Te Whakaaetanga me te Uiuitanga|Programme Acceptability and Consultation

Bachelor of Nursing Pacific
(Level 7, 360 credits) [BNP]

Consultation Document [Ver:0.1]
[10 June 2022]

Te Pūkenga

Te Whakaaetanga me te Uiuitanga| Programme Acceptability and Consultation

This document outlines Te Pūkenga capability and delivery arrangements for the purpose of attaining approval and accreditation for the following programme:

	NZQA Reference No.	Version No.	Credits	Level
Bachelor of Nursing Pacific	127543	1	360	7

which leads to the award of the following qualification

Bachelor of Nursing Pacific	4615	1	360	7

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HE KUPU WHAKATAKI|INTRODUCTION

Te Pūkenga

Our identity is inspired by the base of the harakeke.
The strongest part, from where all threads meet and grow.

Because while we are all separate strands,
we are stronger together.

Here, we share perspectives to exchange
knowledge and skills.

We treat learning and teaching as one, weaving together
our collective past for a thriving tomorrow.

Nāu te rourou, nāku te rourou.

We draw our strength from this place –
and we use it to support and lift each other up.

This is the base, from where we grow and flourish.

This is Te Pūkenga

Tō Mātou Tirohanga Roa|Our Vision

Whakairohia he toki, tāraia te anamata | Learning with purpose, creating our futures.

The most well used and highly prized tool of the pre-European Māori world was the toki or the adze. This implement was used to fashion waka, build houses, fell trees and even create other tools. So prized was the toki that there are many Māori proverbs that speak of its application and people who were seen as proficient in various activities were called 'toki'. The notion of toki aligns with the name Te Pūkenga which also means to be proficient or skilled in particular roles.

By including the word whakairohia in the first part of the sentence, this phrase is encouraging people to upskill themselves, or equip themselves with the relevant tool. The second part of the phrase is about the future. The word tārai means to fashion, shape or sculpt and anamata is the future. Therefore the phrase as a whole is about encouraging people to prepare themselves with a skillset that will help us all to shape the future.

Tō Mātou Pūtake|Our Purpose

E tuku ana e Te Pūkenga ngā huarahi mātauranga hiranga, tino kounga hoki hei tautoko i ngā ākonga, ngā kaitukumahi me ngā hapori ki te whiwhi i ngā pūkenga, mōhiotanga, āheinga hoki kei te hiahiatia e Aotearoa i āianei, mō āpōpō hoki. Noho ai ngā ākonga me ō rātou whānau hei pūtake mō ā mātou mahi katoa.

Te Pūkenga provides excellent and quality education opportunities that support ākonga, employers and communities gain the skills, knowledge, and capabilities Aotearoa needs now and for the future. Ākonga and their whānau are at the centre of all we do.

Ā Mātou Uara|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**
Manawa nui describes a person or group's behaviours	Manawa roa describes a person or group's behaviours	Manawa ora describes a person or group's behaviours

that embody manaakitanga, humility, patience, respect, tolerance and compassion.

What is manawa nui?

- We actively seek diversity knowing this supports equitable decision making and outcomes.
- We welcome everyone. Your unique worldview makes us who we are.
- We care about each other, demonstrate manaakitanga and gratitude, and create safe spaces where people feel comfortable contributing and sharing.
- We seek the expertise of others, recognising we are part of a bigger picture.
- We call out behaviours that go against our values.

What it isn't

- being negative or critical of others
- close mindedness, shutting down ideas without discussing them or ignoring the diverse views of others
- avoiding tough issues because they are difficult or uncomfortable.

that embody staying power, resilience, fortitude, grit and doing what needs to be done to achieve the collective goal.

What is manawa roa?

- We embrace opportunities to try new things and learn from our mistakes.
- We work together, always striving for better.
- We are about progress, not perfection.
- We participate proactively and seek input from others.
- We provide feedback that is honest, constructive and respectful, in order to elevate each other's greatness.

What it isn't

- doing things the same way they've always been done
- focusing on winning the argument
- making excuses or blaming others when something doesn't go right
- working in silos or in isolation of others or other teams
- holding back delivery for the perfect solution or waiting for consensus to make decisions.

that embody breathing life into all aspects of another life form.

What is manawa ora?

- We remove barriers and acknowledge the needs of others and their wellbeing.
- We empower people to give their best and recognise their unique contributions.
- We encourage initiative and contribution at all levels.
- We are generous with our time and expertise, and we look for opportunities to learn from others.
- We are transparent and open about decisions, and we support the decisions of others.

What it isn't

- putting others in situations where they feel unsafe or uncomfortable
- accepting mediocracy or reluctance to stretch ourselves
- going back on our commitments to contribute to mahi or support others
- relinquishing responsibility for the things we are tasked with
- withholding support or undermining decisions.

Ā mātou whāinga tōmua|Our Priorities

We have five educational priorities. They support us to meet our legislative requirements, and will guide our work over the next few years:

E rima ā mātou whāinga tōmua. Hei mea tautoko i a mātou ki te whakatutuki i ō mātou ritenga ā-ture, hei ārahi hoki i ā mātou mahi hei ngā tau tata kei te tū mai:

1. Kia mau kia arotahi ki te mana ōrite me te whai wāhitanga - ka whakamana, ka hāpai

1. A relentless focus on equity and ensuring participation - we honour and uphold Te Tiriti o Waitangi in all we do.
2. Delivering customised learning approaches that meet the needs of ākonga and trainees wherever they are.
3. Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa. Excellence in educational provision for all.
4. Services that meet the specific regional needs of employers and communities.
5. Transition educational services in a smooth and efficient manner.

hoki mātou i Te Tiriti o Waitangi i roto i ā mātou mahi katoa
2. Te tuku whakaakoranga e tutuki tonu ai ngā matea o ngā ākonga me ngā tauira ahakoa kei hea
3. Te whakarite mā tō mātou rahi, tō mātou whānui hoki hei whakakaha i te whānuitanga o te tuku mātauranga puta noa i Aotearoa. Te hiranga o te tuku mātauranga mō te katoa.
4. He ratonga e rite ana ki ngā hiahia motuhake o ngā kaitukumahi me ngā hapori
5. Te whakawhiti ratonga mātauranga kia ngāwari, kia tika ake hoki te whakahaere

Ngā otinga e wawatangia ana|Our desired outcomes

How successful we are will be measured by how well we meet the expectations of our **Charter**. Te Pūkenga is grounded in nine outcomes that reflect our **Charter**:

- Give effect to Te Tiriti o Waitangi in all that we do.
- Provide exceptional learning experiences and equitable outcomes for Māori.
- Be learner centred. Recognise the diverse and unique needs of all ākonga, with a focus on the unmet needs of Māori, Pacific and disabled ākonga, and staff, to empower diversity, belonging, and wellbeing.
- Partner with employers to deliver relevant work-integrated education that meets skills needs.
- Be responsive and empowering to staff and ākonga.
- Become a connected and future focussed education provider driven by innovation, collaboration, research, data driven decision-making and teaching excellence.
- Delivering regional flexibility and nationally consistent outcomes. Create-barrier free access, mobility across, and clear pathways within the network for ākonga.
- Become a sustainable network of provision creating social, economic, environmental and cultural wellbeing.
- Focus on efficient and cost-effective delivery across the network.

Te Rito

The ‘rito’ is the inner shoot of the flax. In the same way, our ākonga and their whānau must be at the centre of Te Pūkenga. Everyone has a role in ensuring the success of the rito – kaimahi, kaiako, ākonga, whānau and communities, our Treaty partner, leadership, and employers as described in our Te Rito framework.

Our Commitments:

- Prioritise **putting ākonga at the centre** of everything we do
- Operate in a way that allows us to **empower ākonga** on academic, non-academic, and wellbeing matters and matters relating to our practices and services
- Work towards **equity for ākonga** of different genders, ethnicities, cultures, and abilities
- Respond to the needs of and **improve outcomes for Māori ākonga**
- **Meet the needs of all ākonga** especially those we haven’t previously served well**: Māori, Pacific and disabled ākonga**

These guide us in all that we do and are supported by our legislated **Charter**.

Te Rito builds towards our Equity Outcomes framework. The purpose of Te Rito is to guide Te Pūkenga and the network towards how it responds to the unique needs of all ākonga, with a priority focus on Māori, Pacific and/ Disabled ākonga.

In 2020 Te Pūkenga commissioned the Ākonga at the Centre research project to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current learner journey. The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. This purpose of the approach is to support the efforts of Te Pūkenga to embed Te Tiriti o Waitangi in everything it does and allow the research to strengthen the voices of priority populations that have traditionally been underserved in the vocational education and training system.

Insight examples from Te Rito include things like:

- The pathway into learning is an anxious time – guidance to find the right path early, access to apprenticeships, an easy enrolment, gaining familiarity and meaningful early connections can build learner confidence.
- Early and whānau-connected support, which was targeted, individualised, and met the wide range of holistic needs, helps ākonga stay on track.
- Whānaunga and manaakitanga relationships with staff, better connections with employers, and sharing ideas with mentors and tuākana all help ākonga to feel welcomed and enhance their sense of belonging.
- Successful outcomes for Māori ākonga is wider than individual gain. Their whānau and community's prosperity is part of individual success.

Te Pūkenga also have a national strategic disability action plan, which incorporates the Enabling Good Lives principles. The plan provides a unified national strategy across Te Pūkenga and was developed with ākonga (ākonga) and kaimahi (staff).

The plan provides a comprehensive road map towards a vocational system that hears the voices of disabled ākonga and what they need to succeed, which includes but is not limited to:

- stronger partnerships with ākonga to understand and respond to the voice of disabled ākonga
- increasingly disability confident staff to ensure more inclusive learning environments
- consistent data collection on disabled ākonga to measure and manage performance against the plan
- adoption of the Accessibility Charter to ensure alternate formatting of information and more accessible infrastructure.

Te Rito reports:

Te Rito Insights from Māori ākonga and all ākonga, Part One

Te Rito Insights from Pacific ākonga, Part Two

Te Rito Insights from disabled ākonga, Part Three

Te Pae Tawhiti

Te Pae Tawhiti is our Te Tiriti o Waitangi Excellence framework. It provides Te Pūkenga with internal guidance to achieve Te Tiriti o Waitangi excellence. It is centred on a combination of continuous obtainment (whakamaua) and pursuit (whāia) of two major objectives and five associated goals. The purpose of Te Pae Tawhiti is to guide Te Pūkenga and the network towards creating shift of scale change that drives equitable education outcomes for Māori (For more information, please refer to Te Pae Tawhiti web resources).

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga and their whanau, and to the aspirations

of iwi and Māori communities throughout Aotearoa. This objective comes from our **Charter**, our legislative mandate, and from the will of our Council. In working to achieve this objective, we know it is not Māori ākonga or communities that need to change to fit with us: rather it is our responsibility to ensure our services improve for the betterment of Māori.

Te Pae Tawhiti provides guidance in the form of key questions and assists in ensuring shift-of-scale across the entire network, ensuring consistency of service helping embed best practice. The reflective practice aspect includes self-assessment against key indicators, linked to Te Arawhiti Māori/Crown Relations Office capability frameworks.

Activity already underway across the network which could be scaled to increase its impact, includes:

- sharing strategic approaches, examples of mana ōrite agreements and co-governance arrangements with hapū and iwi
- regional collaborations with iwi, and Māori health, social and education providers
- taking holistic approaches to Māori learner success and wellbeing, including through Kaupapa Māori services and spaces
- capable, empowered and connected Māori leadership across governance, management and operations.

The report also identified key growth areas, including:

- addressing racism and bias that remains in the system
- developing and applying a consistent approach to partnership with tangata whenua
- addressing the deprioritisation of Māori worldviews and Kaupapa Māori services
- enabling system-wide support for existing collaboration
- protecting, preserving and enhancing existing partnerships.

These insights strongly align with our Te Rito framework and together can inform mahi to enable learner success.

A: WHAKAAETANGA Ā-HŌTAKA|PROGRAMME APPROVAL

Part A of this document outlines the proposed programme and demonstrates how it is a coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes, and assessment practices which lead to an existing qualification (Level 1-6) or meets the criteria for being listed as a new qualification (Level 7-10) on the NZQF.

Te Tūhono Kawenga Hōtaka|A Unified Portfolio of Programmes

Te Pūkenga currently delivers over 2000 programmes across the motu to more than 115,000 ākonga. Our goal is to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga at the centre.

This programme application proposes to develop a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

Central to this is a shared belief in the value to stakeholders of pooling our resources – *people (kaimahi), facilities, educational and physical resources, and support services* - across the network. This belief is based on the educational desirability of modelling and promoting the very qualities to be valued in graduates. These include abilities to use information and communication technologies, collaborate with remote work teams, connect with professional communities, and maintain ongoing professional development regardless of time and place constraints.

Development of a unified portfolio of programmes recognises and values the potential of collaborative and networked delivery to facilitate and enable:

- ***equivalency*** between graduate outcomes at all levels
- ***shared best practice*** for programme and course ***delivery***
- discipline networks ***supporting ākonga, kaiako, and employers***
- learner enrolment ***transferability between learning locations***
- opportunities to ***study while still employed*** and contributing to industry
- ***national approaches*** for engagement with professional bodies
- uniform quality education using the ***most appropriate resources***
- viable and sustainable ***learner communities***

The unified portfolio of programmes strategy is informed by Te Pūkenga **Charter** as defined in the Education and Training Act 2020:

*"Te Pūkenga has the following **functions**…*

- *be responsive to and to meet the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by utilising our **national network of tertiary education programmes** and activities*
- ***improve the consistency** of vocational education and training…*
- ***improve outcomes for Māori ākonga** and Māori communities in collaboration with Māori and iwi partners, hapū, and interested persons or bodies*

Te Pūkenga must ensure that:

- ***students and employers can transition seamlessly between delivery sites** and educational modes, including between workplaces and other forms and places of learning; and*
- ***programmes of study and qualifications are portable and consistent**, yet flexible enough to meet local needs; and…"*

A number of key policy and legislative statements also support this approach. These include:

a. Mobilising the New World Report of the New Architecture Working Group (12 Feb 2020)

"Following the establishment of Te Poari Akoranga, Council and the CE should focus on:

- *Establishing a harmonisation project which begins with harmonisation of regulations across the network and then **identifies priority areas for program harmonisation** across the network.*

b. Te Pūkenga Transitional Statement of Intent (SOI) 2021 – 2024

Academic Delivery Innovation: What does success look like? Successful delivery of this workstream will mean that we have a harmonised set of academic regulations and offer a **common set of high-quality education and training programmes across our network… Harmonising our education products will support seamless pathways across the network, enhance consistency and reduce duplication of effort**."

Te Pūkenga Strategic Operation Innovation was presented to the House of Representatives pursuant to section 149(3) of the Crown Entities Act 2004.

Why transition delivery to a common set of unified programmes?

An overview of the portfolio of delivery (subsidiary ITPs and TITO) identified multiple distinct programmes leading to the same qualification at level 1-6 from subsidiary providers. There are also multiple programmes leading to distinct qualifications at level 7-10 which represent 25-30 distinct subject areas.

In order to develop a coherent portfolio of programmes that supports the academic delivery innovation strategic direction a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes: blended, distance, and work-based learning.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure the programme design meets Te Rito (our Equity Outcomes framework), Te Pae Tawhiti (our Te Tiriti o Waitangi Excellence framework) as described above, as well as fulfilling the expectations of our emergent Whiria Te Pūkenga (our Mātauranga Māori Framework) which will be delivered in line with our Ako Framework (in development) as described in Part B: Programme Accreditation below.

The main goals of unification are:

- To work with providers within Te Pūkenga network to establish a single unifying programme from among those that already exists, with minor updates to be made to ensure the unified programme works for all (for example, all modes of delivery)[1].
- To develop in the context of a suite of programmes, rather than as isolated programmes, to ensure effective and streamlined learner pathways are maintained or enhanced.

In most cases the initial approach to unification is by ***transition*** to an agreed existing programme which will undergo minor changes to ensure that it is fit for purpose for continued delivery in a range of regions and delivery modes.

Where there are four or more programmes/curriculum for consideration, dedicated working groups made up of representative subject matter experts from across Te Pūkenga network identify a short-list of existing programmes which are assessed using a programme selection matrix. The short-listing

[1] All transition work will move us towards, and occur with, the future state of national curricula and skills standards in mind.

employs and analysis of high-level data provided from current subsidiaries and a high-level review of the programme/curriculum documentation. This short-listing of programmes is based on the following criteria:

- a version changes or accreditation/regulatory body changes have already been made
- a programme was developed in close partnership with industry, hapū, iwi and Pacific communities.
- a programme has recently (within past 3 years) been updated
- a programme, with minor updates, will align with Te Pūkenga **Charter**
- a programme already enables multiple modes of delivery.

Once existing providers have transitioned to a unified programme, a collaborative redevelopment approach to further improve the programme will be established.

In the initial stages of unification some programme will undertake a ***transformation*** development. This involves a collaborative redevelopment of a new unifying programme for the network that works for all (e.g., includes all delivery modes). Transformation projects may be required according to the following:

- a significant change in a qualification (version change or replacement at levels 1 – 6 on the NZQF) that requires a new programme of study
- changes made by standards setting bodies which require a redevelopment of a programme leading to a qualification
- consolidation of multiple degree level qualifications into a single unified qualification and programme of learning
- an urgent need to redevelop a programme because of identified success and equity issues in the current offerings.

All unified programmes will undertake ***transformation*** over time to continue to improve outcomes for ākonga.

Bachelor of Nursing Pacific

The philosophy underpinning the Bachelor of Nursing Pacific has been developed through consultation with industry stakeholders. It is informed by the principles from the co-design workshops with these stakeholders, Te Pūkenga values, and by an understanding of nursing, healthcare, education, social and professional issues within an Aotearoa context. Te Pūkenga is committed to changing the face of tertiary education through a commitment to advancing Tangata whenua/Māori educational aspirations, while continuing to serve all other peoples. This curriculum aims to build a nursing workforce that restores the holistic health aspirations of whānau, hapū, iwi and hapori throughout Aotearoa.

Kaupapa: Bachelor of Nursing Māori, Bachelor of Nursing Pacific, Bachelor of Nursing

He whakarāpōpototanga tēnei tuhinga i ngā mahi hei tautoko ake i te waihanganga o te tohu hou.

This section provides an explanation of the whakatauākī offered as a foundation to the Bachelor of Nursing programmes[2].

Pua ki te Aroha, Te Puāwaitanga o te Ao Tapuhi ki Aotearoa

(Lead with care, The resolution of Nursing in Aotearoa)

Tērā te haeata e tākiri ana mai ki runga taihoronukurangi[3]!	Light pierces the dark on the horizon
Whiti te rā! Whiti te rā!	'Tis the day!
Te ākengokengo[4] e māhuta mai ana!	Arise, the new dawn!
Ngā tūmanako o tua[5], whiti te rā!	The warmth of hope, renewed!
Onokia te urutapu[6]!	Plant new seeds
Pua[7] ki te whiti[8],	Nurture with light
Pua ki te wai[9],	Quench with water
Pua ki te aroha[10],	Lead with love
Kia puāwai ki te ao[11]!	To restore wellbeing in the world!

Conceptual Translation

The concept of nurtured growth of a seed and the development over time, to a plant in full bloom draws from many tikanga Māori based views and parallels the growth and development of a nursing ākonga at Te Pūkenga.

"He kākano ahau i ruia mai i Rangiātea" is a whakatauākī that represents the notion that development and growth of an individual is akin to that of a seed, but also that the individual carries with them the tapu (all that is sacred), ihi (essential force), wehi (awe), wana (verve) and mana

[2] Layelin Stewart (Rongowhakaata, Tūhoe, Ngāti Maniapoto) Engagement and Mātauranga Māori Advisor, Te Pūkenga
[3] The point of connection of land, ocean, and sky
[4] Tomorrow
[5] Yesterday (*literal*), referring to the opportunity to bring aspirations of past/current ākonga/kaiako/community to fruition (*conceptual*)
[6] Pure, untarnished
[7] Produce flowers (*literal*), referring to the care needing in supporting growth from one state to another (*conceptual*)
[8] The fundamental ingredients in the life of a plant
[9] The need for resilient growth
[10] Compassion in practice
[11] Full maturity

(prestige) of the whakapapa line of descent that they represent. This calls for care in the design and approach to care offered to the seed/ākonga for optimal growth and fulfilment of potential success.

As is the case with the various seed types, the approach of careful teaching and learning is carried out in a manner that upholds the inherent mana of the individual, their whānau and community, so that they may thrive within the collective, on their journey towards enlightenment, acknowledged in the form of qualification.

The whakatauākī offered above, speaks to that journey and the dual commitment of the ākonga and kaiako (Te Pūkenga) to the opportunity we have in these programmes, to make a marked difference in the care and restoration of wellbeing to the communities we serve.

Stages of Growth:

The table below demonstrates the application of the whakatauākī to the growth of the ākonga.

NZQF	Year of Study	Stage of Growth	Concept
Level 5	Year 1	Pua ki te whiti *Nurture with light*	New ākonga enter study, fresh, keen, and eager to succeed in learning
Level 6	Year 2	Pua ki te wai *Quench with water*	Having successfully completed 2 semesters of study, ākonga are refreshed and prepared for a new year of development and exploration.
Level 7	Year 3	Pua ki te aroha *Lead with love*	A time for resilience in the third year of study and to reaffirm the compassionate professional approach.

Teu le va Framework

As People of Te Moananui-a-Kiva our family social & cultural structures have been in place for thousands of years and have enabled us to operate and maintain a balance between elements of mana and respect, our environment, the spiritual realm, underpinned by the sacred concept of va and loloma, alofa, ofa, aroha, that allows us to recognise accountability ourselves, whānau, community, and future generations.

Teu le va is a Samoan saying but the va concept is common across the Pacific[12]. 'Teu' signifies beautify, cherish, nurture, nurse, and 'Va', signifies the space between. The concept is relational space between, the between-ness, not empty space, not space that separates but space that relates, that holds separate entities and things together in the unity-in- all, giving meaning and context to things[13].

This relational concept is also broadly used throughout the Pacific, with similar terms such as vaha'a/ va'a/ vaha/vanua, which describe spatial, relational, social, spiritual, contexts that allow for personal

[12] Tuagalu, I. (2008). Heuristics of the vā. AlterNative, Special Edition(Special Issue), 108–126.

[13] Wendt, A. (1999). 'Afterword: Tatauing the Post-Colonial Body', Inside Out: Literature, cultural Politics and Identity in the New Pacific. 1999

and collective well-being and growth through knowledge generation, social action, and cultural transformation[14;15;16].

The Teu le va framework affirms the mana of Māori, tangata whenua of Aotearoa, which is respected by Pacific peoples and communities both formally and informally through va centred relationships. Pacific people are intimately linked by the 'Sacred Space', the Pacific Ocean, and by genealogical links with tangata whenua, and Aotearoa, which include social, political, and historical relations[17].

In this instance the Teu le va framework formation holds the separate entities of the BNM, BNP and BN together in unity, giving context and meaning to a unified approach, whilst importantly still retaining their distinct unique nature and purpose of each Nursing programme.

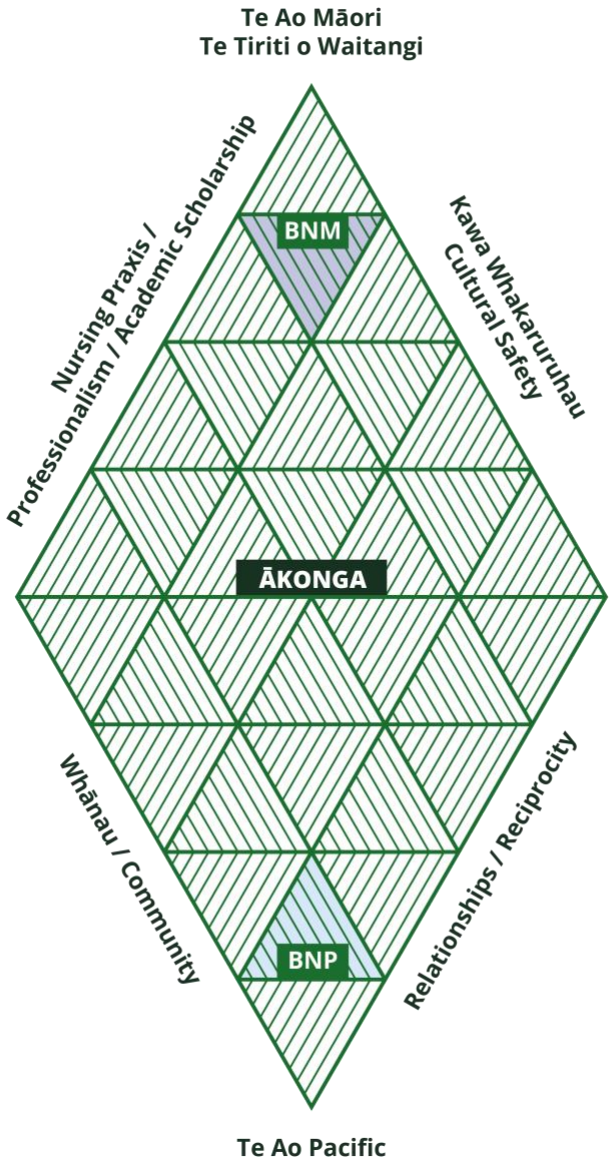
The triangle formation not only represents the three Nursing Programmes, but the Micronesian, Melanesian, and Polynesian nations of Te Moana nui a Kiva. The framework shape can also represent a compass which historically when used for purposeful navigational journeys allowed our ancestors to travel extensively. The smaller triangles represent content strands and threads that sit individually, but when woven together give the BNP curriculum strength and context. They can also represent a whāriki for a whare (for safety and security) or sails for a waka (for movement and travel), which gives the BNP the ability to offer safety and security with a moving and position adaptation when needed whilst always keeping the ākonga in the centre.

[14] Anae, M. (2010). Research for better Pacific schooling in New Zealand: Teu le va–a Samoan perspective. MAI review, 1(1), 1-24.

[15] Ministry of Education. (n.d) Te Kete Purangi: Pacific Values. Pacific values | Tapasā (tki.org.nz)

[16] Ministry of Education. (2010). Teu Le Va: Relationships across research and policy in Pasifika education. Teu Le Va: Relationships across research and policy in Pasifika education | Education Counts

[17] Auckland Museum. (n.d). Teu le Va: The Pacific Dimension at Auckland Museum. Teu le Vā: The Pacific Dimension at Auckland Museum - About - Auckland War Memorial Museum



Perspectives:

- Side to Side: BNM / BNP - acknowledge past and present / Tuakana-Teina Aotearoa Pacific peoples / arm in arm as a pedagogy/andragogy/indigenous curricula = strengthened by having singular history / relational diversity / future multi-ethnicity of Māori/Pacific populations.
- Up/down representing student at centre: Ākonga
- Top : Kawa Whakaruruhau: aspiration is cultural safety
- Bottom: Le va – foundation is built on relationship
- Both (Top/bottom) are reciprocal and ever evolving with Ākonga at centre throughout the journey

Te Kawa Toko Ora|Programme Philosophy

The programme philosophy is grounded in values which are reflected in our holistic actions and revealed in the relationships we create[18]. The nursing profession has been linked intrinsically to a values approach of caring, primarily grounded in our religious heritage and history. The foundational principles of the whakatauākī are expressed through the Te Pūkenga Values. The Values of ***Manawanui***, ***Manawaora***, and ***Manawaroa*** are communicated through a tangata whenua/Māori lens and can be connected to the nursing profession through an inclusive and caring lens. Each of the values are related within a teaching and learning context. The Values provide guidelines to our world view, and they aim to enhance meaning and purpose in the ākonga life journey.

Manawanui

Manawanui describes a person or groups behaviour that embodies manaakitanga, humility, patience, respect, tolerance and compassion. For nursing this Te Pūkenga value means being open and welcoming of all people and what they bring to care interaction – a "strengths-based approach" to care where the individual and their whānau are the experts in their own health and wellbeing. Through the teaching and learning of the Bachelor of Nursing programmes, ākonga come to recognise that they as nurses are part of the bigger health care context and seek the expertise of other nurses and health care professionals to support the best outcomes for people, their whānau and hapori.

Whānau, Whanangatanga and Whakawhanaungatanga

Whānau, Whanangatanga and Whakawhanaungatanga are centralised in Te Ao Māori, individually unique to the context they are applied, yet dynamically interconnected by human relationships. Human relationships built upon these concepts are realised in nursing practice through the establishment, maintenance and conclusion of the authentic, culturally safe therapeutic relationships.

Ākonga will develop knowledge and skills to work together with people and their whānau to enhance a sense of belonging and social connections/whanaungatanga and to construct healthy and positive spaces that balance holistic health.

Ākonga will understand the importance of self within the nurse person/whānau hapori/community relationship and use key communication strategies that enhance the therapeutic relationship with whānau, hapū and iwi. They will empower patients and their whānau to develop their understanding of their health and wellness/illness journey through education, effective communication, advocacy, and social justice.

Manaakitanga

Manaakitanga is a concept that draws upon respectful, caring relationships that ensue a sense of reciprocity. Generations of Tangata Whenua/Māori have unique expressions of manaakitanga echoed across Aotearoa New Zealand. Nursing practice manifests manaakitanga through applying care that is regardful of the holistic health needs of the person and is expressed through the underpinning principles of Kawa Whakaruruhau. The therapeutic relationship is sustained through a process of manaakitanga and builds upon the concept of "ethic of care"[19].

The notion of manaakitanga provides the foundation of all ākonga relationships, as they learn to work within many different teams and with people from diverse and unique cultures. The learning environment will provide the opportunity for ākonga to develop and establish skills and knowledge

[18] McLachlan, A., Wirihana, R., & Huriwai, T. (2017) Whai tikanga: The application of a culturally relevant value centred approach. *New Zealand Journal of Psychology.* 46(3), 46-54

[19] New Zealand Nurses Organisation (2019). *Guideline – Code of Ethics.* Author

that communicates a philosophy of ethical caring, that is authentic and culturally responsive to the needs of all peoples in Aotearoa New Zealand.

Ākonga will develop skills and knowledge that reflect empathy through the concept of manaakitanga. They will learn how to facilitate health and wellbeing that is compassionate, empowering, enabling and culturally responsive to Tangata Whenua/Māori, Pacific, and other worldviews.

Manawaora

Manawaora describes a person or groups behaviours that embody breathing life into all aspects of another life form. Nurses continually draw on a range of evidence-based research, science, and technology to inform person/ whānau centric nursing care. Nurses apply safety standards of practice that aim to meet the health care needs of all peoples. For nursing, this Te Pūkenga value means we as nurses are not the expert in all things and will work together with people and their whānau: who are experts in their diverse reality; and colleagues and members of the wider health care team to access and apply research and/or rangahau findings to continually improve care and healthcare outcomes.

Ngaiotanga

Ngaiotanga is a concept that expresses knowledge and behaviours that espouse professionalism and expertise. Ngaiotanga, for tangata whenua/Māori, is synonymous with the concept of rangatira/leadership and grounded within the evolution of existence, beginning with Io (supreme god). Over the ensuing years Te Ao Māori have had a plethora of health experts and leaders invested in improving health outcomes for Tangata whenua/Māori. The evidence that has transpired, is that tangata whenua/Māori are central to all stages of the investment solution, as authorities of their own health and wellbeing.

The nurse's role and responsibility, as experts of nursing knowledge and skills, is to ensure that tangata whenua/Māori are enabled, under Te Tiriti o Waitangi: Kāwanatanga, Tino rangatiratanga, Ōritetanga, Wairuatanga; to sustain Pae Ora (mauri ora, whānau ora, waiora).

Ākonga bring their life experiences to the learning and teaching platform and with the addition of professional nursing knowledge and skills, ākonga emerge with the capability to transform people's health experiences within all health care settings. As future experts and potential leaders ākonga are guided to develop skills of critical thinking and clinical reasoning which contribute to the professional attribute of research informed reflective practice. Ngaiotanga is fostered within Te Pūkenga through providing a learning and teaching space that meets the needs of each ākonga.

Kotahitanga

Kotahitanga is a concept that is used to describe a united approach to a shared kaupapa/purpose. In Te Ao Māori, Kotahitanga is expressed across Aotearoa New Zealand in many forms, the earliest collaboration was that of the Northern Māori tribes in 1834 with the threat of annexation. In 1858 the Kīngitanga movement was established primarily to protect Māori from land alienation and today is arguably one of the most sophisticated examples of Kotahitanga. Whānau, hapū and iwi constructs all imply the concept of Kotahitanga, as they have a shared kaupapa/purpose connected through whakapapa and whenua.

Nursing in Aotearoa New Zealand and globally have a shared kaupapa/purpose, grounded in the 'art and science' of nursing practice. The nursing profession is the largest contributing regulated workforce in Aotearoa New Zealand's health care sector[20]. Kotahitanga is a key value that resonates

[20] New Zealand Nurses Organisation (2018). *NZNO Strategy for Nursing 2018 – 2023: Transforming the nursing workforce.* New Zealand Nurses Organisation. Nursing workforce (nurses.org.nz)

with nursing practice, as nurses are required to navigate an interprofessional collaborative approach to health care needs of the people requiring health care.

Te Pūkenga is committed to working as a team to guide and support ākonga to aspire to their goals. Bachelor of Nursing programmeswill provide knowledge and guidance for ākonga to develop skills to work collaboratively and cohesively as team members. Kotahitanga is crucial for the health outcomes for all people requiring Registered Nurse services.

Manawaroa

Manawaroa describes a person or groups behaviour that embodies staying power, resilience, fortitude, grit and doing what needs to be done to achieve the collective goal. For nursing this Te Pūkenga value means ākonga will take individual responsibility to complete their programme of learning and uphold the mana and integrity of care planning and provision with colleagues and whānau alike. Professional nursing practice relies on a range of disciplines to support health outcomes of people.

Mana

Mana can mean different things to different people and has a wide range of meanings depending on the context within which it is used. Mana within Bachelor of Nursing programmesis applied to ākonga and their journey within the programme as well as the people and their whānau that ākonga will care for.

Teaching, learning and assessment practices will be mana-enhancing to build ākonga competence and confidence in the art and science of nursing theory and practice as they progress through the programme.

Ākonga will utilise integrity, humility, confidence, and competence to restore and promote mana and create an optimum environment for health and wellbeing to flourish.

Mana Ake

Mana ake acknowledges the unique identity of ākonga and the unique identities of the people and whanau they will care for as nurses.

The health care environment is complex and ever changing and ākonga will be resilient nurses able to care for their own physical and mental wellbeing to enable them to practice with people, their whānau and hapori.

Ākonga will become lifelong learners who are aware of their responsibilities to the planet and a sustainable and stronger future for all.

Te Tāhuhu Korero|Background

Nursing in Aotearoa New Zealand has its history embedded in colonial ideology which has influenced generations of nursing professionals. The Eurocentric health system has seen key communities marginalised as a result of deeply entrenched structural discrimination[21,22] founded on colonial values and beliefs[23]. As a consequence, Tangata Whenua/Māori and other marginalised communities have experienced generational inequities from a health service purported to meet the health needs of all.

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[21] Hunt, P. (2021, November, 22). *The human right to health care and health protection.* [Keynote]. Equity in health: Working differently to achieve equitable outcomes, Wellington. Equity in Health | Brightstar

[22] Ministry of Justice, 2019

[23] Crampton, P. (2021). The human and health costs of failure to implement pro-Tiriti and pro-equity health policies: let's act as if we know this. *The New Zealand Medical Journal,* 134(1542), 8-10

Post-colonial, nursing in Aotearoa New Zealand has been further shaped by the biomedical model of healthcare and more recently a business model. Regardless of these operating models, they have not contributed to the improvement of health outcomes for Tangata Whenua/Māori, Pacific and other marginalised population groups. Tangata Whenua/Māori have highlighted the cultural dissonance of health professionals as a key barrier to health services. In an attempt to address this attitudinal barrier, Irihapeti Ramsden[24] conceived the framework Kawa Whakaruruhau. The framework was an opportunity for the Aotearoa New Zealand nursing profession to address inequities experienced by Tangata Whenua/Māori.

Through a critical social construct, Kawa Whakaruruhau identified that intrinsic values and beliefs of individual nurses impeded decisions of health care for Tangata Whenua/Māori. Kawa Whakaruruhau was extended further through a Cultural Safety lens to identify other marginalised population groups as being inadequately served through Aotearoa New Zealand Health System. Kawa Whakaruruhau is a framework that has global implications for all indigenous and marginalised peoples. However, the translation of the underpinning principles, within Aotearoa New Zealand nursing practice, has been largely dependent on the individual nurse's transformational view of becoming an authentic culturally safe nursing professional. Thus, health outcomes for Tangata Whenua/Māori continue to be disproportionate and the health services have not responded in accordance with the rights and obligations set out under either version of Te Tiriti o Waitangi|The Treaty of Waitangi.

The nursing workforce is a significant contributor to the health and wellbeing of all Aotearoa New Zealand population groups. The healthcare services, including the nursing profession, response to health inequities of tangata whenua has been fraught, consequently Māori have reported to have experienced varying degrees of unconscious and conscious bias throughout the health sector. The 2021 Waitangi Tribunal Claim-WAI 2575 Stage One Inquiry sought to examine the Crowns obligations to Māori health under the Treaty-Act. Key themes of the inquiry:

- Treaty compliance of the Act and the framework for primary health care;
- the funding arrangements for primary health care;
- the accountability arrangements for primary health care; and
- the nature of Treaty partnership arrangements in the primary health care sector[25].

The impact of the inquiry has influenced structural changes in the Ministry of Health (MoH)/Manatu Hauora, and has recently led to, the establishment of the Māori Health Authority (MHA)[26]. Informed by WAI-2575 report, Te Kaunihera Tapuhi o Aotearoa/ Nursing Council of New Zealand (2020) has realigned its policy statement on Te Tiriti o Waitangi, to provide guidance and commitment to Aotearoa New Zealand's founding document. Te Kaunihera Tapuhi o Aotearoa/ Nursing Council of New Zealand (2020) is committed to:

- an authentic tangata whenua (Māori)/ Crown relationship
- health equity for tangata whenua (Māori)
- a nursing practice, theoretically underpinned by Kawa Whakaruruhau principles
- growing tangata whenua (Māori) leadership in health care

These key changes emphasise the need to ensure that Tangata whenua/Māori have access to a health service that is sustained by the mana of the 1840 Te Tiriti o Waitangi contract, signed between Tangata whenua and Tangata Tiriti (British Crown). This fundamental document's original intent was to ensure Tangata whenua/Māori would retain all rights and privileges of self-

[24] Irihapeti Ramsden (1990),

[25] Te Kaunihera Tapuhi o Aotearoa Nursing Council of New Zealand (2020, February). *Te Tiriti o Waitangi Policy Statement.*

[26] Waitangi Tribunal (2019). *Hauora: Report on Stage One of the Health Services and Outcomes Kaupapa Inquiry*. Ministry of Justice. Hauora: Report on Stage One of the Health Services and Outcomes Kaupapa Inquiry (justice.govt.nz)

governance, according to Tangata whenua/Māori kawa, tikanga and ture whilst allowing Tangata Tiriti to live in Aotearoa New Zealand.

In meeting the needs of Tangata whenua/Māori the nursing profession has a responsibility to provide health services that authentically sustain tikanga and te reo Māori concepts. Providing authentic health services begins with the preparation of our future Registered Nurses.

Aotearoa New Zealand Nursing Context

Nurses in Aotearoa New Zealand practice in a wide range of healthcare settings and contexts. As a result, they have provided an essential role in response to natural and human-centred disasters, particularly since the new millennium. Nurses, in their practice, demonstrate strong leadership through the facilitation of health assessments, interventions in the delivery of nursing care and alongside public health and education driven responses. It is essential that ākonga are prepared as beginning registered nursing with the knowledge and skills, competence and confidence to react and respond within changing, and at times uncertain, health care contexts.

Covid 19

The global Covid 19 pandemic arrived in Aotearoa on 28 February 2020 and the impact since its arrival has seen a top down approach to the implementation of a complex web of health care directives to health services and subsequent consumers of health services. The application of frameworks, strategies and standards to manage the spread of the Covid 19 virus were instigated, all in the aim to eliminate and, in turn minimise and protect Aotearoa New Zealand communities. Through these strategies the impact on fundamental human rights have been redefined through an ethical approach of 'for the greater good for all'[27]. The initial messaging of the Government around the concept of "the new normal" has seen factions of Aotearoa communities committed to the long-term vision while others were not convinced by the mandated direction of the management of Covid 19 pandemic. Nursing in Aotearoa New Zealand has irrefutably played a major role in the health care management of Covid 19, across the spectrum of health care[28].

Impact on nursing

Nurses have been frontline health service providers since the inception of this global pandemic. The Covid 19 response has highlighted the worldwide nursing workforce shortage. The World Health Organisation (WHO) identifying that by 2030 the global nursing workforce needs to increase by 9 million nurses, to provide for the health needs of the world's population[29].

Nursing in Aotearoa New Zealand has adapted and has seen the mobilisation of the nursing workforce in response to the Covid 19 pandemic, which has included the alteration of the nursing student's role and responsibilities as essential workers within the clinical interface and the recall of retired nurses to return to practice[30]. The closure of our international borders highlighted Aotearoa's New Zealand reliance on an international nursing workforce as nursing shortages began to be reported initially in aged residential care and then within District Health Board services in hospitals and communities. Through these challenging times nurses have experienced emotional, social, cultural, physical and compassionate fatigue which has highlighted the need to build a sustainable nursing workforce, that is caring and resilient. The Covid 19 pandemic has emphasised the need for a supportive combined health sector approach to the philosophy of 'growing our own' to ensure a

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[27] Gray, B. (2020). COVID-19 from Wellington New Zealand. *Bioethical Inquiry*. 17, 633-638. https://doi.org/10.1007/s11673-020-10038-3

[28] Popoola, T. (2021). COVID-19's missing heroes: Nurses' contribution and visibility in Aotearoa New Zealand [Editorial]. *Nursing Praxis in Aotearoa New Zealand, 37*(3), 8-11. https://doi.org.10.36951/27034542.2021.026

[29] World Health Organization. (2020). *State of the world's nursing 2020: investing in education, jobs and leadership*. World Health Organization.

[30] Blunden, J., & Poulsen, M. (2021). Answering the call: Academic nurse educators returning to practice on the eve of COVID-19. *Nursing Praxis in Aotearoa New Zealand, 37*(3), 30-33. https://doi.org.10.36951/27034542.2021.031

nursing workforce well prepared to meet the health care needs of all people within Aotearoa New Zealand.

The current global Covid 19 pandemic has further highlighted inequitable health services for tangata whenua/Māori, Pacifica and other marginalised groups[31]. The impact of the pandemic across social determinants, has not been fully understood or examined, for those marginalised population groups. The future of equitable health outcomes for population groups across Aotearoa New Zealand requires a multifaceted public health care response[32] and the nursing profession of Aotearoa New Zealand will be integral to realising the vision of equitable health outcomes for all.

Sharon Shea (Co-Chair of Māori Health Authority) spoke at an 'Equity in Health' conference in 2021 and, her final words highlighted a mindset shift when she stated

> ***"If we change our language, we change our thinking. If we change our thinking, we change our practice"[33]***

The reforms brought about in response to ROVE (Review of Vocational Education) and WAI-2575 provide an opportunity for nurse educators to change their thinking, and to revise the future of nursing education and practice. Nurses, as leaders, have the ability to contribute significantly to the elimination of health inequities experienced by Tangata whenua/Māori, Pacific and other marginalised groups in Aotearoa. This vision is captured in the whakatauākī that forms the Tūāpapa located at the beginning of this philosophy.

Te Taha Hinengaro

The nature of mental health and mental wellbeing is on a slow but steady path to transformation in Aotearoa/New Zealand. The government in 2022 are making one of the largest changes in the health system since establishment and introduction of the 1938, Social Security Act. There are some steps to improve mental wellbeing in Aotearoa, there has been the establishment of the Mental Health and Wellbeing Commission and the Suicide Prevention Office. Some expansion and access to, choices of primary mental health and addiction supports (including Kaupapa Māori, Pacific and youth services), boosted crisis services, developed initiatives to prevent suicide and support people bereaved by suicide, strengthened specialist alcohol and other drug services, and expanded and enhanced school-based health services. However, this is not across the whole motu[34].

Acute mental health services, previously defined as secondary and tertiary services, are going through an extreme nursing crisis. The Ministry of Health fund the 'specialist' services, (MOH), via ring fenced funding through the District Health Boards, (DHB), presently. There are different specifications for different age groups, ethnicities, and service types. Specialist services can include acute and crisis services, community-based treatment and therapy services, and services to promote resilience, recovery, and connectedness (for example, vocational support, living skills and housing coordination services). The recruitment and retention of registered nurses is at an all-time low, and mental health is part of this crisis in nursing.

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[31] Clark, T. C., Best, O., Bourque Bearskin L., Wilson, D., Power, T., Phillips-Becks, W., Graham, H., Nelson, K., Wilkie, M., Lowe, J., Wiapo, C., & Brockie, T. (2021). COVID-19 among Indigenous communities: case studies on Indigenous communities: Case studies on Indigenous nursing responses in Australia, Canada, New Zealand and United States. *Nursing Praxis in Aotearoa New Zealand*, 37 (3), 71-83. https://doi.org.10.36951/27034542.2021.037

[32] Crampton, P., Matheson, D., & Cotter, M. (2020) Assessing the design and capability of our public health system in a Covid and Post-Covid New Zealand. *Policy Quarterly*, 16(3), 30-35

[33] Shea, S. (2021, November, 22). *Māori Health Authority breakdown – how will it assist in overcoming inequities?* [Keynote]. Equity in health: Working differently to achieve equitable outcomes, Wellington. Equity in Health | Brightstar

[34] New Zealand Government, (2021). *Kia Manawanui Aotearoa: Long- term pathway to mental wellbeing.* Author.

He Ara Oranga[35] noted the mental health and addiction system does not have a full continuum of care and supports, meaning key components of the system are missing. A lot of the pressure falls on the acute end of the system, where people stay longer in inpatient services because there are insufficient community supports and services[36]. MHWC measures show additional supports are needed to assist the transition from inpatient to community settings. There has been no change in the average length of people's stay in mental health inpatient units, and 20 % of people are not followed up after discharge, with 1 in 6 readmitted to hospital within 28 days of discharge. As of the latest service monitoring report by the MHWC, "191, 053 people, (or 3.7% of the population) accessing specialised mental health services or addiction services in 2020/2021"[37]. Acute inpatient bed nights were 238, 523 and rehabilitation or residential care nights were 495,707 in 2020/21[38].

An estimated 152,993 people (around 3 % of the population) accessed primary mental health services obtained in general practice in 2020/21[39]. The Mental Health and Well Being Commission's recent 2022 report did not include, "other primary health services that address mental health or alcohol and other drug or gambling needs. It is estimated that 30 % of General Practitioner consults have a mental health component"[40].

The response to people with mental health and addiction needs has changed significantly in the past decades. We have shifted from large mental health hospitals/institutions with those not just with moderate to severe mental illness, but psycho geriatrics, and those with cognitive and physical disabilities. There was a focus on treating illness and we are moving towards strengths based, self-responsibility community-based supports and a focus on mental wellbeing, therefore early education, and interventions. We are now building on those shifts towards a future that realises pae ora – healthy futures and mental wellbeing for all[41].

Specific ways to promote mental health, World Health Organisation, 2020.

- early childhood interventions (e.g., providing a stable environment that is sensitive to children's health and nutritional needs, with protection from threats, opportunities for early learning, and interactions that are responsive, emotionally supportive, and developmentally stimulating).
- support to children (e.g., life skills programmes, child, and youth development programmes).
- socio-economic empowerment of women (e.g., improving access to education and microcredit schemes).
- social support for elderly populations (e.g., befriending initiatives, community, and day centres for the aged).
- programmes targeted at vulnerable people, including minorities, indigenous people, migrants, and people affected by conflicts and disasters (e.g., psycho-social interventions after disasters).
- mental health promotional activities in schools (e.g., programmes involving supportive ecological changes in schools).
- mental health interventions at work (e.g., stress prevention programmes).
- housing policies (e.g., housing improvement).

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[35] New Zealand Government, (2018). *He Ara Oranga: Report of the Government Inquiry into Mental Health and Addiction.* Author. https://mentalhealth.inquiry.govt.nz/assets/Summary-reports/He-Ara-Oranga.pdf

[36] New Zealand Mental Health and Wellbeing Commission (2022). *Te Huringa: Change and Transformation. Mental Health Service and Addiction Service Monitoring Report 2022*. Wellington: New Zealand.

[37] Ibid. (p.15)

[38] Ibid. (p.15)

[39] New Zealand Mental Health and Wellbeing Commission (2022). *Te Huringa: Change and Transformation. Mental Health Service and Addiction Service Monitoring Report 2022*. Wellington: New Zealand.

[40] Ibid (p.14)

[41] New Zealand Government, (2021). *Kia Manawanui Aotearoa: Long- term pathway to mental wellbeing.* Author.

- Violence prevention programmes (e.g., reducing availability of alcohol and access to arms).
- community development programmes (e.g., integrated rural development).
- poverty reduction and social protection for the poor.
- anti-discrimination laws and campaigns.
- promotion of the rights, opportunities, and care of individuals with mental disorders.

Implications for mental health within the Curriculum for Registered Nurses including Māori and Pacific.

These changes have significant implications for the education of registered nursing in the field of mental health wellbeing and illness across a continuum. The evidence clear shows that approximately 7 % of the population of Aotearoa New Zealand accessed and use mental health primary (mild to moderate mental health issues) and specialised mental health services (acute inpatient, community care and support across mental health and addictions), moderate to severe mental health issues potentially leading to mental illness with diagnosis, (long term & common conditions). “Hospital and inpatient units will not be the centre of the system. Instead, the community will be central, with a full raft of intervention and respite options designed to intervene early, keep people safe and avoid inpatient treatment where possible”[42]. Only 3.7% of the population accessed specialist mental health services or addiction services, and only 9, 392 tangata whaiora spent 238, 523 nights in acute inpatient care in the 2020/21[43]. This clearly shows the need to widen the curriculum in relation to mental health within primary health and recognise the acute areas as important but specialised areas small but important part of the whole continuum that is mental health and well-being in Aotearoa.

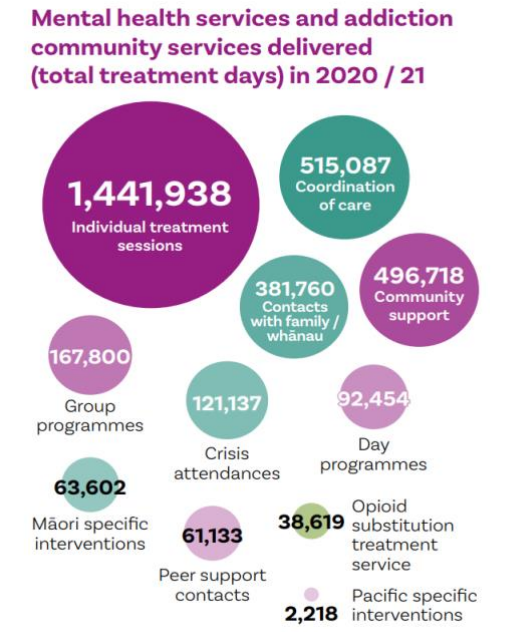


Figure 1: Mental Health services and community services delivered in 2020/21[44].

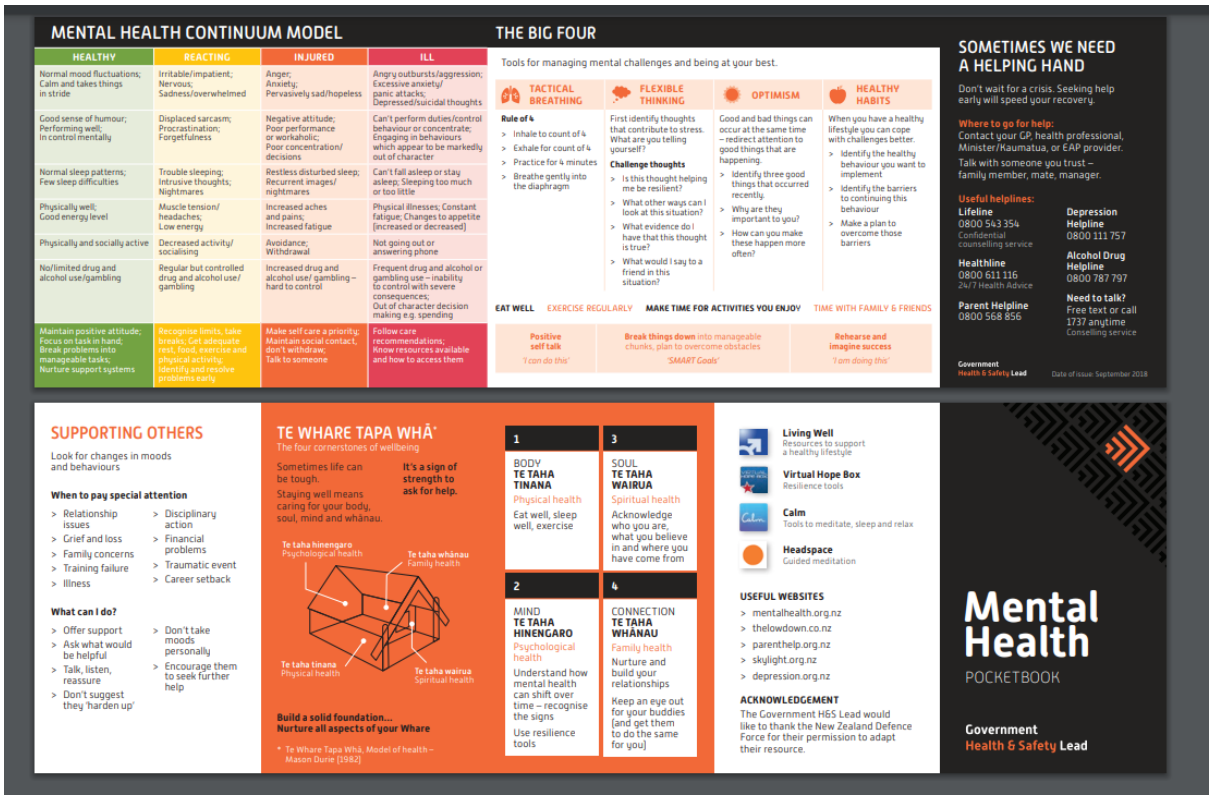
[42] New Zealand Government, (2018. p.93). *He Ara Oranga: Report of the Government Inquiry into Mental Health and Addiction.* Author. https://mentalhealth.inquiry.govt.nz/assets/Summary-reports/He-Ara-Oranga.pdf

[43] New Zealand Mental Health and Wellbeing Commission (2022). *Te Huringa: Change and Transformation. Mental Health Service and Addiction Service Monitoring Report 2022*. Wellington: New Zealand.

[44] Ibid

Recommendations for curriculum - Mental Health.

- Educating nursing students in mental health and well-being across the mental health continuum from their own and whanau mental well-being to community mental well-being, to primary mental health and specialised, community to inpatient, mental health, and addictions, diagnosed in the mental health system.
- BN Students should understand the concepts important to Māori and their MH. Kaupapa Māori frameworks including:
  Whānaungatanga (networks, relationships) ▪ Whakapapa (genealogy) ▪ Cultural assessment ▪ Empowerment of tangata whaiora (people seeking wellness, mental health service users) and their whānau ▪ Te Reo Māori (Māori language) ▪ Tikanga Māori (customs, protocols) ▪ Kaumātua (elders) guidance ▪ Access to traditional healing ▪ Access to mainstream health services
- Nursing students need to understand Māori models for health and wellbeing including Te Whare Tapa Wha, (Durie) & Te Wheke, (Pere)



Developed from the New Zealand Defence Force, given to the Government Health and Safety Lead NZ.

- Te Ao Māori concepts of mauri ora and mauri mate, tapu and noa, mana, Mate Māori and Whakama, etc.[45].
- Acknowledge that kaupapa Māori concepts of paeora has an especially prominent place in mental health for all peoples. The Mental Health and Wellbeing Commission were initially informed by its priority groups, through their new monitoring framework, He Ara Āwhina (Pathways to Support), the needs are to: prioritise the voices of Māori, people with lived experience of mental distress, and (addictions?) substance or gambling harm, reflect the

[45] Best Practice New Zealand Journal, (2010). *Te whakataunga me te maimoatanga o ngā mate o te hinengaro Māori.* Author.

different ways people experience support (instead of just focusing on services), and include a vision for what a good system looks like[46].

- We need to embed across all BN curriculum and respond to challenge to mental wellbeing needs, by upholding the principles of Te Tiriti o Waitangi, as articulated by the courts and the Waitangi Tribunal. The approach aspires to meet the principles of Te Tiriti o Waitangi through:
    - supporting tino rangatiratanga and recognising Māori self-determination
    - improving equity for Māori and all people
    - actively protecting Māori mātauranga
    - providing options that are created by and for iwi, hapū and whānau
    - working in partnership with Māori[47].
- Use of a Mental Health Continuum to help students conceptualise mental wellbeing, wellness to illness in Aotearoa, New Zealand.
- Remember that acute mental illness and specialised mental health and addiction services, (moderate to severe) only service a small amount of the population, approximately 4% so mental health knowledge and clinical skills need.

The Nursing Curriculum must have embedded within each year:

Year 1 Level 5: Own **mental wellbeing & mental wellness** & whanau, this progressing to community wellbeing & mental wellness, e.g.: self-responsibility for mental wellbeing/health to primary health/mental wellbeing.

Definitions of mental health and how they refer to Aotearoa/New Zealand, (see glossary below).

Topics such as the resilience, adaptation, coping strategies, mental wellness self-care, strategies such as mindfulness, relaxation and breathing exercises, life experiences from people.

Motivational interviewing, primary health concepts collaborating with communities, e.g.: Family/Whānau Violence, social, health determinants.

Cultural awareness/ cultural safety/ principles of Te Tiriti o Waitangi/community projects in action supporting MH. Communities both bicultural and multicultural and the strengths already within the communities, and access to appropriate mental health support that recognise Aotearoa's diverse cultures.

Discrimination and stigma, health strengths models, MH Recovery Model, (it is getting old now)/Motivational Interviewing/Trauma Informed Care.

How does the mental health system in New Zealand work?

Starting to introduce **Specialised Mental Health and addiction services areas** of practice, community residential treatment and acute inpatient, (moderate to severe, **mental illness** and **mental health diagnoses**) (secondary and tertiary services) alongside **primary mental health.**

Year 2 Level 6: Staying present in Primary MH start to learn about specialised Mental Health and addiction services areas of practice, community residential treatment and acute inpatient, (moderate to severe, **mental illness** and **mental health diagnoses**) (secondary and tertiary services) alongside **primary mental health, mental wellbeing, and mental health.**

Pathophysiology/pharmacology/ Rongoā Māori in mental health and illness.

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[46] New Zealand Mental Health and Wellbeing Commission (2022). *Te Huringa: Change and Transformation. Mental Health Service and Addiction Service Monitoring Report 2022*. Wellington: New Zealand.

[47] New Zealand Government, (2021). *Kia Manawanui Aotearoa: Long- term pathway to mental wellbeing.* Author.

Clinical in MH in Communities/schools/projects to support communities/needs assessments of communities and mental health intervention projects.

Primary MH providers, iwi, whānau ora projects, community services for youth, and children. All social determinants of health that effect mental health.

Year 3 Level 7: Complex care context: specialised Mental Health and addiction services areas of practice, community residential treatment and acute inpatient, (moderate to severe, **mental illness** and **mental health diagnoses**) (secondary and tertiary services) alongside **primary mental health, mental wellbeing, and mental health.**

- Literature search of Aotearoa literature to establish a glossary to define the various parts of mental health, for example mental illness, mental wellbeing etc., so there is universal understanding of the important concepts within mental health and its holistic/wholistic world within all peoples.

Clinical Learning Experience

Te Pūkenga is developing a position statement to clearly articulate what this will mean for our providers and partners. Consultation will be key to helping us frame and finalise these sections.

Simulation Learning

Te Pūkenga is developing a position statement to clearly articulate what this will mean for our providers partners and consultation will be key to helping us frame and finalise these sections.

Ngā Mātāpono Tokorangi|Design Principles

In order to authentically locate ākonga at the centre, a full ***transformational*** programme redesign and development was undertaken to unify Te Pūkenga nursing programmes.

Throughout 2021 and 2022, Te Pūkenga worked collaboratively with network partners to unify multiple Nursing programmes into three programmes.

Te Pūkenga steering and working groups were established in 2021 to lead, coordinate and undertake the programme unification. These groups included Nursing leaders, subject matter experts, curriculum developer/writers, and Mātauranga Māori and learning design experts.

Te Pūkenga also invited nominations for a series of ***reference groups*** with representatives from across the motu including ākonga, professional bodies and organisations, hapori community services user/advocacy groups, employers, workforce, those that use the services of our graduates, and Te Pūkenga kaimahi (staff). All reference groups had a particular focus on those who have historically been under-served by the education system, including Māori, Pacific, and disabled learners.

These reference and working groups ***co-designed ngā mātāpono*** (guiding concepts) that were applied during the development process for the unified nursing programmes. A series of wānanga with co-design facilitators took place with a focus on designing programmes that honour Te Tiriti and create equity. Ngā mātāpono then supported the development of the ***Graduate Profile Outcomes*** and subsequently, the themes and structure of the programmes.

Specialised working groups of Te Pūkenga kaimahi were then established to develop the detailed course descriptors, which have been collated and mapped together to form cohesive programmes. Careful consideration was also given to ensuring the programme met and aligned with NCNZ and NZQA requirements.

This proposed programme is based on a collaborative design process between the following subsidiaries of Te Pūkenga:

- Ara Institute of Canterbury (ARA)
- Eastern Institute of Technology (EIT)
- Manukau Institute of Technology (MIT)
- Nelson Marlborough Institute of Technology (NMIT)
- Northland Polytechnic (NorthTec)
- Otago Polytechnic (Otago)
- Southern Institute of Technology (SIT)
- Toi Ohomai Institute of Technology (ToiO)
- Unitec Institute of Technology (Unitec)
- Universal College of Learning (UCOL)
- Waikato Institute of Technology (Wintec)
- Whitireia and Wellington Institute of Technology (W&W)
- Western Institute of Technology at Taranaki (WITT)

Transitioning to the Unified Programme

Bachelor of Nursing Pacific will commence Year 1 course delivery in 2023, subject to approval and accreditation. Year 2 course delivery will follow in 2024, with Year 3 following. All programmes currently offered in the network will cease new enrolments in 2023 and will be progressively phased out as the new programme is phased in.

1. Te Hono o te Kahurangi|Qualification Details

Programme Approval Criterion 1: Qualification to which the programme leads.

This section presents evidence that demonstrates how the programme aligns with the qualification and meets the definition published in the NZQF Listing and Operational Rules.

The programme detailed below meets the definition as listed in the New Zealand Qualifications Framework (NZQF) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQF.

1.1 He Kupu Whakataki|Introduction

This qualification is designed to lead to formal registration as a nurse under the ***Health Practitioners Competence Assurance Act 2003*** (the Act) under approval and accreditation by the ***Nursing Council of New Zealand*** (the Council). Registered nurses utilise nursing knowledge and complex nursing judgement to assess health needs and provide care, and to advise and support people to manage their health. They practise independently and in collaboration with other health professionals, perform general nursing functions and delegate to and direct enrolled nurses, healthcare assistants and others. They provide comprehensive assessments to develop, implement and evaluate an integrated plan of healthcare, and provide interventions that require substantial scientific and professional knowledge, skills and clinical decision making. This occurs in a range of settings in partnership with individuals, families, whānau and communities[48].

There are four domains of competence for the registered nurse scope of practice[49]. Evidence of safety to practise as a registered nurse is demonstrated when the applicant meets the competencies within the following domains:

Domain one: Professional responsibility

This domain contains competencies that relate to professional, legal and ethical responsibilities and cultural safety. These include a nurse being able to demonstrate knowledge and judgement, and being accountable for their actions and decisions, while promoting an environment that maximises health consumer safety, independence, quality of life and health.

Domain two: Management of nursing care

This domain contains competencies related to assessment and managing health consumer care, which is responsive to the consumers' needs, and which is supported by nursing knowledge and evidence-based research.

Domain three: Interpersonal relationships

This domain contains competencies related to interpersonal and therapeutic communication with health consumers, other nursing staff and interprofessional communication and documentation.

Domain four: Interprofessional healthcare & quality improvement

This domain contains competencies to demonstrate that, as a member of the healthcare team, the nurse evaluates the effectiveness of care and promotes a nursing perspective within the interprofessional activities of the team.

These four domains of nursing practice have been mapped to the Graduate Profile attributes.

[48] Handbook for Pre-registration nursing programmes. Te Kaunihera Tapuhi o Aotearoa Nursing Council of New Zealand
[49] Ibid.

1.1.1 Te Pūkenga Bachelor of Nursing Pacific

Graduates of Te Pūkenga Bachelor of Nursing Pacific programme will meet the domains of competence for the Registered Nurse scope of practice by demonstrating the following attributes, which are grounded in Te Pūkenga values.

Manawanui

For nursing this Te Pūkenga value means being open and welcoming of all people and what they bring to care interaction – a "strengths-based approach" to care where the individual and their whānau are the experts in their own health and wellbeing. Recognising we as nurses are part of a bigger picture and seeking the expertise of others to support the best outcomes for whānau.

1. Apply interpersonal, therapeutic communication and relational practice skills as key to health consumers, their whānau, hapū, iwi and hapori centred nursing care (*Domain 2, 3*)
2. Collaborate as part of the interprofessional team in the delivery of safe and authentic nursing care for health consumers, their whānau, hapū, iwi and hapori. (*Domain 4*)
3. Apply Kawa Whakaruruhau philosophy and principles in the delivery of culturally safe nursing care, that results in equitable health outcomes for health consumers, whānau, hapū iwi and hapori (*Domain 1, 2*)

Manawaora

For nursing this Te Pūkenga value means we as nurses are not the expert in all things and will work together with whānau and colleagues, and utilise research findings to continually improve care and care outcomes.

4. Be safe and competent beginning registered nurses who meet the Nursing Council of New Zealand Competencies for the Registered Nurse Scope of Practice; (*Domain 1, 2, 3, 4*)
5. Work with health consumers, their whānau, hapū, iwi and hapori across the lifespan within dynamic regional, national, and global healthcare and political environments; (*Domain 1, 2*)
6. Utilise science, critical thinking, clinical reasoning, and reflexivity to deliver evidence-based research and rangahau in the management of nursing care for health consumers, their whānau, hapū, iwi and hapori; (*Domain 1, 2*)
7. Deliver nursing care that is underpinned by; lore, tikanga, morals, beliefs, values, legislation and ethics (*Domain 1, 2, 3, 4*)

Manawaroa

For nursing this Te Pūkenga Value means we will take individual responsibility to uphold the mana and integrity of care planning and provision with colleagues and whānau alike.

8. Provide management of nursing care grounded in Te Tiriti o Waitangi and Mātauranga Māori (*Domain 1, 2, 3*)
9. Role model leadership based on resilience, self-awareness, a commitment to continuing professional development and life-long learning (*Domain 2, 4*)

1.2 Te Hono o te Kahurangi|Qualification Details

	NZQA Reference No.	Version No.	Credits	Level
Bachelor of Nursing Pacific	127543	1	360	7

which leads to the award of the following qualification

Bachelor of Nursing Pacific	4615	1	360	7

Strategic purpose

The Bachelor of Nursing Pacific is designed for indigenous Pacific people who seek to engage inequity based education that will prepare them to be eligible to become a Registered Nurse in Aotearoa, New Zealand.

Ākonga will experience mana enhancing learning reflective of the mana enhancing care they will provide as registered nurses. Principles of Le Va (relationships), Te Tiriti o Waitangi & Cultural Safety, Va-Ka (Binding worldviews), Teu Le Va (Nurturing space), Vanua (inter-relational care) and Vaha'a (professional practice) form the whāriki of learning.

This qualification employs an equity lens to ensure better representation of underrepresented groups of people entering the nursing profession and creates opportunities for "second chance" learners to reengage and become lifelong learners. The qualification aims to develop a sustainable and skilled Pacific nursing workforce that will improve health outcomes and the care experience of whānau and restore wellbeing to the communities they serve.

Graduate profile

Graduates of this qualification will:

Manawanui

1. Apply interpersonal, therapeutic communication and relational practice skills as key to health consumers, their whānau, hapū, iwi and hapori centred nursing care.
2. Collaborate as part of the interprofessional team in the delivery of safe and authentic nursing care for health consumers, their whānau, hapū, iwi and hapori.
3. Apply Kawa Whakaruruhau philosophy and principles in the delivery of culturally safe nursing care, that results in equitable health outcomes for health consumers, whānau, hapū iwi and hapori.

Manawaora

4. Be safe and competent beginning registered nurses who meet the Nursing Council of New Zealand Competencies for the Registered Nurse Scope of Practice.
5. Work with health consumers, their whānau, hapū, iwi and hapori across the lifespan within dynamic regional, national, and global healthcare and political environments.
6. Utilise science, critical thinking, clinical reasoning, and reflexivity to deliver evidence-based research and rangahau in the management of nursing care for health consumers, their whānau, hapū, iwi and hapori.
7. Deliver nursing care that is underpinned by; lore, tikanga, morals, beliefs, values, legislation and ethics.

Manawaroa

8. Provide management of nursing care grounded in Te Tiriti o Waitangi and Mātauranga Māori.
9. Role model leadership based on resilience, self-awareness, a commitment to continuing professional development and life-long learning.

Qualification education pathway

This qualification may build on:
- New Zealand Certificate in Kaupapa Māori Public Health (Level 4) [Ref: 2870]
- New Zealand Certificate in Tiaki Kuia, Koroua (Level 4) [Ref:2874]
- Te Pou Tautoko i te Ora (Kaupae 4) [Ref: 2875]
- Te Pōkaitahi Whānau Ora (Kaupae 4) [Ref: 2878]
- Te Tūāpapa Hei Whai i te Ao Mārama (Kaupae 4) [Ref: 2880]
- New Zealand Certificate in Health and Wellbeing (Advanced Support) (Level 4) [Ref: 2779]
- New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) (Level 4) [Ref: 2990]
- New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989]
- New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) (Level 4) [Ref: 2991]
- New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) [Ref: 2992]

Graduates of this programme may progress to higher level studies at Postgraduate level

Employment, cultural, community pathway

Graduates may apply for registration as a registered nurse at a beginning level. Graduates will be able to pursue employment and career opportunities within a range of health care settings, including primary, secondary and tertiary health care settings.

Professional recognition/accreditation

Bachelor of Nursing Pacific is designed to lead to formal registration as a nurse under the ***Health Practitioners Competence Assurance Act 2003*** (the Act) under approval and accreditation by the Nursing Council of New Zealand (the Council).

Other requirements of the qualification (including regulatory body or legislative requirements)

Clinical Learning Experience Professional Requirements

Learners must complete a minimum of 1,100 clinical experience hours (to a maximum of 1,500 hours) in which to demonstrate competence.

- Simulation hours are not included in calculating clinical experience hours.
- Paid work in a healthcare setting cannot be used as part of the clinical experience

A minimum of 360 clinical experience hours is included in the final semester of the programme to enable learners to meet the Council's Competencies for the registered nurse scope of practice and as preparation for transition to employment as a registered nurse.

Registration requirements

In order to be eligible for registration a learner must comply with the requirements of the Act as follows:

a. successfully complete the Council accredited Bachelor of Nursing Pacific programme
b. have demonstrated achievement of the Council's Competencies for the registered nurse scope of practice
c. be fit for registration as required under section 16 of the Act
d. be of good standing with the institute's school of nursing at which they have studied, as specified in section 19 of the Act
e. pass the State Final Examination for registered or enrolled nurses.

To meet the requirements of section 16 of the Act, learners are required to declare any pending or new convictions that arise during any stage throughout the entire enrolment period of their enrolment in the programme. A conviction or failure to declare a conviction may result in the learner being immediately withdrawn from the programme.

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

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

This section presents the title, aims, stated learning outcomes and coherence of the whole programme to demonstrate that they are adequate and appropriate and that they meet the graduate profile and specification of the qualification as listed on the New Zealand Qualifications Framework.

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

The title of the programme matches the title of the qualification. The title clearly and accurately reflects the subject area of the programme and the qualification to which it leads.

The programme aims builds on the qualification strategic purpose which aligns with the graduate profile. The aim statement informs learners and other stakeholders of the programme's purpose and reflects the programme's unique aspects, the specific identified needs of learners and/or target learner group.

Programme Aim

The Bachelor of Nursing Pacific is designed for indigenous Pacific people who seek to engage inequity based education that will prepare them to be eligible to become a Registered Nurse in Aotearoa, New Zealand.

Ākonga will experience mana enhancing learning reflective of the mana enhancing care they will provide as registered nurses. Principles of Le Va (relationships), Te Tiriti o Waitangi & Cultural Safety, Va-Ka (Binding worldviews), Teu Le Va (Nurturing space), Vanua (inter-relational care) and Vaha'a (professional practice) form the whāriki of learning.

This qualification employs an equity lens to ensure better representation of underrepresented groups of people entering the nursing profession and creates opportunities for "second chance" learners to reengage and become lifelong learners. The qualification aims to develop a sustainable and skilled Pacific nursing workforce that will improve health outcomes and the care experience of whānau and restore wellbeing to the communities they serve.

Programme Development

This programme development follows the principles of constructive alignment. The graduate profile of the qualification to which the programme leads, the course learning outcomes, and the assessment plan are generated in this way, underpinned by learning design principles and quality standards. The approach is learner-centred and considers transportability of learning and pathways for the learner within and across programmes of study.

Learning outcomes have been designed to demonstrate the knowledge, skills, understanding and application a learner will achieve through each component of the programme of study. Learning outcomes provide a basis for the design of learning activities and assessment.

A learning design framework also provides a coherent framework for the sourcing or development of assessments and appropriate learning activities/resources to achieve the outcomes. The process draws on appropriate pedagogical and discipline expertise, as well as ensuring compliance with

quality assurance and regulatory body requirements. There is an emphasis on the assessments providing evidence of meeting the learning outcomes and graduate profile.

Coherence is provided through the alignment of course learning outcomes, assessment planning and graduate profile described in the Appendix of this document.

2.2 Whakatakotoranga|Structure

This Programme is structured to achieve the qualification outcomes. Its approaches to learning, teaching and assessment are embedded in components (courses) which are designed to form a coherent programme that demonstrates progression and integration of learning and assessment throughout, to meet the strategic purpose statement, outcome statement, and the level and credit value of the qualification.

To be awarded the ***Bachelor of Nursing Pacific,*** ākonga must successfully complete a minimum of 360 compulsory credits in the pattern set out in Table 1 from the courses set out in Table 2.

Table 1: Credit Requirements

Level	Compulsory Credits	Elective Credits	Total Credits
5	120		120
6	120		120
7	120		120
			360

Table 2: Course details

Course No	Course Name	Credits
Level 5		
BN5201	Whānaunui Relationships	15
BN5202	Sautu-Family Wellbeing	15
BN5203	Nursing in Aotearoa	15
BN5204	Te Ao Pacific in Science 1	15
BN5205	Lo'u Olaga	15
BN5206	Kawa whakaruruhau me Te Tiriti o Waitangi for nursing practice	15
BN5207	Te Ao Pacific in Science 2	15
BN5208	Caring for Pacific communities	15
	Total Compulsory Credits Level 5	**120**
Level 6		
BN6201	Faia–Respectful relationships	15
BN6202	Clinical Physical (Medical/Surgical)	30
BN6203	Te Ao Pacific in Science 3	15
BN6204	Hauora Pacific	15
BN6205	Kawa in nursing regulations	15
BN6206	Clinical Community (Primary Health)	30
	Total Compulsory Credits Level 6	**120**
Level 7		
BN7201	Consolidation of relationships	15
BN7202	Turanga Neti	15
BN7203	Clinical Mental Health & Wellbeing	30
BN7204	Healthy Futures Te Moana-nui-a-Kiva (Complex)	15
BN7205	Clinical Pre-registration	45
	Total Compulsory Credits Level 7	**120**
TOTAL CREDITS		**360**

Delivery Structure Model

	Half Year				Half Year				Cr	CL	SIMS	T
Pua ki te whiti **Level 5** **Oranga**	**Whanaunui Relationship**	**Sautu-Family Wellbeing** **Clinical 40hrs**	**Nursing in Aotearoa**	**Te Ao Pacific in Science 1**	**Lo'u Olaga**	**Kawa Whakaruruhau, Cultural Safety and Te Tiriti o Waitangi for nursing practice**	**Science 2**	**Caring for Pacific communities** **Clinical 120hrs**				
Credits	*15 credits*	*15 credits*	*15 credits*	*15 credits*	*15 credits*	*15 credits*	*15 credits*	*15 credits*	*120*			
SIMS	*15*	*20*	*0*	*0*	*0*	*30*	*0*	*0*			*65*	
Clinical		*40*	*0*	*0*	*0*	*0*	*0*	*120*		*160*		
Theory	*135*	*90*	*150*	*150*	*150*	*120*	*150*	*30*				*975*
Pua ki te wai **Level 6** **Hauora**	**Faia-Respectful relationshps**	**Clinical Physical** **Includes theory related to focus of clinical experience** **200hrs**		**Te Ao Pacific in Science 3**	**Hauora Pacific**	**Kawa in nursing regulations**	**Clinical Community** **Includes theory related to focus of clinical experience** **200hrs**					
Credits	*15 credits*	*30 credits*		*15 credits*	*15 credits*	*15 credits*	*30 Credits*		*120*			
SIMS	*0*	*40*		*0*	*0*	*0*	*40*				*80*	
Clinical	*0*	*200*		*0*	*0*	*0*	*200*			*400*		
Theory	*150*	*60*		*150*	*150*	*150*	*60*					*720*
Pua ki te aroha Level 7 **PaeOra**	**Consolidation of relationships**	**Turanga Neti**	**Clinical Mental Health & Wellbeing** **Includes theory related to focus of clinical experience** **200hrs**		**Healthy Futures Te Moana-nui-a-Kiva** **Clinical Complex Care 120hrs**	**Clinical** **Pre-registration** **400hrs**						
Credits	*15 credits*	*15 credits*	*30 credits*		*15 credits*	*45 credits*			*120*			
SIMS	*0*	*0*	*40*		*0*	*0*					*40*	
Clinical	*0*	*0*	*200*		*120*	*400*				*720*		
Theory	*150*	*150*	*60*		*30*	*50*						*440*
TOTALS									***360***	***1280***	***185***	***2135***

Kaupapa/Themes	Ōranga (Wellbeing)	Hauora (Health)	Pae Ora (Healthy Futures)
Te Haerenga o te Akonga	Pua ki te Whiti (Year 1/Level 5)	Pua ki te Wai (Year 2/Level 6)	Pua ki te Aroha (Year 3/Level 7)
Kaupapa: **Le Va | Relationships**	**Whanautanga** Te Reo me te Tikanga, understanding self, No whea koe?, Pepeha, Whakapapa, Waiata, Karakia	**Faia-Respectful relationshps** Upholding culturally respectful relationships in nursing care.	**Consolidation of relationships** Consolidating and upholding culturally respectful professional relationships.
Kaupapa: **Te Tiriti o Waitangi and Cultural Safety**	**Kawa Whakaruruhau me te Tiriti o Waitangi** Kawa Whakaruruhau, cultural safety. He Whakaputanga o te Rangatira o Niu Tirene, Te Tiriti o Waitangi and the Treaty of Waitangi		
Kaupapa: **Va-Ka** **Binding Worldviews**	**Te Ao Pacific in Science 1** Share creation stories related to human anatomy and physiology, rongoa and pharmacology **Science 2** Developing foundational knowledge of human anatomy, physiology, pharmacology, and traditional healing practices.	**Te Ao Pacific in Science 3** Using their Pacific worldview to inform human pathophysiology	
Kaupapa: **Teu Le Va** **Nurturing Space**	**Sautu-Family Wellbeing** Using the concepts of Teu Le Va and apply in foundational skills. (40hrs clinical with whanau) **Caring for Pacific Communities** Using the concepts of Teu Le Va and apply in nursing practice (120 hrs clinical in community)		
Kaupapa: **Vanua** **inter-relational care**	**Lo'u Olaga** Understanding the impact of the determinants of health on Pacific human growth and development throughout the lifespan	**Hauora Pacific** Understanding the impact of the determinants of health on Pacific human growth and development throughout the lifespan in Aotearoa	**Healthy Futures Te Moananui-a-Kiva** Recognising their (Ākonga) role in the aspirations towards Pacific healthy futures
Kaupapa:	**Nursing in Aotearoa**	**Kawa in nursing regulations**	**Turanga Neeti**

Vaha'a **Professional Practice**	Understanding the significance of nursing regulations and legislation on their own nursing practice	Applying nursing regulations and legislation in nursing practice	Critical application of nursing regulations and legislation in their own nursing practice

Year 1 Clinical / Oranga	**Year 2 Clinical/Hauora**	**Year 3 Clinical/Pae Ora**
Sautu-Family wellbeing (Foundation nursing skills) 40hrs/15credits	Clinical Physical (Medical/Surgical) 200hrs/30credits	Clinical Mental Health and Wellbeing 200hrs/30credits
		Healthy Futures Te Moananui-a-kiva (Complex) 120hrs/15
Caring for Pacific communities (Community Focus Practicum) 120hrs/15credits	Clinical Community (Primary Health) 200hrs/30credits	Clinical Pre-registration (Electives) 400hrs/45credits

2.3 Akoranga|Courses

Courses in this programme have been designed using a constructive alignment approach with clear links between the graduate profile outcomes of the qualification, the course learning outcomes and the range of learning activities and assessment.

Course learning outcomes in this programme:

- are consistent with the programme aims;
- demonstrate how ākonga will achieve the graduate profile;
- are clear and specified for each component of the programme;
- are measurable and achievable;
- are integrated to provide a balanced and logical programme;
- are presented in a logical, progressive way that demonstrates ākonga' development of knowledge, skills, and attitudes.

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

This approach is informed by Te Pūkenga **Charter** and aligns with our approach to being responsive to and to meeting the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by operating in a manner that ensures its regional representatives are empowered to make decisions about delivery that are informed by local relationships and to make decisions that meet the needs of their communities.

Course summaries are located in the Appendix of this document.

Alignment of course learning outcomes, assessment planning and graduate profile is described in the Appendix of this document.

3. Te Kawenga o te Hōtaka|Programme Delivery

Programme Approval Criterion 3: Delivery modes and methods

This section describes how the programme delivery modes and methods are adequate and appropriate, given the stated learning outcomes for the programme. Information in this section demonstrates:

- the appropriateness of the programme's delivery modes;
- the appropriateness of the programme's delivery methods; and
- how academic integrity will be maintained through delivery.

It is important delivery methods do not place ākonga, kaiako, or the public at risk. The programme must identify any potential risks; and demonstrate how they will be addressed. Delivery methods also need to include consideration of cultural safety and ethical practice.

3.1 Te Tūhono Kawenga Hōtaka|Unified Programme Delivery

Unified programme delivery and assessment design is focussed on enabling Te Pūkenga **Charter** as defined in the Education and Training Act 2020 which requires the following ***functions*** that affect programme delivery:

"To meet the needs of regions throughout New Zealand, Te Pūkenga must…

- *offer in each region a mix of education and training, **including on-the-job, face-to-face, and distance delivery** that is accessible to the ākonga of that region and meets **the needs of its ākonga, industries, and communities**; and*
- *operate in a manner that ensures its regional representatives are **empowered to make decisions about delivery** and operations that are informed by local relationships and to **make decisions that meet the needs of their communities**; and*
- *ensure that there is **collaboration across its national network**; and*

Te Pūkenga must operate in a way that allows it to…

- *use the insights gained through partnerships to:*
  - *align education and training delivery to support the **unique social and economic goals of local communities**; and*
  - *work towards **equity for ākonga and staff of different genders, ethnicities, cultures, and abilities***
- *hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the **unique types of support different ākonga need to succeed**; and*
- *meet the needs of all of its ākonga, **in particular those who are under-served by the education system**, including (without limitation) Māori, Pacific, and disabled ākonga; and*
- *promote **equitable access to learning opportunities** for ākonga across all regions; and*
- *have **culturally responsive delivery approaches**, whether on campus, in the workplace, online, or otherwise.*

To meet the above Te Pūkenga must ensure that…

- *students and employers can **transition seamlessly between delivery sites and educational modes**, including between workplaces and other forms and places of learning; and*
- *programmes of study and qualifications are **portable and consistent, yet flexible enough to meet local needs**; and*
- *the range of education and training options available to ākonga and employers is **appropriately broad and current**; and*

- ***learning pathways provide ākonga with a range of opportunities*** *to progress to higher levels of education and training, and also into employment; and*
- *the* ***needs of adult and second-chance ākonga*** *are afforded high priority."*

"Te Pūkenga has the following ***functions****…*

- *be responsive to and to meet the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by utilising our* ***national network of tertiary education programmes*** *and activities*

The development of unified programmes allows Te Pūkenga to not only align curriculum, but to also develop and apply a unified approach to national networked delivery of those programmes that deliver on Te Pūkenga priorities and desired outcomes.

3.1.1 Delivery design attributes

Central to delivering the above is a shared belief in the value of pooling delivery resources, and the potential of information and communication technologies to facilitate this. This belief is based on the educational desirability of using delivery modes and strategies that model and promote the very qualities to be valued in graduates. These include abilities to use information and communication technologies, collaborate with remote work teams, connect with professional communities, and maintain ongoing professional development regardless of time and place constraints.

In order to meet the above each unified programme is designed with the following key attributes:

- ***Flexible modes and multiple methods of delivery*** *are enabled (or able to be enabled with minor updates in the future)*
- *Programme delivery is* ***tailored to regional needs and able to be contextualised for multiple groups of ākonga*** *with regional representatives* ***empowered to make decisions about delivery*** *that are informed by local relationships and* ***that meet the needs of their communities***
- *Programme content is* ***reflective and responsive to regional/local needs***

This approach is informed by Te Pūkenga **Charter** and aligns with our approach to being responsive to and to meeting the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by operating in a manner that ensures its regional representatives are empowered to make decisions about delivery that are informed by local relationships and to make decisions that meet the needs of their communities.

Unified development recognises and values an approach to collaborative and networked delivery that facilitates and enables the ***functions*** of Te Pūkenga as described in the Act. Unified delivery approaches will support this by providing:

- ***equivalency*** between graduate outcomes at all levels
- ***shared best practice*** for programme and course ***delivery***
- discipline networks ***supporting ākonga, kaiako, and employers***
- learner enrolment ***transferability between learning locations***
- opportunities to ***study while still employed*** and contributing to industry
- ***national approaches*** for engagement with professional bodies
- uniform quality education using the ***most appropriate resources***
- viable and sustainable ***learner communities***

3.1.2 Delivery approaches for transformation programmes

Delivery approaches have been designed to be consistent with the requirements of Te Pūkenga **Charter** to

- *use the insights gained through partnerships to:*

    - *align education and training delivery to support the **unique social and economic goals of local communities**; and*
    - *work towards **equity for ākonga and staff of different genders, ethnicities, cultures, and abilities***
- *hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the **unique types of support different ākonga need to succeed**; and*
- *meet the needs of all of its ākonga, **in particular those who are under-served by the education system**, including (without limitation) Māori, Pacific, and disabled ākonga; and*
- *promote **equitable access to learning opportunities** for ākonga across all regions; and*
- *have **culturally responsive delivery approaches**, whether on campus, in the workplace, online, or otherwise.*

Delivery of this programme across the network will align with the collaborative intent as expressed in this document.

3.2 Ngā Momo Kawenga|Delivery Modes

An individual learner's programme can be made up of one or more modes. This will enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning[50].

The modes noted below are based on guidance from the Tertiary Education Commission (TEC) and recognise the different cost structures involved in delivery.

The modes of delivery have been designed as part of the Unified Funding System (UFS) to:

- recognise broad differences in costs across modes and subject areas and will be used to determine the funding rate for providers
- support the quality, relevance and growth of work-based learning
- meet learner, employer and community needs
- be simple and transparent.

The following provides general guidance based on TEC - Modes of Delivery that applies to multiple modes.

3.2.1 Modes of delivery high-level descriptions

Mode	Description
Provider-based	Ākonga study mainly in a campus setting with supported self-directed learning. Providers are responsible for ākonga' health and wellbeing support.
Provider-based: extramural	Ākonga study mainly away from a campus setting but not in the workplace. Ākonga undertake supported self-directed learning and the provider is responsible for the ākonga' health and wellbeing support.

[50] https://www.tec.govt.nz/rove/a-unified-funding-system-2/modes-of-delivery/

3.3 Te Huarahi o te Kawenga|Delivery Methods

This programme uses a range of learning and teaching methods, which support ākonga' development towards Graduate Profile Outcomes. The range of strategies adopted facilitate implementation of, and support for the emerging Te Pūkenga Ako Framework (Learning and Teaching Framework) and Whiria Te Pūkenga (Mātauranga Māori Framework) as described in Part B: Programme Accreditation.

Each of the below may be offered in ***physical***, ***virtual*** and/or ***simulated*** approaches. These include:

• Case-studies/Scenario-based learning • Collaborative learning • Flipped classroom • Engagement with technical and professional standards • Group critiques • Guest speakers/Industry professionals • Individual learning and career planning • Interactive lectures/Large-group teaching • Kanohi ki te kanohi and other culturally responsive options	• Laboratory sessions/Practical learning • Noho marae • Online learning • Project-based/Activity-based learning • Research projects • Role play • Self-directed learning | mahi-ā-ipurangi • Team/Peer-based learning • Tuākana – Teina • Tutorials/Small-group learning • Wānanga

Detailed descriptions of each of the above are available on request.

3.3.1 Simulation Learning

Te Pūkenga is developing a position statement to clearly articulate what this will mean for our providers partners and consultation will be key to helping us frame and finalise these sections.

3.3.2 Practical and work-integrated learning

Practical and work-integrated learning provides ākonga the chance to apply learning to practice in a supported environment. Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace.

Ākonga engage in practical or work-based learning which offer a 'real-life' opportunity for them to apply their learning, while also providing opportunities for observation by qualified practitioners.

Te Pūkenga is developing a position statement to clearly articulate what this will mean for our providers and partners. Consultation will be key to helping us frame and finalise these sections.

Clinical Learning Experience Professional Requirements

Learners must complete a minimum of 1,100 clinical experience hours (to a maximum of 1,500 hours) in which to demonstrate competence.

- Simulation hours are not included in calculating clinical experience hours.
- Paid work in a healthcare setting cannot be used as part of the clinical experience

A minimum of 360 clinical experience hours is included in the final semester of the programme to enable learners to meet the Council's Competencies for the registered nurse scope of practice and as preparation for transition to employment as a registered nurse.

3.4 Te Mana Akoranga|Academic Integrity

Academic integrity relates to meeting moral or ethical principles in educational settings. Commitment to these academic principles creates a foundation for successful personal and

professional participation and enables citizens to contribute to the broader community, work, and society.

Te Pūkenga is committed to the highest standards of integrity, respect, and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga to the same high standards, and we are committed to providing the policies and resources necessary to support their success as both ākonga and citizens.

Academic Integrity policy and procedure form part of Te Kawa Maiorooro|Academic Regulatory Framework.

4. Te Whakaaetanga me te Uiuitanga|Programme Acceptability and Consultation

Programme Approval Criterion 4: Acceptability of the programme and consultation

This section presents the acceptability of the programme and consultation. There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary cover the acceptability of the programme to relevant communities and other key stakeholders (*including any relevant academic, employer, industry, professional and other bodies*).

4.1 He Whakarāpōpoto o te Uiui|Consultation

This section will be completed based on the consultation which is currently underway.

5. Waeture ā-Hōtaka|Programme Regulations

Programme Approval Criterion 5: Regulations

This section demonstrates that Te Pūkenga has clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer[51]
- recognition of prior learning[52]
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of learner work
- normal progression within the programme

Programme Regulations are the legally binding contractual obligations of staff and enrolled ākonga. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

In cases where collaborative arrangements are in place, externally prescribed regulations may apply.

The following Programme Regulations are to be read in conjunction with Te Kawa Maiorooro|Academic Regulatory Framework.

5.1 Whakatapoko|Admission

The Bachelor of Nursing Pacific is designed for indigenous Pacific people who seek to engage inequity based education that will prepare them to be eligible to become a Registered Nurse in Aotearoa, New Zealand.

To be eligible for admission to this programme, all applicants must meet three admission requirements:

- Requirements for either General, Special, or Discretionary admission
- Any additional Programme specific requirements
- Language Literacy requirements

General Admission	To be admitted to this programme all applicants must be at least 16 years of age on the date the programme starts, and meet one of the following requirements: **University Entrance**: 1. NCEA Level 3 2. Three subjects at level 3, made up of 14 credits in each of the following: • English (or an **approved literary subject**), • Biology or Chemistry (or an **approved science rich subject**), and • one other **approved subject**. 3. Literacy - 10 credits at **Level 2 or above**, made up of: • 5 credits in reading • 5 credits in writing 4. Numeracy - 10 credits at **Level 1 or above**, made up of:

[51] Regulations demonstrate how the provisions and procedures for the awarding credit recognition and transfer will be applied to the programme.
[52] Regulations demonstrate how the provisions and procedures for the awarding of recognition of prior learning will be applied to the programme.

	• achievement standards - specified achievement standards available through a range of subjects, or • unit standards - package of three numeracy unit standards (26623, 26626, 26627- **all** three required). ***Or*** Satisfied the criteria for entrance to a New Zealand University with an equivalent to the above from **another secondary qualification**. ***Or*** Successful completion of an **approved introductory qualification in Health** at Level 4 or above.
Special Admission	Applicants aged 20 or over who do not meet the general admission requirements may be eligible for Special Admission. Applicants must: • provide evidence of achievement of the equivalent of NCEA Level 3 biology and/or chemistry within the last five years; and • provide evidence of achievement of the equivalent of University Entrance Literacy and Numeracy requirements within the last five years; and • provided evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the programme. Applicants who cannot provide sufficient evidence may be required to successfully complete a foundation, bridging or tertiary introductory programme as a condition of entry to Bachelor of Nursing Pacific.
Discretionary Admission	Applicants under the age of 20 who do not meet the general admission requirements on or before the first day the programme is to commence may apply for discretionary admission. In assessing whether to grant discretionary admission, the primary focus will be on the applicant's level of preparedness for study at the required level. Applicants must demonstrate a minimum academic achievement of a minimum of **NCEA Level 2** (80 credits at NCEA Level 2 of which 40 credits must be at merit or excellence) and which includes: • a minimum of 12 credits from science rich subjects (Biology, Chemistry, Science), and • a minimum of 10 literacy credits in English or Te Reo Māori at Level 2 or above (5 credits in reading and 5 credits in writing) • a minimum of 10 numeracy credits at Level 1 or above An interview to determine the this may be undertaken with a focus on the following attributes: - Effective interpersonal communication skills - Good personal presentation - Maturity and a positive attitude - Commitment and motivation to succeed. Applicants who cannot provide sufficient evidence may be required to successfully complete a foundation, bridging or tertiary introductory programme as a condition of entry to Bachelor of Nursing Pacific.
Programme Specific Requirements	In order to ensure that an applicant is able to fully participate in the programme, including the clinical learning experience, the following programme specific requirements must be met in addition to academic admission requirements. ***Prior to enrolment (at the time of application)*** Applicants must provide: a. Evidence of health and abilities that align with achieving nursing practice competencies in the programme including: - current evidence of immunisation status as required by Te Puna Whai Ora |

	Ministry of Health and health organisations offering clinical learning experience - declaration regarding physical and mental health status from a GP or Practice Nurse including any medical condition(s), if any, that may prevent full participation in the programme and/or prevent registration with a regulatory authority (as applicable) b. Personal declaration of any learning disabilities or challenges that might affect participation in the programme c. Two confidential references from people who are able to affirm that the applicant is of good character and reputation (these should be from persons in positions of trust such as: an employer, Teacher, Pastor, Kaumatua or Kuia) d. A declaration of all existing or pending criminal convictions e. Consent to undergo a process of Safety Checking to ensure fitness to participate in the programme (required under the Children's Regulations 2015) These will include but are not limited to: i. A Police Vet Check ii. A Risk Assessment Persons who are convicted of 'specified offences' under the act will not be accepted onto any programme that requires that person to work in an organisation providing a regulated service e. Consent to the information gathered as part of the above 'Safety Check' to be shared with a host organisation for the purposes of a practicum placement. Any gaps in the information provided by the candidate for any of the above may be followed up with a formal interview and/or further referee checks. Any unsatisfactory result arising from any of the above may result in the candidate being precluded/declined entry to the programme of study. *Note: A prior conviction may not necessarily exclude an applicant from admission. In the case of a prior conviction, a discussion will be held with the applicant regarding the Nursing Council of New Zealand (NCNZ) requirements for application to gain NCNZ registration as a nurse.* ***During the programme (after commencement of study)*** Ākonga are required to: • Hold a first aid certificate (Red Cross Comprehensive or St John's Workplace) which is current at the time of starting a clinical learning experience course and annual update of CPR. • Declare any pending or new convictions arising during any stage throughout the entire enrolment period of the programme. A conviction or failure to declare a conviction may result in the learner being immediately withdrawn from the programme.
Language Literacy Admission Requirements	All applicants must provide evidence that they have the necessary language literacy proficiency required for the Programme as demonstrated by the equivalence of: • 10 NCEA literacy credits at **Level 2 or above**, made up of: - 5 credits in reading - 5 credits in writing Applicants who are unable to provide evidence of the above may be required to demonstrate capability using an approved proficiency test or an equivalent described in NZQA Rules. **International applicants** must provide evidence that they have the necessary ***English language proficiency*** required for the Programme as demonstrated by an IELTS (academic) score of 6.5 with no individual band lower than 6.5 in speaking, reading and writing, and listening from one test taken in the preceding two years; or completion of New Zealand Certificate in English Language Level 5; or an equivalent described in

	NZQA Rules and on Te Pūkenga 'English Language Requirements for International Ākonga' Web-page.

5.2 Paearu Kōwhiri|Selection Criteria

Selection processes is used to ensure learner success and if the number of applicants exceeds the available places on the programme. Selection criteria may include date of application, interview, placement tests (e.g. for languages), audition, references.

Te Pūkenga employs equity focussed provisions when assessing applicants for the ***Bachelor of Nursing Pacific***. Equity provisions ensure better representation of underrepresented groups of people entering the nursing profession and creates opportunities for "second chance" learners to reengage and become lifelong learners. The qualification aims to develop a sustainable and skilled Pacific nursing workforce that will improve health outcomes and the care experience of whānau and restore wellbeing to the communities they serve.

When assessing applications, the following selection criteria will be applied:

- meet equity provisions;
- relevant life and work experience in the care industry;
- evidence of maturity, motivation and resilience;
- interpersonal understanding;
- professional approach;
- open and non-judgmental attitudes;
- culturally responsive;
- self-confidence;
- analytical ability and conceptual thinking;
- academic skills at tertiary level;
- task orientated.

Applicants who meet the maximum number of listed criteria will be the preferred candidates.

When the number of eligible applicants for admission exceeds the number of places available at a specific location (campus or learning hub) or in a specific delivery mode, applicants will we given the opportunity to choose an alternative within the Te Pūkenga network.

5.3 Tūtukitanga Whakamihi|Credit Recognition

Credit Recognition includes credit transfer, cross credits, recognition of prior experiential learning, recognition of current competency, and assessment of prior learning. Each of these terms relates to previous qualifications and relevant experience.

Cross Credit	Applicants may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme. The credit recognition may be: • specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; *or* • unspecified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme's courses. Cross credits will not be granted for clinical learning experience based courses in the third year of the bachelor's degree.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning is available for all courses in this programme with the exception of clinical learning experience courses. • Applicants will be given the opportunity to provide valid, reliable, authentic, and verifiable evidence of current skills and knowledge they have already acquired, which is relevant to and at the level of the qualification they seek to achieve.

	• Assessment may be undertaken in Te Reo Māori. Assessment of a Māori-centred portfolio of works and completed through the lens of mātauranga Māori will be undertaken by a Māori assessor. RPL decisions will be made on a case-by-case basis using the process for assessment set out in the Procedures.
Credit Transfer	An applicant seeking to transfer from another Nursing programme in New Zealand, must obtain a reference from the previous Head of Nursing. The point of entry to the programme must be identified through the credit recognition process to ensure the learner will meet all requirements of the programme.

5.4 Tohu o te Hōtaka|Award of the Programme

Credit Accumulation

To be awarded the ***Bachelor of Nursing Pacific*** ākonga must successfully complete a minimum of 360 credits in the pattern set out in Table 1 from the courses set out in Table 2.

Table 1: Credit Requirements

Level	Compulsory Credits	Elective Credits	Total
5	120		120
6	120		120
7	120		120
			360

Clinical Learning Experience Professional Requirements

Ākonga must complete a minimum of 1,100 clinical learning experience hours (to a maximum of 1,500 hours) in which to demonstrate competence.

- Simulation hours are not included in calculating clinical learning experience hours.
- Paid work in a healthcare setting cannot be used as part of clinicallearning experience.

A minimum of 360 clinical learning experience hours is included in the final semester of the programme to enable ākonga to meet the Council's Competencies for the registered nurse scope of practice and as preparation for transition to employment as a registered nurse.

Ākonga may not normally enrol in a clinical learning experience course more than twice. Under extraordinary circumstances, the Head of Nursing may apply in writing to the Council outlining individual circumstances and seeking approval for a third enrolment. Applications must be accompanied by supporting evidence (a current academic transcript and, if applicable, a letter from a health professional).

Table 2: Course details

All courses in this programme are compulsory.

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
Level 5					
BN5201	Whānaunui Relationships	15			
BN5202	Sautu-Family Wellbeing	15			
BN5203	Nursing in Aotearoa	15			
BN5204	Te Ao Pacific in Science 1	15			
BN5205	Lo'u Olaga	15			
BN5206	Kawa whakaruruhau me Te Tiriti o Waitangi for nursing practice	15			

BN5207	Te Ao Pacific in Science 2	15			
BN5208	Caring for Pacific communities	15			
Level 6					
BN6201	Faia–Respectful relationships	15			
BN6202	Clinical Physical (Medical/Surgical)	30			
BN6203	Te Ao Pacific in Science 3	15			
BN6204	Hauora Pacific	15			
BN6205	Kawa in nursing regulations	15			
BN6206	Clinical Community (Primary Health)	30			
Level 7					
BN7201	Consolidation of relationships	15			
BN7202	Turanga Neti	15			
BN7203	Clinical Mental Health & Wellbeing	30			
BN7204	Healthy Futures Te Moana-nui-a-Kiva (Complex)	15			
BN7205	Clinical Pre-registration	45			

Progression through the Programme

Bachelor of Nursing Pacific is designed to lead to formal registration as a nurse under the *Health Practitioners Competence Assurance Act 2003* (the Act) under approval and accreditation by the *Nursing Council of New Zealand* (the Council).

Registration requirements

In order to be eligible for registration ākonga must comply with the requirements of the Act as follows:

a. successfully complete the Council accredited Bachelor of Nursing programme
b. have demonstrated achievement of the Council's Competencies for the registered nurse scope of practice
c. be fit for registration as required under section 16 of the Act
d. be of good standing with the institute's school of nursing at which they have studied, as specified in section 19 of the Act
e. pass the State Final Examination for registered nurses.

To meet the requirements of section 16 of the Act, ākonga are required to declare any pending or new convictions that arise during any stage throughout the entire enrolment period of their enrolment in the programme. A conviction or failure to declare a conviction may result in the learner being immediately withdrawn from the programme.

Enrolment Periods	a. The normal enrolment period is three years (full-time study). b. The maximum period to complete this Programme is ***five years*** from the time of first enrolment. c. This programme is not able to be taken on a part-time basis. Other provisions • Under extraordinary circumstances the Head of Nursing may apply in writing to the Council for an extension of time for an individual learner. The application must detail the reasons for seeking this approval and be supported by evidence of the student's progress in the programme to date (academic transcript) and details of the extenuating circumstances (e.g. a letter from a health professional). • Any reduction in hours for individual candidates must be in accordance with the recognition of prior learning policy (see Credit Recognition above). • In the event of a learner taking leave and applying to return to their studies, the school must implement a process to assess the learner's knowledge and level of competence to identify the point of re-entry to the programme.

	• When a candidate has taken longer than three years to complete their programme, the Head of Nursing is required to provide an explanation of the reason for the extra time and how the candidate's learning has remained integrated.

5.4.1 Mahi Waehanga Pāhekoheko|Work Integrated components

Work integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace.

Clinical Learning Experience

The programme provides a minimum of 1,100 clinical experience hours for all ākonga, with all learners being entitled to 1,500 hours in which to demonstrate competence.

- Simulation hours are not included in calculating clinical experience hours.
- Paid work in a healthcare setting cannot be used as part of the clinical experience

A minimum of 360 clinical experience hours is included in the final semester of the programme to enable students to meet the Council's Competencies for the registered nurse scope of practice and as preparation for transition to employment as a registered nurse.

Learners may not normally enrol in a clinical experience course more than twice. Under extraordinary circumstances, the Head of Nursing may apply in writing to the Council outlining individual circumstances and seeking approval for a third enrolment. Applications must be accompanied by supporting evidence (a current academic transcript and, if applicable, a letter from a health professional).

5.5 Waeture Aromatawai|Assessment Regulations

Assessment and Grades

Assessment in this programme is achievement based. Learners' may be awarded grades described in Tables 3 & 4 below.

Table 3: Achievement based 11-point assessment system

Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scales.

Result	Description
A+ (90-100)	Achieved with Distinction
A (85-89)	Achieved with Distinction
A- (80-84)	Achieved with Distinction
B+ (75-79)	Achieved with Merit
B (70-74)	Achieved with Merit
B- (65-69)	Achieved with Merit
C+ (60-64)	Achieved
C (55-59)	Achieved
C- (50-54)	Achieved
D (40-49)	Not Achieved
E (Below 40)	Not Achieved

Table 4: Administrative Grades

[The following are draft and are subject to confirmation and alignment with Te Pūkenga Academic Regulatory Framework]

Result	Description
Cross Credit (CC)	Course credit awarded by cross credit
Did not Complete (DNC)	Learner did not complete the course requirements

	Withdrawn (WD)	Formal withdrawal within the no academic penalty period
	Aegrotat (AEG)	Achievement awarded following consideration of impaired performance / aegrotat application. If a grade is able to be determined AEG (Grade) is recorded
	Restricted Pass (RP)*	Where a course was narrowly not achieved (45-49%) and is compensated by overall good performance in the relevant subject. RP cannot be used to meet pre-requisite requirements
	Conceded Pass (Con)*	Where there is considerable evidence that marginal non-achievement (45-49%) in one course is compensated by good overall performance. Only one conceded pass may be granted to a learner towards a particular qualification
	Conditional Pass (CP)*	Where a course was narrowly not achieved (45-49%) and an agreed portion of work or assessment is to be completed
	Advanced Standing (AS)	Where the learner is granted a block of credit following assessment of prior learning

5.6 Ngā Tukanga Aromatawai|Assessment Procedures

[The following are draft and are subject to confirmation and alignment with Te Pūkenga Academic Regulatory Framework]

Course Assessment	Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessments are compulsory unless otherwise approved and noted in course information.
Assessment in Te reo Māori	All ākonga have the right to submit any summative assessment task in Te reo Māori as outlined in Procedures.
Submission and late submission of work	Submission dates for all summative assessment work will be notified at the commencement of each course. • Any written assessment that is submitted late (and does not have a prior approved extension) may be penalised by a deduction of marks or may result in a fail grade. • Ākonga with good cause may request a change to an assessment date or time, as set out in Procedures. Practical assessments cannot usually be delayed except under exceptional circumstances. • There is no provision for late submission/extension of a controlled assessment/examination.
Resubmission or Reassessment	A learner may be granted permission to undertake: • a resubmission/reassessment for a failed assessment item within a course; or • a reassessment for a failed course if they gained a mark of 45% or more in that course. Any resubmission or reassessment is undertaken according to the following general requirements: • permission is granted by the relevant academic authority; • any approved resubmission/reassessment will be carried out within a specified time period; • the maximum grade for any resubmission/reassessment of an assessment is the lowest pass grade; • written assessments that are handed in late are not eligible for resubmission or reassessment.

Affected Performance	Where ākonga performance in an assessment is negatively affected by a circumstance or situation which the learner could not have reasonably prevented, the ākonga may apply for affected performance consideration according to Procedures.

5.7 Whakawhitinga|Transitions

6. Aromatawai me te Whakataurite|Assessment and Moderation

Programme Approval Criterion 6: Assessment and moderation

This section presents evidence that the programme assessment methodology is fair, valid, consistent and appropriate, given the stated learning outcomes, and there is an effective system for moderation of assessment materials and decisions. This section includes an explanation of:

- the programme's assessment rationale;
- what the programme places value on;
- how standards of achievement will be maintained.

6.1 Te Tūhono Kawenga Hōtaka|Unified Programme Delivery

Unified programme delivery, including assessment and moderation design, is focussed on honouring Te Pūkenga **Charter** as defined in the Education and Training Act 2020 which requires the following ***functions*** that affect programme design:

"To meet the needs of regions throughout New Zealand, Te Pūkenga must…

- *offer in each region a mix of education and training, **including on-the-job, face-to-face, and distance delivery** that is accessible to the ākonga of that region and meets **the needs of its ākonga, industries, and communities**; and*
- *operate in a manner that ensures its regional representatives are **empowered to make decisions about delivery** and operations that are informed by local relationships and to **make decisions that meet the needs of their communities**; and*
- *ensure that there is **collaboration across its national network**; and*

Te Pūkenga must operate in a way that allows it to…

- *use the insights gained through partnerships to:*
  - *align education and training delivery to support the **unique social and economic goals of local communities**; and*
  - *work towards **equity for ākonga and staff of different genders, ethnicities, cultures, and abilities***
- *hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the **unique types of support different ākonga need to succeed**; and*
- *meet the needs of all of its ākonga, **in particular those who are under-served by the education system**, including (without limitation) Māori, Pacific, and disabled ākonga; and*
- *promote **equitable access to learning opportunities** for ākonga across all regions; and*
- *have **culturally responsive delivery approaches**, whether on campus, in the workplace, online, or otherwise.*

To meet the above Te Pūkenga must ensure that…

- *students and employers can **transition seamlessly between delivery sites and educational modes**, including between workplaces and other forms and places of learning; and*
- *programmes of study and qualifications are **portable and consistent, yet flexible enough to meet local needs**; and*
- *the range of education and training options available to ākonga and employers is **appropriately broad and current**; and*
- ***learning pathways provide ākonga with a range of opportunities** to progress to higher levels of education and training, and also into employment; and*
- *the **needs of adult and second-chance ākonga** are afforded high priority."*

*"Te Pūkenga has the following **functions**…*

- *be responsive to and to meet the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by utilising our **national network of tertiary education programmes** and activities*

The development of unified programmes allows Te Pūkenga to not only align curriculum, but to also develop and apply a unified approach to national networked delivery of those programmes that deliver on Te Pūkenga priorities and desired outcomes.

6.1.1 Design attributes

Central to delivering the above is a shared belief in the value of pooling delivery resources, and the potential of information and communication technologies to facilitate this. This belief is based on the educational desirability of using delivery modes and strategies that model and promote the very qualities to be valued in graduates. These include abilities to use information and communication technologies, collaborate with remote work teams, connect with professional communities, and maintain ongoing professional development regardless of time and place constraints.

In order to meet the above each unified programme is designed with the following key attributes:

- ***Flexible modes and multiple methods of delivery** are enabled (or able to be enabled with minor updates in the future)*
- *Programme delivery is **tailored to regional needs and able to be contextualised for multiple groups of ākonga** with regional representatives **empowered to make decisions about delivery** that are informed by local relationships and **that meet the needs of their communities***
- *Programme content is **reflective and responsive to regional/local needs***

This approach is informed by Te Pūkenga **Charter** and aligns with our approach to being responsive to and to meeting the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by operating in a manner that ensures its regional representatives are empowered to make decisions about delivery that are informed by local relationships and to make decisions that meet the needs of their communities.

Unified development recognises and values an approach to collaborative and networked delivery that facilitates and enables the ***functions*** of Te Pūkenga as described in the Act. Unified delivery approaches will support this by providing:

- ***equivalency*** between graduate outcomes at all levels
- ***shared best practice*** for programme and course ***delivery***
- discipline networks ***supporting ākonga, kaiako, and employers***
- learner enrolment ***transferability between learning locations***
- opportunities to ***study while still employed*** and contributing to industry
- ***national approaches*** for engagement with professional bodies
- uniform quality education using the ***most appropriate resources***
- viable and sustainable ***learner communities***

6.1.2 Assessment approaches for transformation programmes

Assessment has been designed to be consistent with the requirements of Te Pūkenga **Charter** to:

- *use the insights gained through partnerships to:*
    - *align education and training delivery to support the **unique social and economic goals of local communities**; and*
    - *work towards **equity for ākonga and staff of different genders, ethnicities, cultures, and abilities***

- *hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the **unique types of support different ākonga need to succeed**; and*
- *meet the needs of all of its ākonga, **in particular those who are under-served by the education system**, including (without limitation) Māori, Pacific, and disabled ākonga; and*
- *promote **equitable access to learning opportunities** for ākonga across all regions; and*
- *have **culturally responsive delivery approaches**, whether on campus, in the workplace, online, or otherwise.*

Assessment in this programme across the network will align with the collaborative intent as expressed in this document.

6.2 Aromatawai|Assessment

Assessment is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria and is integral to learning and teaching. Assessment should provide evidence of the achievement of learning outcomes and contribute to the development of competencies identified in Graduate Profile Outcomes.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives;
- assess ākonga capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning;
- provide ākonga with feedback regarding their own learning for and developmental purposes; and
- evaluate ākonga achievement and the demonstration of specified learning outcomes.

Te Pūkenga has a commitment to supporting ākonga to achieve to their full potential through quality assessment, which should:

Foster ākonga learning

Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.

Assess ākonga achievement and quality of learning and teaching

Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and teaching therefore assessment provides useful information to ākonga and kaiako.

Provide evidence of programme quality

Assessment results serve as a measure of the institute's success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

6.2.1 Principles of Assessment[53]

Key principles that underpin assessment:

[53] Boud, D., & Soler, R. (2016). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education, 41*(3), 400-413. https://doi.org/10.1080/02602938.2015.1018133

Validity	Assessment should be valid and fit for purpose. This ensures that assessment is aimed at the right level and addresses the learning outcomes and graduate profile. A valid assessment is an assessment that measures what it intends to assess.
Authenticity	Assessment should be relevant and reflect the conditions that ākonga might experience in the real world. Assessment activities should engage ākonga and contribute to the development of interest, skills, knowledge and competencies in a way that caters for diversity and cultural differences.
Reliability	Assessment should consistently and accurately measure ākonga performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
Fairness and Inclusivity	Varied assessment should provide all ākonga with an equitable opportunity to demonstrate their learning. No discrimination or bias should be applied. Assessment needs to be accessible to all ākonga, non-discriminatory, and be culturally responsive and appropriate.
Manageability	Assessment should be reasonable and practicable in time and resources for both ākonga and kaiako; they should be straightforward and not interfere with learning. Assessment should be planned within a course and across a programme to ensure a balanced workload.
Transparency	Each assessment should clearly set out the expectations of ākonga. Detailed explanation of the learning outcomes being assessed, weightings, task, criteria, and achievement standards should be included along with the use of exemplars where possible.
Sustainability	Assessment should be designed in a way that meets the needs of the present along with preparing ākonga to meet their own future learning needs. Sustainable assessment considers the contribution the assessment makes to the learning beyond the timeframe of the course.

6.2.2 Assessment basis

Assessment in this programme is standards based employing criterion and grading scales as detailed in Programme Regulations (see Section 5 - Programme Regulations).

6.3 Ngā Huarahi Aromatawai|Assessment Methods

This programme uses a range of assessment methods, which support ākonga to provide evidence of their learning achievement and their development towards achievement of Graduate Profile Outcomes.

There are three main types of assessment:

- **Diagnostic** is preliminary assessment to find out where ākonga are starting from. It may be used to inform learning and teaching plans and to provide differentiated teaching to meet learner needs.
- **Formative** is assessment that is embedded in the learning and teaching process and provides informal and formal feedback to the kaiako and ākonga on progress towards a learning outcome. It can also provide information to inform the next steps in teaching and learning.

- **Summative** is assessment that provides evidence that an ākonga has or has not achieved a learning outcome. Summative assessment tasks may occur upon the completion of a topic or module and may also be used formatively for further learning.

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

6.3.1 Assessment Portfolio

Assessment in this programme is generally collated into ***Assessment Portfolios*** which are designed to give ākonga the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, an assessment Portfolio will employ a range of elements drawn from appropriate assessment activities to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

This approach is informed by Te Pūkenga **Charter** and aligns with our approach to being responsive to and to ***meeting the needs of the regions of New Zealand*** and their ākonga, industries, employers, and communities by operating in a manner that ensures its regional representatives are ***empowered to make decisions about delivery*** that are informed by local relationships and to make decisions that meet the needs of their communities.

In portfolio assessment, ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass the course.

Assessment Portfolio	An assessment portfolio is used for accountability and provides evidence of what ākonga have learnt or mastered. There may be multiple activities within the portfolio, with individual weightings and due dates, which will align with, and measure, the learning outcomes. Where an assessment requires invigilation, it may still be included in the portfolio once the assessment is completed. The portfolio can provide a record of all assessment completed within a course.

Evidence within any portfolio may include photos, videos, reflections, essays, presentations, marking rubrics (if skills are assessed via observation), voice recordings, attestations, interviews, reports etc. The evidence selected to be included in a portfolio must be authentic and relevant.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools. Each method identified may be utilised to assess theory and/or practical applications. Activities in this programme include:

• Assignments	• Presentations
• Case-studies	• Projects
• Examinations	• Research projects
• Exhibition presentations	• Tests/Quizzes
• Group/Collaborative assessments	• Visual development records
• Learning portfolio	• Written reports; summaries; contextual documents
• Practical demonstrations	• Work-based/Work-integrated assessment

Detailed descriptions of each of the above are available on request.

6.3.2 Feedback

Ākonga are provided with fair and regular feedback on progress and fair reporting on final achievements in accordance with Te Kawa Maiorooro|Academic Regulatory Framework.. Kaiako contributing to the programme strive to provide constructive feedback in a timely fashion. Typically, such feedback is provided in writing with ākonga individual assessment submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

6.3.3 Course workload

Kaiako are responsible for ensuring ākonga workload is fair and equitable. This may take the form of spreading assessment evenly across the time allocated for the delivery of all courses that ākonga are enrolled in at a learning location, or may be agreed with ākonga and employers in work-based learning, or with ākonga learning in asynchronous learning environments.

To ensure ākonga can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the course. This information explicitly identifies agreed due dates for assessment events, as well as supporting details (for example, assessment schedules). In addition, ākonga may be provided with an overall or larger assessment 'map' that illustrates the timing of assessment events across courses in a given time frame if they are enrolled in multiple courses at the same time.

6.4 Aromatawai i Te Reo Māori|Assessment in Te Reo Māori

Ākonga have the right to submit any summative assessment task in Te reo Māori. The process for submission of summative assessment work in Te reo Māori is governed by of Te Kawa Maiorooro|Academic Regulatory Framework and described in Programme Regulations.

6.5 Te Whakataurite Aromatawai|Moderation of Assessment

A networked moderation system will ensure the maintenance of a national standard for programme assessment.

All assessments in this programme will be pre- and post-moderated for the first delivery of each course. Thereafter moderation will occur according to an annual moderation plan.

National moderation will be carried out as specified in an agreed national moderation plan. This will include post-assessment moderation as well as ensuring the assessments are appropriate for the level, and the relevant learning and graduate profile outcomes. The key components of the national moderation system are:

Type	Pre-assessment moderation	Post-assessment moderation
Local	All new assessments and significant changes to assessments will be pre-assessment peer-moderated to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed.	Course assessments are post-assessment moderated according to an annual plan. The purpose of this type of moderation is to check the consistency of the assessors' marking decisions and to recommend any changes to the assessment that may improve validity, authenticity, consistency, and ease of understanding.
National	National moderation will be carried out as specified in the national moderation plan which will include post-assessment moderation as well as ensuring the assessments are	

	appropriate for the level and the relevant learning outcomes and graduate profile outcomes. The primary objective of national moderation processes is to ensure that consistent assessment judgements are made at the national standard.

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

Programme Approval Criterion 7: Self-assessment, evaluation, and review

This section provides information about how Te Pūkenga:

- assesses the currency and content of the programme;
- has adequate and effective processes for the on-going review of the programme, taking account of the results of any review of the qualification;
- has adequate and effective processes for monitoring the quality of outcomes for ākonga and other stakeholders, and for reviewing programme regulation and content; and
- updates the programme accordingly.

7.1 Kawa Whakahaere Kounga ā Hōtaka|Programme Academic Quality Management

This programme will be located in an assigned Ako Network that will be responsible for maintaining ongoing programme and academic quality management systems and processes. The network will also be responsible for maintaining the capacity to support sustained delivery of the programme at the range of delivery sites, and in the range of delivery modes.

7.2 Aromātai me te Arotake|Evaluation and Review

All Te Pūkenga programmes are subject to ongoing evaluation of individual courses as well as the programme as a whole. Evaluation involves a range of programme stakeholders including ākonga, appropriate external professions and organisations, and members of the academic community.

The NZQA Evaluative Quality Assurance Framework applies to courses and programmes delivered by Te Pūkenga. Thus, all programmes (and courses) delivered that lead to qualifications on the NZQF are approved and accredited by NZQA. All courses undergo on-going self-assessment and review as part of Te Pūkenga quality assurance framework. Self-assessment evidence includes employer and ākonga feedback. Te Pūkenga is held accountable to their ākonga, employers, funding bodies, quality assurance body and other interested parties through internal and external evaluation which include the following key processes:

- Ākonga generated course evaluation
- Kaiako generated course evaluation
- Annual Programme Evaluation reporting
- Degree monitoring
- Consistency review
- Programme review
- Audits and reviews by standard-setting bodies
- Stakeholder engagement and feedback
- Industry/Employer advisory engagement

Further detail for the above is provided in Part B: Evaluation and Review of this document.

7.3 Ngā Panonihanga ā-Hōtaka|Programme Changes

Programme changes and improvements may result from the above evaluation and review or changes in the industry or sector. Approval for any change follows NZQA process guidelines and is based on:

- stakeholder support for change
- considerations of the impact on:

- ākonga and their whānau
- Kaiako
- delivery across the network
- relationships with other programmes
- broader Te Pūkenga practices
- responsibilities to external agencies

8. Rangahau|Research

Programme Approval Criterion 8: Research

This section provides information about how the links between research and the curriculum are clear, adequate, and effective. This section also demonstrates that teaching staff conduct research within their area of expertise and that this research advances knowledge and/or supports the continued development of the programme and its delivery. A clear link between staff research and the programme is demonstrated.

8.1 Ngā Rautaki Rangahau|Research Strategy

Te Pūkenga is developing a research strategy that is grounded in the strong history of research capability already demonstrated across the network. This legacy of research in the network refers to a wide variety of activities conducted by both kaiako and ākonga including the:

- generation of new knowledge;
- application of existing knowledge in novel or useful ways;
- integration of research into the learning and teaching of programmes; and
- the integration of knowledge through inter-disciplinary work.

Research activity may be undertaken as:

- researcher-driven academic research;
- research funded by external stakeholders in the form of grants or projects;
- postgraduate or undergraduate learner research projects; and
- other research where the outcome is either quality assured publication, performance, or exhibition.

8.2 Rangahau ā-Kaiako|Kaiako Research

Kaiako teaching on this programme conduct research to an appropriate level within their area of experience that advances knowledge and understanding and supports their function.

The quantity and quality of kaiako research outputs are monitored, and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.

Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.

Kaiako areas of research capability and interest for those who teach on this programme are recorded in the Appendix of the approval document. Research outputs are reported annually through an annual Research Report.

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Appendix 1: Qualification Details

Details of this Qualification are located in Section 1 of this document.

Appendix 2: Learning Outcomes and Assessment mapped to Graduate Profile Outcomes

L5 Learning Outcomes:	Apply interpersonal, therapeutic communication and relational practice skills as key to health consumers, their whānau, hapū, iwi and hapori centred nursing care	Collaborate as part of the interprofessional team in the delivery of safe and authentic nursing care for health consumers, their whānau, hapū, iwi and hapori.	Apply Kawa Whakaruruhau philosophy and principles in the delivery of culturally safe nursing care, that results in equitable health outcomes for health consumers, whānau, hapū iwi and hapori	Be safe and competent beginning registered nurses who meet the Nursing Council of New Zealand Competencies for the Registered Nurse Scope of Practice	Work with health consumers, their whānau, hapū, iwi and hapori across the lifespan within dynamic regional, national, and global healthcare and political environments	Utilise science, critical thinking, clinical reasoning, and reflexivity to deliver evidence-based research and rangahau in the management of nursing care for health consumers, their whānau, hapū, iwi and hapori	Deliver nursing care that is underpinned by; lore, tikanga, morals, beliefs, values, legislation and ethics	Provide management of nursing care grounded in Te Tiriti o Waitangi and Mātauranga Māori	Role model leadership based on resilience, self-awareness, a commitment to continuing professional development and life-long learning
	GPO1	GPO2	GPO3	GPO4	GPO5	GPO6	GPO7	GPO8	GPO9
WHĀNAUNUI RELATIONSHIPS									
1. Explore own identity (ko wai au, nō hea au?).			✓				✓		
2. Explore the role of culturally appropriate forms of engagement when working with whānau, hapū and iwi and pacific people.								✓	
3. Explain the principles of professional communication and relationships in nursing in practice in Aotearoa New Zealand	✓								
4. Discuss how Pacific and other worldviews influence nursing practice in Aotearoa New Zealand					✓				
SAUTU-FAMILY WELLBEING									
1. Use Pacific forms of engagement and communication frameworks and models in nursing practice.	✓								
2. Describe professional roles and responsibilities for nursing practice in Aotearoa New Zealand				✓					
3. Apply foundational nursing knowledge and skills in patient/family/whānau centred nursing practice.						✓			
4. Demonstrate clinical competence for foundation nursing practice.				✓					
NURSING IN AOTEAROA									
1. Explore the evolution of nursing practice in Aotearoa New Zealand									
2. Discuss concepts of health and wellbeing in an Aotearoa New Zealand context									
3. Investigate the role of evidence based practice in relation to nursing in Aotearoa New Zealand.									
TE AO PACIFIC IN SCIENCE 1									
1. Describe the relationship of the Pacific worldview to anatomy and physiology.						✓	✓		
2. Describe the anatomy and physiology of selected body systems.						✓			
3. Explain the role of homeostasis in regulating selected body systems						✓			
4. Describe the cellular biology and chemistry of cells and tissues within selected body systems.						✓			
LO'U OLAGA									
1. Investigate Pacific and other worldviews of lifespan development in an Aotearoa New Zealand context.							✓		
2. Examine how determinants of health impact on Pacific peoples olaga in Aotearoa New Zealand.					✓				
3. Define the concepts of sociology and psychology relevant to nursing practice in Aotearoa New Zealand.					✓				
KAWA WHAKARURUHAU, CULTURAL SAFETY AND TE TIRITI O WAITANGI FOR NURSING PRACTICE									
1. Discuss the role of Kawa Whakaruruhau and cultural safety in nursing practice in Aotearoa New Zealand.			✓						
2. Describe the historic and contemporary context of Aotearoa New Zealand and the implications for nursing practice.					✓			✓	
3. Discuss critical social theory in relation to nursing practice.			✓			✓			
TE AO PACIFIC IN SCIENCE 2									
1. Describe the anatomy and physiology of selected body systems.									
2. Explain the role of homeostasis in regulating selected body systems.									
3. Explain immunology, integrated control systems and genetics as applied to nursing practice.									
4. Explain pharmacology including the principles of pharmacodynamics and pharmacokinetics as applied to nursing practice.									
5. Discuss the role of 'traditional' healing practices in Pacific communities and the implication within the Aotearoa context.									
CARING FOR PACIFIC COMMUNITIES									
1. Demonstrate Tikanga Māori and appropriate Pacific approaches in nursing practice							✓		
2. Reflect on the significance of Te Tiriti o Waitangi when providing nursing care for Tangata Whenua								✓	
3. Apply beginning clinical reasoning in nursing practice.					✓				
4. Demonstrate clinical competence for beginning nursing practice.				✓					

L6 Learning Outcomes:	GPO1	GPO2	GPO3	GPO4	GPO5	GPO6	GPO7	GPO8	GPO9
FAIA-RESPECTFUL RELATIONSHPS									
1. Apply te reo and tikanga Māori in nursing practice.	✓								
2. Apply therapeutic forms of engagement in nursing care	✓								
3. Explore safe nursing practice in partnership with Pacific Peoples.	✓	✓							
4. Utilise strategies for managing relationships and behaviours within a nursing and health care context.									✓
CLINICAL PHYSICAL									
1. Use relational practice to establish professional nursing relationships	✓								
2. Apply a lifespan approach to nursing care in an acute care context					✓				
3. Apply clinical reasoning when caring for people and their whānau experiencing acute health care needs						✓			
4. Demonstrate clinical competence for nursing practice within acute health care context				✓					
TE AO PACIFIC IN SCIENCE 3									
1. Describe the relationship of the Pacific worldview to pathophysiology						✓	✓		
2. Explain how principles of pathophysiology and pharmacology inform clinical reasoning with acute and long-term physical and mental health and wellbeing						✓			
3. Discuss the role of imbalances in body systems relevant to acute and long-term physical and mental health and wellbeing						✓			
HAUORA PACIFIC									
1. Analyse the determinants of health and the influence on Olaga/Pacific Health and nursing practice					✓				
2. Examine the articles of Te Tiriti o Waitangi and their application to hauora.								✓	
3. Explain Pacific models and practices that best support Pacific patients and their family to better health outcomes.					✓				
KAWA IN NURSING REGULATIONS									
1. Examine the implications of law, lore, and ethics in nursing praxis.							✓		
2. Utilise research and rangahau to inform nursing practice in Aotearoa New Zealand						✓			
3. Analyse Pacific perspectives of professional boundaries in nursing practice							✓		✓
CLINICAL COMMUNITY									
1. Apply principles of health assessment, health education, and health literacy to nursing care					✓				
2. Apply a lifespan approach to nursing care in a community health care context					✓				
3. Integrate Pacific concepts of health and wellbeing in nursing care							✓		
4. Demonstrate clinical competence for nursing practice within community health care context				✓					

L7 Learning Outcomes:	GPO1	GPO2	GPO3	GPO4	GPO5	GPO6	GPO7	GPO8	GPO9
CONSOLIDATION OF RELATIONSHIPS									
1. Demonstrate effective interprofessional relationships in healthcare teams.		✓							
2. Critically analyse the role of the registered nurse in direction and delegation in nursing practice.				✓					
3. Critically examine Pacific leadership and management systems within nursing and healthcare.									✓
TURANGA NETI									
1. Critically analyse the role of the nurse in ensuring equitable health outcomes for Pacific peoples in Aotearoa New Zealand						✓	✓		
2. Compare Pacific frameworks relevant to nursing and their effectiveness to Pacific Health outcomes					✓				
3. Critically analyse research and rangahau to inform nursing practice within the local and global context.						✓			
CLINICAL MENTAL HEALTH AND WELLBEING									
1. Analyse a Pacific worldview in relation to mental health and addictions					✓		✓		
2. Implement Pacific frameworks to support mental health and wellbeing.							✓		
3. Apply frameworks to nursing care for people, families and their communities to maximise mental health and wellbeing.			✓			✓			
4. Demonstrate clinical competence for nursing practice within mental health and wellbeing.				✓					
HEALTHY FUTURES TE MOANANUI-A-KIVA									
1. Critically analyse health policy and its impact on Pacific Wellbeing						✓			✓
2. Critically analyse pathophysiology and pharmacology that informs clinical reasoning in complex health conditions.						✓			
3. Demonstrate clinical competence for nursing practice within complex care health care contexts.				✓					
CLINICAL PRE-REGISTRATION									
1. Demonstrate consistent critical thinking and clinical reasoning in nursing care.			✓			✓			
2. Demonstrate safe and effective nursing care to meet the Nursing Council of New Zealand competencies for the registered nurse scope of practice.				✓					
3. Demonstrate critical consciousness in nursing practice through actions that pursue equity in health care delivery.			✓			✓			

Appendix 3: Akoranga|Courses

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

Level 5 Courses

WHĀNAUNUI RELATIONSHIPS					
Course code:	BN5201	Level:	5	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will identify and understand the relational context of self and whanau within nursing practice.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Explore own identity (ko wai au, nō hea au?).	GPO 3, 7
2.	Explore the role of culturally appropriate forms of engagement when working with whānau, hapū and iwi and pacific people.	GPO 8
3.	Explain the principles of professional communication and relationships in nursing in practice in Aotearoa New Zealand.	GPO 1
4.	Discuss how Pacific and other worldviews influence nursing practice in Aotearoa New Zealand.	GPO 5

Indicative Content

LO1
- Te Reo and Tikanga Māori
  - Intro to Te Reo (Local)
    - Pepeha
    - Karakia
    - Waiata
    - Greetings
  - Emphasis on pronunciation
  - Tikanga Māori (local Kawa)
- Pacific Identity/ Indigenous Pacific
  - Contextualise the Pacific experiences
  - Pacific Pedagogy – Teu le va
  - Cultural identity
  - Migration stories

LO2
- Pacific forms of engagement

	○ Teu Le Va - model concept of creating space and respecting space within which personal, community and professional activities occur ○ The influence of roles and relationships on communication within Pacific contexts ○ Health literacy includes language literacy- fluid to the environment ○ Communication/Talanoa Process ○ Professional boundaries in Pacific contexts • Māori forms of engagement ○ Whakawhanaungatanga ○ Kanohi ki te kanohi ○ Hui / Wānanga ○ Āta – respectful relationships
LO3	• Communication ○ Introduction to communication skills ○ Therapeutic ○ Interprofessional ○ Interpersonal. ○ Written ○ Electronic
LO4	• Worldviews ○ Pacific ○ Māori ○ Eurocentric ○ New migrant • Elements of worldview ○ Epistemology ○ Metaphysics ○ Cosmology ○ Teleology ○ Theology ○ Anthropology ○ Axiology

Ngā Mahi Ako me te Whakaako\|Learning & Teaching Activities

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

Aromatawai\|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako\|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

SAUTU-FAMILY WELLBEING					
Course code:	BN5202	Level:	5	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will use the concepts of Teu Le Va and apply in foundational skills.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Use Pacific forms of engagement and communication frameworks and models in nursing practice.	GPO 1
2.	Describe professional roles and responsibilities for nursing practice in Aotearoa New Zealand.	GPO 4
3.	Apply foundational nursing knowledge and skills in patient/family/whānau centred nursing practice.	GPO 6
4.	Demonstrate clinical competence for foundation nursing practice.	GPO 4

Indicative Content

LO1

- Pacific people communication
  - Face to Face
  - Fofola e fala (Tonganrolling out the mat)- it's time to talk
  - The Va (The critical sense of sacred relational space) to talk
  - Atu mai (Cook Islands strength based approach)- Clear about boundaries, set boundaries and reciprocity
  - Adapt communication methods to meet the needs of Pacific peoples
  - Recognising the need to seek support
- Nursing communication
  - Therapeutic communication,
  - Concept of Care and empathy
  - Whanau centric patient care
  - Interpersonal and interprofessional relationships,
  - SBAR, SOAPIE,

LO2

- Legal, ethical responsibilities
  - Nursing legislation, Policy and Standards
  - Scope of practice
  - NCNZ Competencies
- Professional accountability
  - Self-care
  - Consent for care

	○ Privacy ○ dignity ○ health literacy ○ Professional language
LO3	• Safety to Practice ○ Pt centred nursing care ○ beginning evidence-based practice ○ Reflection in nursing practice • Social and technical nursing skills ○ Bedmaking ○ Infection Prevention & Control ○ Hygiene Cares ○ Moving and handling, mobility ○ Pressure injury assessment and management ○ Wound management ○ Fluid management ○ Nutritional care
LO4	• NCNZ Competencies for registered nurse scope of practice • Foundation level

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Clinical learning experience assessment in this portfolio of achievement will be graded using a simple competency scale : Achieved/Not Achieved.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

NURSING IN AOTEAROA					
Course code:	BN5203	Level:	5	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will understand the significance of nursing regulations and legislation on their own nursing practice.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Explore the evolution of nursing practice in Aotearoa New Zealand.	GPO 3, 7
2.	Discuss concepts of health and wellbeing in an Aotearoa New Zealand context.	GPO 5
3.	Investigate the role of evidence based practice in relation to nursing in Aotearoa New Zealand.	GPO 6

Indicative Content

LO1
- Nursing evolution
  - History of nursing in NZ (Māori, Pacific and Tauiwi)
  - Migration of Pacific nurses
  - Aotearoa nurse theorists
  - Professional identity
  - Health informatics, software and systems

LO2
- Philosophy of nursing
  - Philosophical underpinning of nursing globally, nationally, locally
  - Introduce NZ models and frameworks that inform nursing practice
  - Understanding health and hauora

LO3
- Evidence based practice
  - Academic integrity and scholarship
  - Research; Rangahau
  - Kaupapa Māori
  - Academic writing and Study Skills
  - Māori data sovereignty agreements
  - Māori Ethics

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

TE AO PACIFIC IN SCIENCE 1					
Course code:	BN5204	Level:	5	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will use their Pacific worldview to inform human anatomy and physiology.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Describe the relationship of the Pacific worldview to anatomy and physiology.	GPO 6, 7
2.	Describe the anatomy and physiology of selected body systems.	GPO 6
3.	Explain the role of homeostasis in regulating selected body systems.	GPO 6
4.	Describe the cellular biology and chemistry of cells and tissues within selected body systems.	GPO 6

Indicative Content

LO1
- Kōrero Pūrākau
  - Ngā Atua
  - Whakapapa
  - Mauri
  - Karakia
  - Tapu and Noa
  - Tikanga
- Diversity across the Pacific/Pan Pacific
  - Traditional stories (Scientists navigating the Pacific)
  - Creation stories
  - Taiao
  - Maramataka Cosmology/Astrology
  - Teu Le Va

LO2
- Body Systems:
  - integumentary
  - musculo-skeletal
  - cardiovascular
  - respiratory
  - gastrointestinal
  - renal

LO3
- Extracellular and intracellular environment
- Primary and secondary homeostasis

LO4
- Tissues, cell biology, microbiology, metabolism, chemistry

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

LO'U OLAGA					
Course code:	BN5205	Level:	5	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will understand the impact of the determinants of health on Pacific human growth and development throughout the lifespan.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Investigate Pacific and other worldviews of lifespan development in an Aotearoa New Zealand context.	GPO 7
2.	Examine how determinants of health impact on Pacific peoples olaga in Aotearoa New Zealand.	GPO 5
3.	Define the concepts of sociology and psychology relevant to nursing practice in Aotearoa New Zealand.	GPO 5

Indicative Content

LO1
- Theories and Models
  - Māori models of lifespan development
  - Pacific models of lifespan development
  - Lifespan development theories
  - Environment/family whānau/social and cultural
  - Cognitive development; spiritual growth; mental health and wellbeing
  - Models of lifespan encountering disability e.g. ableism; models to help understand disability

LO2
- Determinants of Health
  - Socio-economic, cultural and Environmental determinants
  - Historical, Socio-cultural, political influences
  - Regional diversity; multicultural communities
  - Influences on Mental health
  - Determinants of Pacific Health
  - Olanga

LO3
- Sociology
  - Sociological theories
  - Introduction to Critical Social Theory
  - Sociology in nursing practice
- Psychology
  - Māori psychology theory
  - Pacific Psychology theory
  - Psychological theories

- Psychology in nursing practice

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

KAWA WHAKARURUHAU, CULTURAL SAFETY AND TE TIRITI O WAITANGI FOR NURSING PRACTICE

Course code:	BN5206	Level:	5	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will learn about the history of colonisation in Aotearoa New Zealand and examine its impact on themselves, whānau and community as Pacific Tangata Tiriti.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Discuss the role of Kawa Whakaruruhau and cultural safety in nursing practice in Aotearoa New Zealand.	GPO 3
2.	Describe the historic and contemporary context of Aotearoa New Zealand and the implications for nursing practice.	GPO 5, 8
3.	Discuss critical social theory in relation to nursing practice.	GPO 3, 6

Indicative Content

LO1
- Kawa Whakaruruhau and Cultural Safety
  - The history and whakapapa of Kawa Whakaruruhau
  - The difference between Kawa Whakaruruhau and Cultural Safety
  - Cultural awareness Cultural sensitivity, Cultural competence
  - Critical social theory
  - Power analysis
  - Oppression/Privilege
  - marginalisation
  - Racism
  - Different types of racism, interpersonal, institutional, systemic
  - Discrimination
  - Prejudice
  - Stereotype
  - Bias
  - Inequality
  - Equity/equality
  - Social Justice
  - The concept of 'other'
  - Human rights
  - Reciprocity

LO2
- History
  - Māori migration from Moana-nui-a-Kiwa
  - Pre-colonisation

	○ He Whakaputanga o te Rangatiratanga o Niu Tīrene ○ Te Tiriti O Waitangi ○ The Treaty of Waitangi ○ Analyse the differences between Te Tiriti o Waitangi and the Treaty of Waitangi ○ Apply contra proforentum ○ Impact on whānau, hapū and iwi. ○ Tuakana/Teina/Mentoring in the Pacific context ○ Pacific obligation to Te Tiriti ○ Nursing Council New Zealand Treaty of Waitangi principles and competencies
LO3	• Critical Social Theory ○ Power analysis ○ Oppression/Privilege ○ Racism- interpersonal, institutional, systemic, internalised ○ Discrimination, Prejudice, Stereotype, Bias ○ Equity/equality ○ Social Justice ○ The concept of 'other' ○ Human rights

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

TE AO PACIFIC IN SCIENCE 2					
Course code:	BN5207	Level:	5	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will learn human anatomy and physiology in nursing practice.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Describe the anatomy and physiology of selected body systems.	GPO 6
2.	Explain the role of homeostasis in regulating selected body systems.	GPO 6
3.	Explain immunology, integrated control systems and genetics as applied to nursing practice.	GPO 6
4.	Explain pharmacology including the principles of pharmacodynamics and pharmacokinetics as applied to nursing practice.	GPO 6
5.	Discuss the role of 'traditional' healing practices in Pacific communities and the implication within the Aotearoa context.	GPO 6, 7

Indicative Content

LO1
- Body Systems:
  - nervous; immunity
  - lymphatic
  - endocrine
  - nervous including special senses
  - reproductive; genetics

LO2
- Extracellular and intracellular environment
- Primary and secondary homeostasis

LO3
- Immunology
  - Specific and non-specific resistance protection
  - Inflammation
  - Types of immunity
  - Human genetics

LO4
- Pharmacological principles
  - Common medications for selected body systems, indications, contra-indications and side effects
  - Drug legislation, ethics, health education, health literacy,
  - Pharmacokinetics
  - Pharmacodynamics
  - Calculations
  - Evidence based nursing practice

LO5	• Traditional healing methods
	  o Fofo (Samoan) Faito'o (Tongan)
	  o Spirituality
	  o Allopathic medicine vs traditional medicine
	  o Alternative therapies
	  o Complementary healing practices
	• Implications in Aotearoa New Zealand
	  o Health literacy- pivot to meet the demands of changes
	  o Health literacy and language and how its presented
	  o The role of the Family/whānau (collective way of being)
	  o Understanding the power relationships and how they influence disclosure
	  o Cultural cues/nuances e.g. pain management- identifying of symptoms
	  o The nurses role in traditional medicine- Legislation restricting nursing practice

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CARING FOR PACIFIC COMMUNITIES					
Course code:	BN5208	Level:	5	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will use the concepts of Teu Le Va and apply in nursing practice.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Demonstrate Tikanga Māori and appropriate Pacific approaches in nursing practice.	GPO 7
2.	Reflect on the significance of Te Tiriti o Waitangi when providing nursing care for Tangata Whenua.	GPO 8
3.	Apply beginning clinical reasoning in nursing practice.	GPO 5
4.	Demonstrate clinical competence for beginning nursing practice.	GPO 4

Indicative Content

LO1

- Tikanga Māori in the health care context
  - Whanaungatanga
  - Tapu and Noa
  - Wairuatanga
  - Tiakitanga
  - Manaakitanga,
  - Tika, Pono, Aroha
  - Ōranga
  - Kawa Whakaruruhau
- Tikanga Best Practice Policy (DHBs)
  - Whānau centred care
  - Referral to cultural support- Kaitakawaenga, Kaiāwhina, Kaumātua, Minita Māori/Pacific

LO2

- Te Tiriti o Waitangi
  - Tino Rangatiratanga
  - Kāwanatanga
  - Ōritetanga
  - Wairuatanga
- Māori health status
  - Equitable care
  - Equity versus Equality
  - Fundamental Human Right
  - Refection and analysis

	• Role of Tagata Pacific and Tangata Tiriti
LO3	• Clinical reasoning cycle o Pt centred nursing care o Nursing Process o Health assessment o Safety to Practice o Reflection in nursing practice o Evidence based practice
LO4	• NCNZ Competencies for registered nurse scope of practice • Beginning level

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Clinical learning experience assessment in this portfolio of achievement will be graded using a simple competency scale : Achieved/Not Achieved.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Level 6 Courses

FAIA-RESPECTFUL RELATIONSHPS					
Course code:	BN6201	Level:	6	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will uphold culturally respectful relationships in nursing care.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Apply te reo and tikanga Māori in nursing practice.	GPO 1
2.	Apply therapeutic forms of engagement in nursing care.	GPO 1
3.	Explore safe nursing practice in partnership with Pacific Peoples.	GPO 1, 2
4.	Utilise strategies for managing relationships and behaviours within a nursing and health care context.	GPO 9

Indicative Content

LO1	• Te Reo Māori and tikanga
	  ○ Pōwhiri
	  ○ Whakatau
	  ○ Poroporoaki/Whakawaatea
	  ○ Whakawhanaungatanga
	  ○ Kupu mō te tinana (Local)

LO2	• Interviewing
	  ○ Interviewing skills
	  ○ Motivational
	• Āta – Respectful relationships
	  ○ Relationships with marginalised/disadvantaged groups
	  ○ Teu Le Va
	• Brief Intervention
	  ○ Telehealth
	  ○ Talking therapy
	  ○ Smoking cessation

LO3	• Culturally safe nursing practice for Pacific peoples and others, Kawa Whakaruruhau and Cultural Safety, Nursing Council competencies • Collectivism • Reciprocity • Community • Service
LO4	• Self-care

- Self-care plan
- Self-care interventions
- Emotional intelligence

- Professional therapeutic relationships
  - Therapeutic sense of self
  - Person centred care
  - Strength based approaches
  - Professional verses personal
  - Breeches of care
  - Change agents in equity and equality
  - De-escalation
  - Teu Le Va

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CLINICAL PHYSICAL					
Course code:	BN6202	Level:	6	Credits:	30
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			300

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will achieve competence in Medical/surgical nursing.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Use relational practice to establish professional nursing relationships.	GPO 1
2.	Apply a lifespan approach to nursing care in an acute care context.	GPO 5
3.	Apply clinical reasoning when caring for people and their whānau experiencing acute health care needs.	GPO 6
4.	Demonstrate clinical competence for nursing practice within acute health care context.	GPO 4

Indicative Content

LO1

- Cultural safety
- Cultural protocols and practices specific to Pacific nations
- Teu Le Va- relationship building context
- Whānau as part of the healing process

LO2

- Lifespan approach
  - Neonatal and maternal health (physical and mental health)
  - Elder health (physical and mental health)
  - Primary Health Care
  - Acute Care
  - Recovery Care
  - Palliative care
- Application to Acute care
  - Experience of pain across the lifespan
  - Death and dying
  - Religious values and beliefs
  - Family violence
  - Child, and elder abuse
  - Assessment and care
- Evidence based approach
  - Self-management
  - Clinical reasoning cycle
  - Diagnostics

	○ Pain management ○ Pharmacological and non-pharmacological interventions ○ Principles of recovery and resilience; interpretation of wellbeing; Therapeutic Communication Strategies; discharge planning; whānau focused approaches; MDT ○ Reflective practice
LO3	• Clinical reasoning cycle ○ Equity ○ Clinical decision making
LO4	• Nursing Council of New Zealand Competencies for the registered nurse scope of practice.

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Clinical learning experience assessment in this portfolio of achievement will be graded using a simple competency scale : Achieved/Not Achieved.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

TE AO PACIFIC IN SCIENCE 3					
Course code:	BN6203	Level:	6	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will use their Pacific worldview to inform human pathophysiology.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Describe the relationship of the Pacific worldview to pathophysiology.	GPO 6, 7
2.	Explain how principles of pathophysiology and pharmacology inform clinical reasoning with acute and long-term physical and mental health and wellbeing.	GPO 6
3.	Discuss the role of imbalances in body systems relevant to acute and long-term physical and mental health and wellbeing.	GPO 6

Indicative Content

LO1
- Kōrero Pūrākau
  - Ngā Atua
  - Whakapapa
  - Mauri
  - Karakia
  - Tapu and Noa
  - Tikanga
- Diversity across Pacific communities
  - Traditional stories (Scientists navigating the Pacific)
  - Creation stories
  - Taiao
  - Maramataka Cosmology/Astrology
  - Teu Le Va

LO2
- Rongoa; non-pharmacological therapies; complementary and traditional Pacific practices
- Legislation; ethics and moral bridges,
- Physical and mental health assessment and prescribing
  - Lifespan and pharmacology; treatment and management of clinical conditions; cellular and systemic effects
  - Lifespan and pharmacology; treatment and management of mental health conditions;
  - Impact of prescribed medications on physical and mental health.

LO3
- Body systems
  - Musculo-skeletal
  - Cardiovascular - CVD
  - respiratory - asthma and COPD
  - Excretory - renal

- Endocrine - diabetes
- Nervous system and neurology
- Imbalances for example pH; Cancer; Shock; Infection; mental health and addiction; dopamine theory Schizophrenia

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

HAUORA PACIFIC					
Course code:	BN6204	Level:	6	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will understand the impact of the determinants of health on Pacific human growth and development throughout the lifespan in Aotearoa.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Analyse the determinants of health and the influence on Olaga/Pacific Health and nursing practice.	GPO 5
2.	Examine the articles of Te Tiriti o Waitangi and their application to hauora.	GPO 8
3.	Explain Pacific models and practices that best support Pacific patients and their family to better health outcomes.	GPO 5

Indicative Content

LO1
- Determinants of Māori Health
  - Understand the socio-political context/history- impacts of colonisation/urbanisation-legislation, assimilation etc
  - Socio-economic disadvantage/Poverty
  - Intergenerational trauma
  - Epigenetics
  - Implicit bias/racism
  - Whenua
  - Cultural connectedness/deculturation
  - Access to appropriate services
  - Wairuatanga
- Pacific context
  - Socio-political status of Pacific Peoples
  - Migration, citizenship
  - Cultural connectedness/de-culturation
  - Dawn Raids, Racism
  - By Pacific for Pacific, Pacific health workforce

LO2
- Te Tiriti o Waitangi
  - Tino Rangatiratanga
  - Kāwanatanga
  - Ōritetanga
  - Wairuatanga
- History of the Treaty of Waitangi and principles
  - Equity and equality

	○ The power of vito ○ Influence on regulation/legislation/policy- Wai 2575 Historical socio-political context in Aotearoa NZ ○ Colonisation ○ Power and Oppression ○ Marginalisation ○ Racism and discrimination • Impact on hauora ○ Determinants of health ○ Health care inequity ○ Health care disparity
LO3	• Pacific Practices ○ Traditional healing ○ The emphasis on religion ○ Community orientated ○ Cultural symbiosis ○ Cultural values that inform olaga ○ Role of the family • Traditional vs western • Traditional models of practice vs current practices

Ngā Mahi Ako me te Whakaako\|Learning & Teaching Activities

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

Aromatawai\|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako\|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

KAWA IN NURSING REGULATIONS					
Course code:	BN6205	Level:	6	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will apply nursing regulations and legislation in nursing practice.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Examine the implications of law, lore, and ethics in nursing praxis.	GPO 7
2.	Utilise research and rangahau to inform nursing practice in Aotearoa New Zealand.	GPO 6
3.	Analyse Pacific perspectives of professional boundaries in nursing practice.	GPO 7, 9

Indicative Content

LO1
- Legislation
  - Scope of practice
  - Policy, development and implementation, strategy
  - Regulatory Standards and guidelines
- Ethics
  - Professionalism- and the cultural context – awareness and application
  - Ethics and ethical decision making
  - Moral agency
  - Critical thinking
  - Clinical decision making and judgement
  - Clinical reasoning cycle
  - Critiquing models and frameworks
  - NZ Models and frameworks that inform nursing practice
  - Equity Tool
- Lore
  - Tikanga Māori

LO2
- Finding and using EB Research
- Nurses as consumers of research, Evidence based practice
- Difference between rangahau and research
- 'Teu le va'- Pacific respectful relationships'

LO3
- Kawa Whakaruruhau
  - Cultural Safety
  - Tangata Whenua
  - Tangata Tiriti
- Critical Social theory
  - Conflicting values and beliefs

- Introduction to Critical Consciousness; unconscious bias, personal versus professional
- Intersection between personal and professional self

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CLINICAL COMMUNITY					
Course code:	BN6206	Level:	6	Credits:	30
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			300

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will achieve competence in Primary Health nursing.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Apply principles of health assessment, health education, and health literacy to nursing care.	GPO 5
2.	Apply a lifespan approach to nursing care in a community health care context.	GPO 5
3.	Integrate Pacific concepts of health and wellbeing in nursing care.	GPO 7
4.	Demonstrate clinical competence for nursing practice within community health care context.	GPO 4

Indicative Content

LO1
- Pacific models, brief intervention, relaxation, mindfulness, ABC
- Contextual assessment for example B4S checks, HEADSS, Kesler, Mini ACE
- Community placements- Pacific placements for Pacific students
- Pacific ways of health promotion
- Networks that promote Pacific health initiatives- e.g. Pinkalicious, Le Va- mental health education

LO2
- Health determinants impact of health and wellbeing- across the life span
- Community Health
  - Acute/chronic Care
  - Recovery Care
  - Assessment - w/holistic
  - Clinical reasoning cycle
  - Therapeutic Communication Strategies
  - Diagnostic strategies-link to pathophysiology
  - Pharmacological and non-pharmacological interventions
  - Evaluation strategies
- Discharge planning
  - Community assessment/resource identification
  - Health education
  - Health promotion and illness prevention
  - Health literacy
  - People centred and whānau focused approaches

LO3
- Pacific Models of health and wellbeing

	○ Pacific perspectives on living standards and wellbeing ○ Pasifika Futures and its implications for positive Pacific health gains ○ Concept of hauora Pacific in the clinical learning environment ○ Pacific languages in health literacy
LO4	• Nursing Council of New Zealand Competencies for the registered nurse scope of practice.

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Clinical learning experience assessment in this portfolio of achievement will be graded using a simple competency scale : Achieved/Not Achieved.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Level 7 Courses

CONSOLIDATION OF RELATIONSHIPS					
Course code:	BN7201	Level:	7	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will consolidate and uphold culturally respectful professional relationships.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Demonstrate effective interprofessional relationships in healthcare teams.	GPO 2
2.	Critically analyse the role of the registered nurse in direction and delegation in nursing practice.	GPO 4
3.	Critically examine Pacific leadership and management systems within nursing and healthcare.	GPO 9

Indicative Content

LO1
- Te Reo Māori
  - Kupu Māori used in the health care context (Local)
  - Tikanga Māori (local kawa)
  - Tapu and Noa (Tikanga Best Practice Policy)
- Pacific Knowledges and Approaches
  - Reciprocity
  - servient communalism
  - Talanoa
  - Va-centred practic
- Interprofessional communication
  - Working as part of a team
  - Communicating in different health care contexts
  - Whitiwhiti kōrero
  - Kupu Māori
  - Whakawhanaungatanga
  - Facilitating groups
  - Preceptorship

LO2
- Direction and delegation
  - Enrolled nurses and healthcare assistants
  - Negotiated caring partnership with whānau and other caregivers

LO3
- Leadership
  - Traditional and contemporary Pacific leadership
  - Māori leadership

- Leadership models and frameworks
- Emotional intelligence
- Mentorship
- Peer-support

- Consider mentorship management
  - Models and styles of management
  - Management vs leadership
  - Managing others and managing organisations
  - Managing change
- Critical consciousness theory
  - Implicit bias and racism in health care delivery
  - Consciousness raising interventions
  - Social Justice
  - Equity
  - Critiquing Policy and resources

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

TURANGA NETI					
Course code:	BN7202	Level:	7	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will critically apply nursing regulations and legislation in their own nursing practice.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Critically analyse the role of the nurse in ensuring equitable health outcomes for Pacific peoples in Aotearoa New Zealand.	GPO 6, 7
2.	Compare Pacific frameworks relevant to nursing and their effectiveness to Pacific Health outcomes.	GPO 5
3.	Critically analyse research and rangahau to inform nursing practice within the local and global context.	GPO 6

Indicative Content

LO1
- Equitable practice
  - Consider Pacific and other marginalised service users
  - Critical consciousness
  - Recognie own bias' and stereotypes
  - Recognise and address discrimination and racism
  - Pacific health leadership
  - Cultural safety and Kawa Whakaruruhau

LO2
- Preparation for Registration
  - Scope of practice – demonstrate and prepare for registration
  - Professionalism- and the cultural context – demonstrate and preparing for registration
  - Nursing Leadership and equity
  - Māori and Pacific frameworks and models of health
  - Influence of Māori and Pacific nursing leadership
  - Code of Conduct
  - Legislation
- Application
  - Critical thinking
  - Clinical decision making and judgement
  - Ethics and ethical decision making - demonstrate and prep for registration
  - Direction and delegation
  - Clinical reasoning cycle
  - Interprofessional identity
  - Agency

	○ NZ and international frameworks and models that inform nursing practice • Influence of Pacific nursing leadership; Pacific health gains • Pacific health policies and frameworks, development and implementation, strategy (e.g. health) critique and analysis
LO3	• Evidence based practice and research ○ Critique literature ○ Recommendations for practice ○ Pacific nursing practice regional, Aotearoa New Zealand and global

Ngā Mahi Ako me te Whakaako\|Learning & Teaching Activities

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

Aromatawai\|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako\|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CLINICAL MENTAL HEALTH AND WELLBEING					
Course code:	BN7203	Level:	7	Credits:	30
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			300

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will achieve competence in Mental Health nursing.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Analyse a Pacific worldview in relation to mental health and addictions.	GPO 5, 7
2.	Implement Pacific frameworks to support mental health and wellbeing.	GPO 7
3.	Apply frameworks to nursing care for people, families and their communities to maximise mental health and wellbeing.	GPO 3, 6
4.	Demonstrate clinical competence for nursing practice within mental health and wellbeing.	GPO 4

Indicative Content

LO1
- Pacific Worldview
  - Mental Health a medical paradigm- Pathologizing
  - Fonofale Model and other relevant Pacific frameworks
  - A unique human being
  - It takes a village to maintain wellbeing
  - Traditional beliefs and healing practices
  - Spirituality / spiritual distress
  - Mental Health disparities Influence of Pacific nursing leadership?
  - Pacific Health gains
  - Pacific health policies and frameworks, development and implementation, strategy (e.g. health) – critique and analysis

LO2
- Determinants of Health
  - Te Reo Māori in de-escalation; health equity; Māori Models of Health; Māori traditional and Pacific traditional views Mental Health disparities
  - Intergenerational Trauma/Trauma informed Care
  - Māori mental health See above
  - Traditional beliefs and healing practices
  - Spirituality/ spiritual distress
  - Whakawhanaunga as a therapeutic relational model
  - The Galleries: A cultural viewpoint of Psychiatric nursing
  - Taha Hinengaro
  - Pathologizing of Māori beliefs and practices
  - Māori traditional terms

	○ Rongoā Māori use in Mental Health appreciation of health literacy; advocacy – in practice across the lifespan
LO3	• Pacific frameworks and interventions ○ Pacific approaches and de-escalation ○ Strength-based models ○ Brief interventions e.g. addictions, drugs, alcohol and gambling; health psychology change theories ○ People centred models ○ Traditional healing practices ○ Pacific traditional beliefs re spiritual distress
LO4	• Nursing Council of New Zealand Competencies for the registered nurse scope of practice.

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Clinical learning experience assessment in this portfolio of achievement will be graded using a simple competency scale : Achieved/Not Achieved.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

HEALTHY FUTURES TE MOANANUI-A-KIVA					
Course code:	BN7204	Level:	7	Credits:	15
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will recognise their role in aspiring for Pacific healthy futures.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Critically analyse health policy and its impact on Pacific Wellbeing.	GPO 6, 9
2.	Critically analyse pathophysiology and pharmacology that informs clinical reasoning in complex health conditions.	GPO 6
3.	Demonstrate clinical competence for nursing practice within complex care health care contexts.	GPO 4

Indicative Content

LO1
- Healthy Futures
  - How policy works and is implemented
  - Ola Manuia: Pacific Health and Wellbeing Action Plan 2020–2025
  - Pacific Health Policy - Whānau Ora - Consider other current key government policies re Wellbeing, Mental Health and Budet priorities

LO2
- Equity and access to health education and treatment
- Complex multiple comorbidities management and treatment
- Research; evidence-based practice
- Clinical reasoning for medication management; polypharmacy

LO3
- Nursing Council of New Zealand Competencies for the registered nurse scope of practice

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Clinical learning experience assessment in this portfolio of achievement will be graded using a simple competency scale : Achieved/Not Achieved.		

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CLINICAL PRE-REGISTRATION					
Course code:	BN7205	Level:	7	Credits:	45
Main programme:	Bachelor of Nursing Pacific			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	☒ Provider-based ☒ Provider-based (extramural)	*Total learning hours:* A detailed breakdown of the learning hours for this course is located in delivery course documents			450

Course Specific Requirements:

Aim/Outcome Statement

Ākonga will achieve competence in Elective nursing.

Learning Outcomes

At the successful completion of this course, learners will be able to:		***Graduate Outcomes/ Professional Standards***
1.	Demonstrate consistent critical thinking and clinical reasoning in nursing care.	GPO 3, 6
2.	Demonstrate safe and effective nursing care to meet the Nursing Council of New Zealand competencies for the registered nurse scope of practice.	GPO 4
3.	Demonstrate critical consciousness in nursing practice through actions that pursue equity in health care delivery.	GPO 3, 6

Indicative Content

LO1	• Critical thinking; clinical reasoning; clinical decision making
LO2	• Competencies for the registered nurse scope of practice

LO3	• Critical consciousness
	  ○ Checking assumptions, stereotypes and bias' in nursing practice
	  ○ Zero tolerance of racism and discrimination within the health care environment
	  ○ Providing equitable, culturally safe care

Ngā Mahi Ako me te Whakaako|Learning & Teaching Activities

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

Aromatawai|Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	**Weighting**	**Learning Outcomes**
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Clinical learning experience assessment in this portfolio of achievement will be graded using a simple competency scale : Achieved/Not Achieved.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Appendix 4: Glossary/ Definitions for this Curriculum

Te Reo Hapai The language of enrichment

For a glossary of Māori Language for use in mental health, addiction and disability sectors see this website https://tereohapai.nz/

Co-existing issues: "refers to more than one health issue and can include mental health challenges and substance use issues simultaneously, and/or gambling harm and physical health problems. Co-existing issues can compound challenges for people in their life, making it more difficult for people to reach their wellbeing or recovery goals"[54].

***Integrated model of support*:** There are many varied definitions of integrated support. In general, integrated support includes:

- a single point of contact with a team of providers who work closely together
- consistency and coordination of care with common objectives
- a person-centred approach
- the ability to support a range of people's needs including medical, social, and psychological together[55].

Mātauranga Māori: is about a Māori way of being and engaging in the world – in its simplest form, it uses kawa (cultural practices) and tikanga (cultural principles) to critique, examine, analyse, and understand the world. It is based on ancient values of the spiritual realm of Te Ao Mārama (the cosmic family of the natural world), and it is constantly evolving as Māori continue to make sense of their human existence within the world. Eminent Māori scholar Dr Charles Royal describes Mātauranga Māori in this way: 'he whakaatu, he whakamārama hoki i ngā ahuatanga o te Ao. Mā reira e mōhio ai te tangata ki te Ao, e mātau ai hoki ia ki ētahi whainga, ki ētahi tikanga. He mea ako, he mea whangai'[56]. Mātauranga Māori provides insight into different perspectives about knowledge and knowing. The Māori epistemological penchant for trying to understand the connections and relationships between all things human and non-human first, 'what is its whakapapa?' provides a contrast to the western paradigm that tries to seek knowledge and understanding by a close and deep examination of something or someone in isolation first, 'what does it/he/she do? What is it for?'[57].

Mental Health: Is the ability to cope and bounce back from adversity, to solve problems in everyday life, manage when things are difficult and cope with everyday stressors. Good mental health is made possible by a supportive social, friendship and family environment, work-life balance, physical health and, in many instances, reduce stress and trauma[58].

OR

Mental Health: Mental health is an integral and essential component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not

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[54] Te Pou. (2022 p.5). *Integrated competencies for co-existing issues: Holistic support for people accessing mental health and addiction services: Literature review*. Author.

[55] Ibid.

[56] Best Practice New Zealand Journal, (2008, p.37).*Demystifying Rongoā Māori – traditional Māori healing.* Author.

[57] Kia Eke Panuku, (2008). *Mātauranga Māori: document is part of the Voices from Kia Eke Panuku series, written by members of the team to support schools on their Kia Eke Panuku journey.* Author.

[58] Procter, N., Hamer, H.P., McGarry, D., Wilson, R.L. & Froggatt. T. (2014, p.5). *Mental Health a person-centred approach.* Australia: Cambridge University Press.

merely the absence of disease or infirmity." An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities.

Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to contribute to his or her community.

Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living, and enjoy life. On this basis, the promotion, protection, and restoration of mental health can be regarded as a vital concern of individuals, communities, and societies throughout the world.

- Mental health is more than the absence of mental disorders.
- Mental health is an integral part of health; indeed, there is no health without mental health.
- Mental health is determined by a range of socioeconomic, biological, and environmental factors.
- Cost-effective public health and intersectoral strategies and interventions exist to promote, protect, and restore mental health[59].

Mental health and addiction: specialised services and supports help people gain and sustain mental wellbeing. The term ***'addiction'*** refers to a wide range of harms arising from substance use or from gambling"[60].

Mental Illness: Is a clinically diagnosable condition that significantly interferes with an individual's cognitive, emotional, or social abilities. The diagnosis of mental illness is generally made according to the classification systems of the Diagnostic and Statistical Manual of Mental Disorders (DSM, American Psychiatric Association) or the International Classification of Diseases (ICD, World Health Organisation (WHO)[61].

Mental Wellbeing: founded on our early experiences, on our understanding of how to strengthen our wellbeing, and on the extent to which our basic needs are met. "Mental wellbeing' is one component of broader wellbeing. Positive mental wellbeing is when people feel safe, connected, valued, worthy and accepted and have a sense of belonging, identity and hope for the future. Mental wellbeing means being able to adapt and cope with life and life's challenges and feeling that your life has meaning, as well as experiencing feelings of contentment or general happiness"[62]. "For Pacific peoples, wellbeing encompasses mental, physical, spiritual, family, environmental, cultural and ancestral components, and includes cultural values that strengthen family and individual wellbeing, such as respect, reciprocity, collectivism and a focus on relationships"[63].

***Primary health care*:** in this Te Ara Oranga "refers to general practice, non-governmental organisations (NGOs), Kaupapa Māori, Pacific and other community agencies that offer front-line services. It also includes pharmacies, midwives, school-based services, Well Child Tamariki Ora, Whānau Ora, telehealth services and others," [64].

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[59] World Health Organisation, (2022). *Mental health: strengthening our response*. Author. https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response

[60] New Zealand Government, (2021, p.3). Kia Manawanui Aotearoa: Long- term pathway to mental wellbeing. Author.

[61] Procter, N., Hamer, H.P., McGarry, D., Wilson, R.L. & Froggatt. T. (2014, p.5). Mental Health a person-centred approach. Australia: Cambridge University Press.

[62] New Zealand Government, (2021, p.2). Kia Manawanui Aotearoa: Long- term pathway to mental wellbeing. Author.

[63] Ibid. (p.3)

[64] New Zealand Government, (2018, p.131). *He Ara Oranga: Report of the Government Inquiry into Mental Health and Addiction.* Author. https://mentalhealth.inquiry.govt.nz/assets/Summary-reports/He-Ara-Oranga.pdf

***Primary Mental Health*:** skilled and integrated primary and community health services essential to the **prevention** and **responding** to mental health and addiction problems. Community settings for people with mental health and addiction needs, particularly in the 'middle ground' (people with mild to moderate, and moderate to severe mental health and addiction needs)[65]. Mental health promotion and prevention strategies embedded across all services.

Recovery: the ability to live well in the presence or absence of one's mental illness (or whatever people choose to name their experience). Each person with mental illness needs to define for themselves what living well means to them. The definition is purposefully a broad one, because the experience of recovery is different for everyone and a range of service models could potentially support recovery[66].

"Rongoā Māori: is a taonga (gift). It is something that is highly valued, to be treasured, treated with the upmost care and respect." (Quote from Pa Ropata). Rongoā Māori was taught within Māori whānau and hapū through verbal communication and observation alongside a tohunga (an expert with the knowledge). Although few people have had a chance to learn in this way, its growing interest has allowed for the development of workshops and more formal qualifications.

Rongoā Māori is a lifetime journey for those who care for or utilise it. Rongoā Māori is seen in two main forms – rongoā rākau and Te Oo Mai Reia.

Rongoā rākau (plant remedies) are plant or tree-based medicinal remedies. For examples of plants used in rongoā Māori,

Te Oo Mai Reia (spiritual healing) utilises different physical techniques alongside spiritual ones. Te Oo Mei Reia can be seen as Māori healing through prayer, cleansing work and bodywork, known as mirimiri (massage) and kōmiri (deep massage). Please note: the name of this type of healing and the variations may change from iwi to iwi but the principles remain the same"[67].

Tangata whai ora: his term is used to refer to the person who is the subject of care, assessment, and treatment processes in mental health. 'Tangata whai ora' means 'a person seeking health' – acknowledgements to Professor Mason Durie. 'Tangata whai ora' is frequently written as 'Tangata whaiora.' The former is used here based on advice from Te Taura Whiri i te Reo Mäori, who indicate that 'whai ora' means 'in search of wellbeing' whereas 'whaiora' means 'who has wellbeing'[68].

Wellness: "wellbeing found in the literature are wairua (spiritual), whānau (extended family network), hinengaro (the mind), and tinana (physical)[69]. These dimensions of Māori health and wellbeing are interrelated and connected. They are fundamental to a person's holistic wellbeing –a stark contrast from most predominant Western approaches to health that tend to view health in terms of physical wellbeing alone[70]. Wairua, whānau, hinengaro and tinana are fundamentally

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[65] Ibid.

[66] Mental Health Commission, (2001). *Recovery Competencies for New Zealand Mental Health Workers,* Author. http://www.mhc.govt.nz

[67] Health Navigator, (2022). *Rongoā Māori*. https://www.healthnavigator.org.nz/health-a-z/r/rongo%C4%81-m%C4%81ori/

[68] Ministry of Health, (2000). *Involving Families: Guidance notes.* Author.

[69] (Barton & Wilson, 2008; Durie, 1998; Love, 2004; Mark & Lyons, 2010; Murray, 2010; Pere, 1991; Pitama et al., 2007; Stevenson, 2018)

[70] Durie, (1998).

interrelated, with the wellbeing of a person and their whānau reliant on all these dimensions being in balance”[71].

[71] Wilson, D., Moloney, E., Parr, J.M., Aspinall, C., & Slark, J. (2021, p.3544). Creating an Indigenous Māori-centred model of relational health: A literature review of Māori models of health. *Journal of Clinical Nursing, 30:*3539–3555.DOI: 10.1111/jocn.15859