that applications for assistance are self-referred, with reference to section 18(d) of the OIA, we are refusing this request as information regarding financial assistance for Āra ākonga is

publicly available. Information, including the criteria for eligibility and application forms, can be found on Ara's website, through: www.ara.ac.nz/student-services/supporting-your-study/scholarships-and-financial-assistance/financial-assistance/.

2. *The system or database used by the university to track hardship referrals and ensure they are processed in a timely manner.*

The Ara Ākonga Success Support team action each self-referred application for financial assistance on a case-by-case basis, dependent on the nature and support requested, to ensure they are processed as efficiently and effectively as possible for each individual.

Hardship payments are recorded through an internal tracking system in relation to the budgeted funding available per annum.

3. *How referrals are followed up on and communicated to students.*

As outlined in our response to your question 1 above, information regarding hardship resources can be found online. There are a number of options pertaining to support for ākonga. The Ara Ākonga Success Support team connects with the applicant where the application is internal to Ara (ie. not for those from external agencies). The following quote from the website, provides an example of the communication steps regarding applications for Ara Financial Hardship Assistance:

We check your application and supporting documents. If anything's missing, we'll be in touch to request it. Then we'll begin assessing your eligibility and process your request as quickly as possible. The manager makes the final decision and we'll let you know the outcome by phone, text or email. If your application's approved, we'll make the payment, either directly to you or to whichever company you need to pay.

4. *Any reports, statistics, or data on the number of hardship referrals made over the past year(s), including outcomes of those referrals.*

As outlined above, applications are self-referred.

Internal reports to the Leadership team include details on reduction or increase in the amount spent. Noting there is no timeframe within this query, as an example, please find attached an excerpt from Ara's Quarter 1 Student Hardship update from our the Ākonga Success Support team (**Document 1**).

5. *The types of resources or support available to students who are referred for hardship assistance.*

With reference to section 18(d) of the OIA, please refer to the link provided in our response to your question 1 above, which provides financial assistance options for Ara ākonga. We must reiterate that ākonga apply for these assistance options themselves.

Māori perspectives as part of the broadcasting school curriculum

1. *Documentation or policies regarding the integration of Māori perspectives into the curriculum for broadcasting students.*

The document titled: *Documentation for the Programme of Study leading to the award of: CH Bachelor of Broadcasting Communications* contains details of the integration of Māori perspectives into the broadcasting school curriculum.

Please find attached the following pages extracted from this document in response to this query:

- Section 1.6 Graduate Profile
Point 5 from page 9 (**Document 2**).
 - Section 2 Programme Philosophy, Principles and Design
Cultural responsiveness from page 11 (**Document 3**).
2. *Details about any specific courses or modules that address Māori culture, language, or broadcasting from a Māori perspective.*

Please find attached section “8. Course Descriptors” (**Document 4**) from page 39 of the same document mentioned above: *Documentation for the Programme of Study leading to the award of: CH Bachelor of Broadcasting Communications*. These pages provide the specific learning outcomes and indicative curriculum set out for the following 19 courses, which detail aspects of Māori culture and language within each course:

- BCFM501 (page 39) Fundamental Media Context
- BCEC501 (page 40) Media Ecology: Business & Legal Environment
- BCEC502 (page 41) Media Ecology: Media & Society
- BCEC503 (page 42) Media Ecology: Representation
- BCEC601 (page 43) Media Group Project
- BCEC602 (page 44) Media Independent Project
- BCCR700 (page 47) Critical Reflection on Work
- BCJR503 (page 48) Essential Journalism 1
- BCJR502 (page 49) Essential Journalism 2
- BCRD501 (page 50) Essential Radio 1
- BCRD502 (page 51) Essential Radio 2
- BCSC501 (page 52) Essential Screen 1
- BCSC502 (page 53) Essential Screen 2
- BEJR601 (page 54) Advanced Journalism 1
- BCJR602 (page 55) Advanced Journalism 2
- BCRD601 (page 56) Advanced Radio 1
- BCRD602 (page 57) Advanced Radio 2
- BCSC601 (page 58) Advanced Screen 1
- BCSC602 (page 59) Advanced Screen 2

3. *Details about the removal of modules and student experiences in the journalism course that relate to Māori culture, language, or broadcasting from a Māori perspective*

You have not specified a time period that you are interested in for this question. However, we can advise that from 22 September 2022 to date there has been no such removal of modules from the journalism course. Therefore, we must refuse this part of your request under section 18(e) as the information does not exist.

4. Information on any training or professional development provided to staff to support the delivery of Māori perspectives in the classroom.

All of our kaiako (teachers) are required to work towards a formal tertiary teaching qualification, and part of their training will address cultural responsibility and teaching with the New Zealand context. We provide Te Tiriti o Waitangi and cultural awareness workshops that all kaimahi (staff) and kaiako are encouraged to attend. All of our kaiako are expected to participate in a 'valuable' conversation, part of which is about identifying what their unique journey may be and what support they may need, including both for their own unique cultural awareness and teaching ākonga. Support is available in groups and on a one-on-one basis.

Whilst not strictly within scope of this question, please find attached the following two documents that you may find interesting:

- Framework for Māori Achievement Implementation Plan and First Principles Rubric – Programme Design (**Document 5**)
Supports how we frame conversation for programme design through kaupapa Māori lens, and how we implement Māori achievement.
- Framework for Māori Achievement Implementation Plan and First Principles Rubric – Ako Teaching and Learning (**Document 6**)
Guiding documents for teaching and learning plans.

5. Records of any consultations with Māori stakeholders, iwi, or organizations regarding Māori perspectives in the curriculum.

Part of our process around developing qualifications includes iwi consultation. This curriculum was originally developed in 2022, and much of the consultation work was carried out through face-to-face conversations. We do not hold formal records of the consultations carried out during this development process. Therefore, we must refuse this part of your request under section 18(g) of the OIA as information requested is not held and we have no grounds for believing that the information is held by another department subject to the OIA.

6. Any reports or evaluations on how Māori perspectives are integrated into teaching and learning, and the effectiveness of these measures.

We do not hold any formal reports or evaluations undertaken by Ara, focused specifically on how Māori perspectives are integrated into teaching and learning or the effectiveness of these measures. Therefore, we must refuse this part of your request under section 18(g) of the OIA.

Useful historic information

Noting again that your queries were undated, you may be interested in previous work that was undertaken for development across the motu network, during the establishment of Te Pūkenga. However, in the same breath we must make clear that with the disestablishment of Te Pūkenga taking place, each business division will need to set their own excellence frameworks, strategic directions and other key policies as they move forward as either standalone polytechnics, or as part of a federated model in the future.

We bring your attention to the following documents and archived information that you may find interesting in relation to the topics you are interested in, which can be found online through the links provided:

- Te Turuturu
www.tepūkenga.ac.nz/archive/te-turuturu
 - Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework – 12 May 2022
 - Taonga Māori Project – 31 May 2022
 - Equity Strategy – 22 June 2022
 - Māori Cultural Capability - 2 August 2022
- Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2022 – 2023 Whiringa-ā-rangi | November 2022
www.tepūkenga.ac.nz/assets/Publications/Te-Pae-Tawhiti-Te-Tiriti-o-Waitangi-Excellence-Framework-20222023.pdf
- Te Pae Tawhiti - Insights into Te Tiriti o Waitangi and Māori Equity practice in the National Office of Te Pūkenga - Hereturikōkā | August 2022
www.tepūkenga.ac.nz/assets/TP00257-Te-Pae-Tawhiti-National-Office-Insights-Document-August-v3-1.pdf
- Te Pae Tawhiti - Progress towards Te Tiriti o Waitangi Excellence - Quarterly Report October – December 2021
www.tepūkenga.ac.nz/assets/Publications/20220310_TP_PAE-Te-Pae-Tawhiti-Quarterly-Report_Final.pdf

You have the right to make a complaint to the Ombudsman under section 28(3) of the OIA if you are not happy with this response. Information about how to do this is available at www.ombudsman.parliament.nz or by calling 0800 802 602.

We may publish our OIA responses and the information contained in our reply to you on our website. Before publishing we will remove any personal or identifiable information.

Ngā mihi



Gus Gilmore
Tumuaki | Chief Executive

2025 Q1 Student Hardship Update

Combination of Grants in 2025:

- In 2025, the categories of Hardship, Completion, and Study & Living grants have been combined. This consolidation aims to streamline the assistance process and ensure that funds are allocated more efficiently to those in need.

Reduced Hardship Spending in 2024:

- The total spending on hardship assistance was lower in 2024 due to the availability of the Manaaki fund. This fund provided additional support, reducing the reliance on the standard hardship grants.

Continued Emergency Assistance:

- Despite the changes in other categories, emergency assistance continued to be provided as usual in both 2024 and 2025. This was necessary to address immediate financial needs of the learners.

Halved Payments for Māori & Pacific Childcare Grant in 2025:

- For 2025, the payments per student for the Māori & Pacific Childcare Grant have been halved. This adjustment was made because students now have access to Family Boost payments, which provide additional financial support for childcare.
- FamilyBoost [hyperlink provided: <https://www.ird.govt.nz/familyboost>]

Utilisation of Leftover Manaaki Vouchers:

Some vouchers from the 2024 Manaaki Fund were left over and have been provided to students as necessary in 2025. This ensured that available resources were fully utilised to support learners in need

1.4 Coherence with the Ara Portfolio

The Bachelor of Broadcasting Communications is strategically important for Ara and fits into the existing qualification portfolio within the Department of Creative Arts and Digital Information at Ara. This degree sits alongside three other degrees - the Bachelor of Music Arts (renamed Bachelor of Music), the Bachelor of Design and the Bachelor of Performing Arts (renamed Bachelor of Music Theatre) as well as a postgraduate suite of programmes. Learners may also pathway into the Bachelor of Broadcasting Communications via the Level 4 New Zealand Certificate in Study and Career Preparation (Ara Broadcasting and Applied Media pathway).

The Bachelor of Broadcasting Communications is supported within the wider department; one that encourages creative research and cross-disciplinary enquiry. Creative education is well established at Ara and is well supported and regarded. The Department and the degree is connected to the creative communities throughout Aotearoa New Zealand.

1.5 Programme Aim

To produce capable, critical, adaptable and reflective media practitioners able to work successfully in dynamic media environments and communicate, collaborate and innovate in a variety of media and creative contexts.

The Bachelor of Broadcasting Communications is aimed at school leavers, recent school leavers, graduates of other degrees and others interested in undertaking formal career-focussed media education and training.

1.6 Graduate Profile

Graduates of the Bachelor of Broadcasting Communications will be able to:

1. Apply broadcasting, media production and other media related skills across a range of media platforms to produce media content and connect with audiences.
2. Demonstrate adaptability and innovation, and the ability to work independently and collaboratively to achieve media outcomes.
3. Apply inquiry or research to problem solving in media contexts.
4. Practice ethically and professionally.
5. Integrate kaupapa Māori, Te Ao Māori and mātauranga Māori principles within their practice.
6. Critically think, reflect, and analyse the cultural, political, and economic environment and apply it to the production of media content.

Employment pathways

Graduates may seek employment in the following fields:

Broadcasting and media (radio, film, television and journalism), interactive screen based industries (games, education, information, entertainment) and communication industries (public relations, advertising).

Education pathways

There are a range of postgraduate studies pathways, for example, Postgraduate Diploma in Creative Practice and Master of Creative Practice (Ara), Master of Arts in Media and Communication (University of Canterbury), a number of University MBA programmes, Postgraduate diplomas in Business and Commerce, Graduate Diplomas in Arts, Sales and Marketing (Ara) and teaching diplomas.

2. Programme Philosophy, Principles and Design

Ara Creative degrees are designed to be consistent with Ara strategic intent, values, desired graduate outcomes, and core academic policies and procedures, and to be compliant with approval and accreditation rules and criteria.

The Ara values of Hihiri (Inspire), Tuhono (Connect) and Aroha (Respect) inform and contribute to the culture of the degree and are integrated throughout the programme.

Socio-cultural constructivist learning theory (Rogoff, 2003)^[1] suggests achievement is enhanced when learners are in a positive, respectful, safe, and supportive learning environment and where they contribute to each other's learning. The Creative Arts and Digital Information Department acknowledges learning is influenced by diverse learner histories, and the valuing of diverse knowledges. Building a culture where learners have a sense of belonging to a diverse community of practice is a critical feature of programmes in the Department.

Developing a learner's ability to successfully learn, not only discipline knowledge but also personal, interpersonal, and cognitive capabilities, is a central principle underpinning the design of teaching, learning and assessment. This design supports learners to develop and enhance the capabilities and competencies related to professionalism in practice. To foster these principles, teaching, learning and assessment in the degree will offer the following approaches to learning:

Active learning (constructivist)

Learning occurs when learners actively construct knowledge and lecturers apply a constructivist approach to the design of learning activities. A constructivist approach is a 'general organising framework for thinking about teaching and learning' (Cobb, 1996), where the focus is on what is learned, how it is learned, and how the lecturer can assist learning. This approach is also called '*active learning*', where learning experiences, designed to develop and enhance capability and competence related to creative practice, provide opportunities for learners to actively make sense of knowledge as an individual or with others.

Teaching and learning strategies in Creative Arts and Digital Information may include:

- Capstone projects/placements/internships
- Project/problem-based learning
- Inquiry learning
- Research-based learning
- Critiques, peer feedback, self-reflection; learning to evaluate own work in a meaningful way
- Case studies
- Discussion
- Observation, analysis, and evaluation
- Guided, deliberate practice

^[1] Rogoff, B. (2003). *The cultural nature of human development*. Oxford [UK]: Oxford University Press.

- Group work and collaboration
- Work integrated learning (refer to the section below)

Cultural responsiveness

Creative degree programmes at Ara promote the importance of cultural perspective(s) underpinned by a commitment to Te Tiriti o Waitangi.

The approach taken is to weave cultural knowledge and language through the creative programmes so that graduates will have confidence in their ability to work in partnership, and to integrate kaupapa Māori, Te Ao Māori and mātauranga Māori principles within their creative practice. Learners will explore the impact and significance of history(s), practices, discourses, and traditions on the creative space, using a lens of bicultural and multi-cultural world views.

Ara's Framework for Māori Achievement (FMA) references Te Hono o Te Kahurangi (NZQA). The FMA directs that learners have opportunities to achieve educational success through mātauranga Māori, in a way reflective of their worldviews and contexts.

The six kaupapa are:

- **Rangatiratanga:** realising autonomy through the enactment of a Māori worldview in response to the aspirations and driving motivators for learners, whānau, hapū, iwi and community. Learners have control over their journey. They are involved in the design and planning of their project outputs and (for some) their assessments. Learners regularly contribute to course direction and are asked to critique their academic/applied journey.
- **Whanaungatanga:** connecting, fostering, and maintaining relationships based on respect, integrity and understanding for the benefit of all. Learners build professional relationships and behaviour within cohorts, with our stakeholders and the external community. Team and cross-craft exploration of ideas acknowledges the importance of individual responsibility and accountability and the different cultures of the cohorts. Learners use cultural differences to their advantage.
- **Manaakitanga:** realising mana enhancing behaviour and practices for the care of learners, whānau, hapū, iwi and community. Learners support each other. Learner-peers providing help and encouragement and offer critiques of practice and outputs. Tutors regularly seek feedback from learners to improve teaching and learning.
- **Pūkengatanga:** representing knowledge and skills that ensure the principles, beliefs, needs and aspirations of the people are sustained
- **Kaitiakitanga:** preserving guardianship and enhancing the world and its treasures for the benefit of all. This encapsulates the idea that content is always produced with an audience in mind. For media to be sustainable it needs to consider an audience and look for ways to achieve the desired outcomes. Learners understand they need to be considerate of the environment and their community.
- **Te reo Māori:** supporting the Māori language to be vibrant, and flourish.¹

Sustainable practice

The NZBS supports Ara's Sustainability Charter by ensuring that "learners have opportunities to learn about principles of sustainability and to graduate with a better understanding of sustainable practice relevant to their field of study" (Ara, August 2020, p.4)². To enable this, sustainable

¹ <https://www.nzqa.govt.nz/assets/Maori/Te-Hono-o-te-Kahurangi/Te-Hono-o-Te-Kahurangi-2018-Guidelines.pdf>

² https://www.ara.ac.nz/siteassets/documents---home/about-us/sustainability---our-charter/sustainabilitycharter_2020_webres.pdf

8. Course Descriptors

Core Courses

Fundamental Media Context

BCFM501

<i>Credits</i>	30	<i>Level</i>	5
<i>EFTS Factor</i>	0.2500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	50
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	Nil		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to demonstrate the basic knowledge of media production and history in Aotearoa New Zealand and explore te Tiriti o Waitangi, tikanga Māori, and New Zealand media and social contexts.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Apply knowledge to represent the historical and cultural media landscape in Aotearoa, New Zealand.
2. Demonstrate basic knowledge of Te Tiriti o Waitangi, tikanga and te reo Māori.

Indicative Curriculum

- Aotearoa New Zealand media history
- Aotearoa New Zealand media and social context
- Presenting
- Sustainable practice
- Research
- Professionalism
- Interviewing skills
- Mātauranga Māori (noho marae)
- Te reo Māori in context
- Inclusive practice
- Academic literacy
- Health and safety

Assessments

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Project 1	50%	45%	1, 2
2	Project 2	50%	45%	1
3	Assignment	50%	10%	2

Media Ecology: Business & Legal Environment**BCEC501**

<i>Credits</i>	15	<i>Level</i>	5
<i>EFTS Factor</i>	0.1250	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	150	<i>Work Integrated Learning</i>	0
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	Nil		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to demonstrate knowledge of media ownership and ratings, and the regulatory environment relating to media content and operations.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Demonstrate knowledge of media industry codes, laws, and legal issues.
2. Examine and explain the relationship between programme ratings and the local media landscape.

Indicative Curriculum

- Media legislation and legal issues
- Media codes and standards
- Media and politics
- Media and economics
- Te reo Māori
- Media ratings
- Media regulators
- Media audiences
- Offensive content in media
- Mātauranga Māori

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	50%	1
2	Presentation	50%	50%	2

Media Ecology: Media & Society**BCEC502**

<i>Credits</i>	15	<i>Level</i>	5
<i>EFTS Factor</i>	0.1250	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	150	<i>Work Integrated Learning</i>	0
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCEC501		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to evaluate and describe the wider media and cultural environment.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Examine key media theories and discuss the relationship between media and society.
2. Reflect on self and te ao Māori and how these inform interpretation and presentation of information in media contexts.

Indicative Curriculum

- Media theory
- Media and culture
- Media and society
- Aotearoa/NZ history
- Mātauranga Māori
- Te reo Māori
- Te ao Māori
- Academic literacy
- Academic writing

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	70%	1
2	Assignment	50%	30%	2

Media Ecology: Representation**BCEC503**

<i>Credits</i>	15	<i>Level</i>	5
<i>EFTS Factor</i>	0.1250	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	150	<i>Work Integrated Learning</i>	0
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCEC502		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to evaluate and illustrate the wider media and cultural environment utilising fundamental craft and academic skills.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Analyse media content and its relationship to society.
2. Apply knowledge of the wider media and cultural environment to media practice.

Indicative Curriculum

- Media and politics
- Media and culture
- Media and economics
- Media and minorities
- Media content and production research
- Mātauranga Māori
- Inclusive practice
- Health and safety
- Sustainable practice

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	30%	1
2	Portfolio	50%	70%	2

Media Group Project**BCEC601**

<i>Credits</i>	30	<i>Level</i>	6
<i>EFTS Factor</i>	0.2500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2024	<i>Date of this version</i>	December 2023
<i>Pre-requisites</i>	BCJR601 or BCRD601 or BCSC601		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to work collaboratively to design and execute a group project informed by research, engaging an audience, and showcasing specialist craft skills.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Apply specialist craft skills and knowledge to research and create inclusive content for an Aotearoa New Zealand audience.
2. Critically analyse the implementation of the group project.

Indicative Curriculum

- Collaboration
- Professionalism
- Idea generation
- Innovative practice
- Project design and application
- Audience analysis; market and environmental
- Media production and presentation
- Project management
- Application of technologies
- Content creation
- Sustainable practice
- Creativity
- Research
- Media law, codes and ethics
- Interviewing skills
- Te reo and mātauranga Māori
- Inclusive practice
- Academic literacies
- Health and safety
- Critical reflection

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Project	50%	70%	1
2	Assignment	50%	30%	2

A resit or resubmission is not available on assessment 2

Media Independent Project**BCEC602**

<i>Credits</i>	30	<i>Level</i>	6
<i>EFTS Factor</i>	0.2500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2024	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCEC601 and BCJR602 or BCRD602 or BCSC602		

Aim

To enable learners to work independently to design and execute a project informed by research, showcasing specialist craft skills.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Research and apply specialist craft knowledge to create a proposal and plan for an independent media project for an Aotearoa New Zealand audience/stakeholder.
2. Apply specialist craft skills and knowledge to create inclusive content for an Aotearoa New Zealand audience/stakeholder.

Indicative Curriculum

- Collaboration
- Professionalism
- Idea generation
- Innovative practice
- Project design and application
- Audience analysis
- Media production and presentation
- Project management
- Application of technologies
- Content creation
- Sustainable practice
- Creativity
- Media law, codes and ethics
- Interviewing skills
- Te reo and mātauranga Māori
- Inclusive practice
- Health and safety
- Critical reflection

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	30%	1
2	Project	50%	70%	2

A resit or resubmission is not available on Assessment 2.

Professional Placement A**BCPA700**

<i>Credits</i>	90	<i>Level</i>	7
<i>EFTS Factor</i>	0.7500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	900	<i>Work Integrated Learning</i>	855
<i>Effective from</i>	January 2024	<i>Date of this version</i>	August 2023
<i>Pre-requisites</i>	BCEC601 and BCEC602 BCJR602 or BCRD602 or BCSC602		
<i>Co-requisites</i>	BCCR700		

Aim

To enable learners to demonstrate the knowledge and skills required to be a capable media practitioner in a professional environment.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Apply and demonstrate professional and craft capability in a media-related environment.
2. Critically reflect on the personal and interpersonal knowledge, skills, attributes, and performance required of a media professional working independently and in a team environment.

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Performance appraisal	50%	100%	1,2

A resit or resubmission is not available on Assessment 1.

Professional Placement B**BCPB700**

<i>Credits</i>	75	<i>Level</i>	7
<i>EFTS Factor</i>	0.6250	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	750	<i>Work Integrated Learning</i>	700
<i>Effective from</i>	January 2024	<i>Date of this version</i>	August 2023
<i>Pre-requisites</i>	BCEC601 and BCEC602 BCJR602 or BCRD602 or BCSC602.		
<i>Co-requisites</i>	BCCR700		

Aim

To enable learners to demonstrate the knowledge and skills required to be a capable media practitioner in a professional environment.

Learning outcomes

On successful completion of this course the learner will be able to:

1. Apply and demonstrate professional and craft capability in a media-related environment.
2. Critically reflect on the personal and interpersonal knowledge, skills, attributes, and performance required of a media professional working independently and in a team environment.

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Performance appraisal	50%	100%	1,2

A resit or resubmission is not available on Assessment 1.

Critical Reflection on Work**BCCR700**

<i>Credits</i>	15	<i>Level</i>	7
<i>EFTS</i>	0.1250	<i>Grade Scale</i>	G29aa
<i>Notional Learning Hours</i>	150	<i>Work Integrated Learning</i>	100
<i>Effective from</i>	January 2025	<i>Date of this version</i>	November 2024
<i>Pre-requisites</i>	Nil		
<i>Co-requisites</i>	BCPA700 or BCPB700		

Aim

To enable learners to critically reflect on their workplace experiences to develop evidence-based practice solutions and assess future work-based practice.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Critically reflect on key work-based learning experiences.
2. Apply knowledge of current industry practice and formulate evidence-based solutions to workplace experiences.
3. Reflect on areas of professional self-development.

Indicative Curriculum

- Work placement
- Critical incidents from the workplace
- Critical reflection
- Cultural diversity
- Sustainability
- Communication skills
- Self-management
- Ethical decision making
- Problem solving
- Biculturalism in a New Zealand workplace context

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	100%	1, 2, 3

Compulsory Courses

Essential Journalism 1

BCJR503

<i>Credits</i>	15	<i>Level</i>	5
<i>EFTS</i>	0.1250	<i>Grade Scale</i>	G29aa
<i>Notional Learning Hours</i>	150	<i>Work Integrated Learning</i>	50
<i>Effective from</i>	January 2025	<i>Date of this version</i>	October 2024
<i>Pre-requisites</i>	BCFM501, BCEC501		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop fundamental knowledge of journalism and an understanding of the role of the journalist in Aotearoa New Zealand.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Discuss and show an understanding of the roll of journalism and journalists in Aotearoa New Zealand.
2. Demonstrate knowledge of media law and ethics.
3. Describe and reflect on the practice of inclusive journalism.

Indicative Curriculum

- News recognition
- News gathering
- Research
- Interviewing skills
- News writing
- Audio recording
- Voice training
- Newsroom practice
- Intro to ethics and law
- Professionalism
- mātauranga Māori
- Inclusive practice
- Academic literacy
- Health and safety

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	50%	1
2	Test	50%	20%	2
3	Essay	50%	30%	3

Essential Journalism 2**BCJR502**

<i>Credits</i>	30	<i>Level</i>	5
<i>EFTS</i>	0.2500	<i>Grade Scale</i>	G29aa
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2025	<i>Date of this version</i>	October 2024
<i>Pre-requisites</i>	BCJR501		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop journalism knowledge, skills and attributes with a focus on media law, ethics and to work as a member of a team producing content.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Demonstrate the personal and interpersonal knowledge, skills and attributes required of an ethical and legally compliant media learner.
2. Apply journalism knowledge and practical skills to produce, present and publish content relevant to Aotearoa New Zealand.
3. Demonstrate introductory te reo and tikanga Māori relevant for media context.

Indicative Curriculum

- News writing
- Court reporting
- Newsroom practice
- Research
- Professionalism
- Inclusive journalism
- Voice training
- Media law, codes and ethics
- Health and safety
- Mātauranga Māori
- Tikanga and te reo Māori

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	20%	1
2	Portfolio	50%	80%	2,3

Essential Radio 1**BCRD501**

<i>Credits</i>	15	<i>Level</i>	5
<i>EFTS Factor</i>	0.1250	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	150	<i>Work Integrated Learning</i>	50
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCFM501 or BCEC501		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop fundamental knowledge of the theory of radio programming, audiences and working in a radio station.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Demonstrate knowledge of relevant radio programming theory, philosophy, methods, and industry structure.
2. Use research and writing to reflect on industry practice relevant to an Aotearoa New Zealand audience.

Indicative Curriculum

- Te reo
- Creativity
- Radio programming theory
- Sustainable practice
- Research
- Professionalism
- Interviewing skills
- Mātauranga Māori
- Inclusive practice
- Academic literacy
- Health and safety
- Media law, codes and ethics

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Portfolio	50%	70%	1
2	Essay	50%	30%	2

Essential Radio 2**BCRD502**

<i>Credits</i>	30	<i>Level</i>	5
<i>EFTS Factor</i>	0.2500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCRD501		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop knowledge, skills and attributes in sound, text, vision, marketing, and digital assets necessary to function as a member of a team working in a radio environment.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Demonstrate the personal and interpersonal knowledge, skills and attributes required of an ethical and legally compliant media learner.
2. Apply knowledge and skills to create and present information and entertainment content for radio and related media environments.
3. Utilise foundational radio sales and marketing concepts to design and pitch advertising and promotional content.
4. Use te reo Māori and tikanga in a media context appropriate for bicultural Aotearoa New Zealand.

Indicative Curriculum

- Voice
- Sales
- Promotions and marketing
- Te reo
- Broadcast performance
- Creativity
- Commercial writing and production
- Scripting
- Radio programming theory
- Sustainable practice
- Research
- Professionalism
- Media law, codes and ethics
- Interviewing skills
- Mātauranga Māori
- Inclusive practice
- Academic literacy
- Health and Safety

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	20%	1
2	Portfolio	50%	50%	2,4
3	Project	50%	30%	3

Essential Screen 1**BCSC501**

<i>Credits</i>	15	<i>Level</i>	5
<i>EFTS</i>	0.1250	<i>Grade Scale</i>	G29aa
<i>Notional Learning Hours</i>	150	<i>Work Integrated Learning</i>	50
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCFM501		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop fundamental skills and knowledge to produce screen content within a multi-camera studio environment.

Learning Outcomes

On successful completion of this course, the learner will be able to:

1. Demonstrate the technical skills required to operate in multi-camera studio environment.
2. Apply knowledge, theory and skills to create screen content within a multi-camera studio environment.
3. Use research and theory to reflect on industry practice in Aotearoa New Zealand.

Indicative Curriculum

- Studio Camera
- Studio Sound
- Lighting and design
- Directing
- Video Technical Theory
- Pitching
- Professionalism
- Interviewing & research skills
- Mātauranga Māori
- Inclusive practice
- Academic literacies
- Health and safety

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Project	50%	70%	1,2
2	Assignment	50%	30%	3

Essential Screen 2**BCSC502**

<i>Credits</i>	30	<i>Level</i>	5
<i>EFTS</i>	0.2500	<i>Grade Scale</i>	G29aa
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCSC501		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop their skills, knowledge and attributes in screen production necessary to work collaboratively in both studio and field environments.

Learning Outcomes

On successful completion of this course, the learner will be able to:

1. Demonstrate the personal and interpersonal knowledge, skills and attributes required of an ethical and legally compliant media learner.
2. Demonstrate the technical skills required to operate in a single-camera field environment.
3. Apply knowledge, theory and skills to create screen content in selected genres.
4. Demonstrate introductory te reo and tikanga Māori relevant for a media context.

Indicative Curriculum

- Studio production
- Field camera
- Field sound
- Field lighting
- Directing
- Editing
- Colour grading
- Collaboration
- Production management
- Scriptwriting
- Pitching
- Sustainable practice
- Professionalism
- Tikanga and te reo Māori
- Inclusive practice
- Health and safety

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	20%	1
2	Portfolio	50%	80%	2-4

Advanced Journalism 1**BCJR601**

<i>Credits</i>	30	<i>Level</i>	6
<i>EFTS</i>	0.2500	<i>Grade Scale</i>	G29aa
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2024	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCJR502, BCEC503		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop advanced journalism knowledge, skills and attributes to work collaboratively across multiple platforms to produce media content.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Demonstrate knowledge of advanced court reporting and media law in Aotearoa New Zealand.
2. Apply advanced practical journalism skills to a variety of contexts.

Indicative Curriculum

- News sense and recognition
- News gathering and investigation
- Audio and video editing
- News writing
- Story production and presentation
- Writing and presentation skills
- Sustainable practice
- Research
- Professionalism
- Media law, codes and ethics
- Court reporting
- Radio news
- Online news
- Interviewing skills
- Mātauranga and te reo Māori
- Inclusive practice
- Academic literacy
- Health and safety

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	30%	1
2	Portfolio	50%	70%	2

Advanced Journalism 2**BCJR602**

<i>Credits</i>	30	<i>Level</i>	6
<i>EFTS</i>	0.2500	<i>Grade Scale</i>	G29aa
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2024	<i>Date of this version</i>	December 2023
<i>Pre-requisites</i>	BCJR601		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop advanced journalism knowledge, skills and attributes including current affairs reporting and working as a member of a team producing news content.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Apply and reflect critically on the personal and interpersonal knowledge, skills and attributes required of an ethical and legally compliant media learner.
2. Apply knowledge of legal and ethical requirements, and social responsibilities to create news content.
3. Apply knowledge of Mātauranga and te reo Māori to current affairs content.

Indicative Curriculum

- News sense and recognition
- News gathering and investigation
- Audio and video editing
- News writing
- Story production and presentation
- Writing and presentation skills
- Sustainable practice
- Research
- Professionalism
- Media law, codes and ethics
- Court reporting
- Radio news
- Online news
- Interviewing skills
- Mātauranga Māori and te reo Māori
- Inclusive practice
- Academic literacy
- Health and safety

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	20%	1
2	Portfolio	50%	80%	2, 3

Advanced Radio 1**BCRD601**

<i>Credits</i>	30	<i>Level</i>	6
<i>EFTS Factor</i>	0.2500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2024	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCRD502, BCEC503		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to further progress knowledge of the theory of radio programming, philosophy, and to research audiences to collaboratively prepare a radio station design and pitch.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Apply knowledge to research and identify a market for a commercial radio station.
2. Apply knowledge of radio business to create a pitch for a commercial radio station business plan appropriate in Aotearoa New Zealand.

Indicative Curriculum

- Voice
- Programming
- Sales, marketing, promotions
- Studio production
- Online and other mixed media elements
- Broadcast performance
- Interview
- Commercial writing
- Radio scripting
- Audience research
- Professionalism
- Mātauranga Māori
- Inclusive practice
- Academic literacy
- Health and safety

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	70%	1
2	Presentation	50%	30%	2

Advanced Radio 2**BCRD602**

<i>Credits</i>	30	<i>Level</i>	6
<i>EFTS Factor</i>	0.2500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2024	<i>Date of this version</i>	December 2023
<i>Pre-requisites</i>	BCRD601		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to apply and develop the advanced knowledge, skills and attributes necessary to function as a member of a team operating a radio business.

Learning outcomes

On successful completion of this course the learner will be able to:

1. Apply and reflect critically on the personal and interpersonal knowledge, skills and attributes required of an ethical and legally compliant media learner.
2. Apply knowledge of legal and ethical requirements to publish content for a range of radio and media platforms.
3. Design, pitch and implement client focussed radio station sales plan for an Aotearoa New Zealand audience.
4. Critique and evaluate the execution of a radio station business plan.

Indicative curriculum

- Voice
- Programming
- Sales, marketing, promotions
- Interview
- Studio production
- Online and other mixed media elements
- Broadcast performance
- Interview
- Commercial writing
- Radio scripting
- Professionalism
- Long form programming and production including non-commercial
- Te reo and mātauranga Māori
- Inclusive practice
- Academic literacy
- Health and safety
- Media law, codes and ethics

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	20%	1
2	Portfolio	50%	70%	2,3
3	Assignment	50%	10%	4

Advanced Screen 1**BCSC601**

<i>Credits</i>	30	<i>Level</i>	6
<i>EFTS Factor</i>	0.2500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2024	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCSC502, BCEC503		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to develop and apply location-based single-camera production and post-production techniques.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Apply single-camera screen production skills, theory, and protocols to produce screen content as a member of a production team in Aotearoa New Zealand.
2. Research skills and knowledge necessary for an assigned craft role.

Indicative Curriculum

- Cinematography
- Sound
- Directing
- Editing
- Post-production
- Production management
- Writing for the screen
- Research
- Sustainable practice
- Professionalism
- Te reo and mātauranga Māori
- Inclusive practice
- Health and safety

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Project	50%	70%	1
2	Assignment	50%	30%	2

Advanced Screen 2**BCSC602**

<i>Credits</i>	30	<i>Level</i>	6
<i>EFTS Factor</i>	0.2500	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	200
<i>Effective from</i>	January 2024	<i>Date of this version</i>	December 2024
<i>Pre-requisites</i>	BCSC601		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to apply advanced production and post-production knowledge, skills and attributes necessary to function as a member of a professional screen production team.

Learning Outcomes

On successful completion of this course the learner will be able to:

1. Apply and reflect critically on the personal and interpersonal knowledge, skills and attributes required of an ethical and legally compliant media learner.
2. Apply advanced screen production skills, theory and protocols to produce creative screen content as part of a professional production team in Aotearoa New Zealand.
3. Apply advanced screen production skills, theory and protocols to produce factual screen content as part of a professional production team.

Indicative curriculum

- Sound
- Directing
- Editing
- Post-production
- Production management
- Writing for the screen
- Research
- Sustainable practice
- Interviewing skills
- Professionalism
- Te reo and mātauranga Māori
- Inclusive practice
- Health and safety
- Media law, codes, and ethics

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Assignment	50%	20%	1
2	Project	50%	30%	2
3	Project	50%	50%	3

Executive Pathway Courses

Media Ecology in Practice

BCXE600

<i>Credits</i>	60	<i>Level</i>	6
<i>EFTS Factor</i>	0.5000	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	600	<i>Work Integrated Learning</i>	0
<i>Effective from</i>	January 2023	<i>Date of this version</i>	August 2022
<i>Pre-requisites</i>	BCPA700 or BCPB700 or equivalent		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to analyse, evaluate and illustrate the political, social, historical, cultural and economic influences on contemporary media and online systems.

Learning outcomes

On successful completion of this course the learner will be able to:

1. Summarise and evaluate research evidence on the media.
2. Review and evaluate challenges facing broadcasting and digital media.
3. Evaluate media codes and legal issues applicable to media content.
4. Evaluate media content that includes an awareness of Māori and other cultures.

Indicative curriculum

- Media and politics
- Media history
- Media and culture
- Contemporary media technologies
- Media and economics
- Media law and ethics
- Current media research

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Portfolio	50%	100%	1-4

Major Project**BCXE700**

<i>Credits</i>	60	<i>Level</i>	7
<i>EFTS Factor</i>	0.5000	<i>Grade Scale</i>	G29AA
<i>Notional Learning Hours</i>	600	<i>Work Integrated Learning</i>	420
<i>Effective from</i>	January 2025	<i>Date of this version</i>	July 2024
<i>Pre-requisites</i>	BCXE600 or BCEC600 and a level 6 craft course (BCJR600, BCRD600 or BCSC600)		
<i>Co-requisites</i>	Nil		

Aim

To enable learners to apply their learning to a substantial project in broadcasting and/or digital media.

Learning outcomes

On successful completion of this course the learner will be able to:

1. Apply knowledge and research skills to produce a project proposal in broadcasting and/or digital media.
2. Implement a project in broadcasting and/or digital media and critically reflect on the process.

Indicative curriculum

- Research
- Academic writing
- Project management
- Applied craft

Assessment

No	Assessment Type	Pass Criteria	Weighting	Outcomes Assessed
1	Project Proposal	50% Overall	30%	1
2	Project Implementation		70%	2
Additional information	All assessments must be attempted.			

<p>Programme Design</p> <ul style="list-style-type: none"> • Kaupapa and Mātauranga Māori is progressively integrated into programmes and products • Cultural experts are progressively engaged to support integration • Professional development is aligned to building and maintaining culturally responsive teaching and learning practices • Performance evaluations are designed to ensure that all departments are focussed on , and accountable against, Māori learner success 	First Principles	Relationships first.	'101' for all Experts on call	Teatowel-tanga Cultural Intelligence	In the doing comes the learning	What gets measured matters	Tuakana Teina	Pouhine Poutama	Iwi, Industry & Education	Equity is the Process. Equality is the Outcome	What's good for Māori is good for NZ
	Description	Connecting with others in culturally attuned ways helps open minds, hearts and hands inspiring enterprise and agency. First impressions count.	Build baseline cultural capabilities across Ara to enable more meaningful relationships Anchor experts in key positions to ensure authenticity	Teach and learn through culture, not about culture	Be prepared to do things differently to achieve the step changes needed	Measuring our efforts and sharing our insights enables continuous learning and collective impact	Māori learners respond to peer-peer senior-with-junior teaching and learning.	Strength through balance and collaboration	Equitable education, employment and income levels for Māori will require genuine input from iwi and Māori industry stakeholders, not just industry and education.	Unequal socio-economic backgrounds may well require unequal distribution of resources to redress disadvantage.	When we weave Kaupapa & Mātauranga Māori into all we do, we leverage Māori achievement and help future proof NZ's socio-economic prosperity
	prompts /indicators	Programme design scaffolds the development of whanaungatanga with peers and appropriate iwi partners/communities and includes cross regional interaction where appropriate.	Cultural competencies required to deliver programme content and experience are well understood. Required competencies are evident within the team and supporting delivery network. A strong development and capability succession plan is evident.	Authentic Kaupapa and Mātauranga Māori experiences are embedded and normalised in programme philosophy and programme design	Programme design provides experience-based learning in culturally authentic contexts	Graduate profile and learning outcomes appropriately incorporate outcomes highly valued by iwi, hapū and whānau.	Mentoring naturally and purposefully occurs and is recognised in Programme design	Appropriately incorporates and demonstrates the active application of the principles of partnership and duality in Programme design and delivery	Programme design and delivery are responsive to iwi feedback and caters to challenges faced by Māori. Programme positioned in a way that Māori learners can see clear path to new future. Outcomes align with ambitions/aspirations of iwi, whānau and community to develop the capability of individuals while locating them within the direction of travel of community.	Programme design actively responds to the educational context of priority learners, alignment of programme and learning services is strong. Resource requirements recognise specific needs Māori learners may have in achieving positive outcomes. Support services are integrated into programme design and deliver to ensure the wellbeing of tauira Māori and respond to the specific and unique needs of priority learners.	Contribution of Kaupapa and Mātauranga Māori to the discipline area is appropriately demonstrated in Programme design
	Reflections										

Ako (Reciprocal teaching and learning) • Kaupapa and Mātauranga Māori is progressively integrated into programmes and products • Cultural experts are progressively engaged to support integration • Professional development is aligned to building and maintaining culturally responsive teaching and learning practices Performance evaluations are designed to ensure that all departments are focussed on , and accountable against, Māori learner success	First Principles	Relationships first.	'101' for all Experts on call	Teatowel-tanga Cultural Intelligence	In the doing comes the learning	What gets measured matters	Tuakana Teina	Pouhine Poutama	Iwi, Industry & Education	Equity is the Process. Equality is the Outcome	What's good for Māori is good for NZ
	Description	Connecting with others in culturally attuned ways helps open minds, hearts and hands inspiring enterprise and agency. First impressions count.	Build baseline cultural capabilities across Ara to enable more meaningful relationships Anchor experts in key positions to ensure authenticity	Teach and learn through culture, not about culture	Be prepared to do things differently to achieve the step changes needed	Measuring our efforts and sharing our insights enables continuous learning and collective impact	Māori learners respond to peer-peer senior-with-junior teaching and learning.	Strength through balance and collaboration	Equitable education, employment and income levels for Māori will require genuine input from iwi and Māori industry stakeholders, not just industry and education.	Unequal socio-economic backgrounds may well require unequal distribution of resources to redress disadvantage.	When we weave Kaupapa & Mātauranga Māori into all we do, we leverage Māori achievement and help future proof NZ's socio-economic prosperity
	prompts /indicators	Teaching and learning plans develop strong relationships within learner group. Learning activities encourage learners to objectively recognise how views and values are influenced and what influence this has on discipline area/bias/social dynamics in class.	T&L plans are accompanied by capability assessment and development plans. Specialist tutors are appointed and utilised where higher levels of cultural proficiency are required. All team members have a basic command of Te Reo Māori and some understanding of tikanga Māori	Cultural norms and exemplars are integrated into T&L. cultural elements are included in the daily learner experience in relevant and meaningful ways which lead to positive experiences for learners.	T&L plans are responsive to needs and preferences of priority learners, clearly designed from a "learner at the centre" approach. (Not doing lessons to suit existing systems, show willingness to take a fresh approach where appropriate)	Assessment design has examples of culturally rich settings/context and gives space for application of cultural practice where appropriate (e.g. mihi). Programme KPIs are aligned with iwi aspiration/outcomes valued by community.	Peer mentoring is planned for and systematically integrated into learner experience.	Systems and provisions to operate collaboratively with KM partners are well developed. Evidence of responding to feedback and recommendations is clear. Communications with collaborative partners effectively close the loop.	Iwi identified attributes are developed within T&L plans, iwi specific content included as appropriate for study area and with appropriate iwi partnership	Teaching and learning plans integrate skills required to navigate learning journey relative to Māori learner needs. Supports are appropriately designed and integrated into learning experience.	Kaupapa Māori is appropriately positioned in curriculum content to demonstrate value add to discipline/as alternative framework.
	Reflections										