

# Te Ohu Whakahaere Academic Quality - 5 June 2024



05 June 2024 11:00 AM

Agenda Topic	Time	Page
<a href="#">Karakia tīmatanga</a>		3
1. Administration	11:00 AM-11:10 AM	4
1.1 Welcome and apologies		
1.2 <a href="#">Te ohu whakahaere membership 2024</a>		4
1.3 <a href="#">Register of Interests</a>		5
Members must declare any agenda items where a conflict arises between their role as a member of Te Poari Akoranga and the role they are usually employed in, or any private or other external interest they may have and stand aside from decision making in respect of that item.		
1.4 <a href="#">Workplan 2024</a>		6
1.5 Minutes of previous meetings		7
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality approve, as a true and accurate record, the minutes of the Te Ohu Whakahaere Academic Quality held: - online 8 May 2024; and - via e-meeting 17 May 2024.		
1.5.1 <a href="#">Online meeting held 8 May 2024</a>		7
1.5.2 <a href="#">E-meeting held 17 May 2024</a>		11
2. <a href="#">Generative Artificial Intelligence (AI) review</a>	11:10 AM-11:25 AM	12
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality: a. Receives the reports titled 'Review of Te Pūkenga AI Position Statements'; b. Review Te Pūkenga AI Position Statements for release to the network as a resource OR Forward to the Educational Quality Forum for further development; and c. Approve the release of Te Pūkenga AI Position Statements OR further development of Te Pūkenga AI Position Statements		
3. <a href="#">Assurance Reporting Template for Unified Programmes</a>	11:25 AM-11:40 AM	19
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality: a. Receive the reports titled 'Draft Assurance Reporting Template for Unified Programmes' and 'Te Pūkenga Unified Programme Quality Assurance Template Draft V1'; b. Review the draft reporting template for unified programmes; c. Decide the reporting schedule for unified programmes and Te Ohu Whakahaere review process of completed reports; and d. Approve the Te Pūkenga Unified Programme Quality Assurance Template for release to the network.		
4. <a href="#">Update from Te Poari Akoranga - 24 May 2024</a>	11:40 AM-11:45 AM	24
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality receive the report titled '24 May 2024 Te Poari Akoranga hui'.		

5.	<a href="#">Resolution to exclude the public</a>		26
6.	Administration - public excluded	11:45 AM-11:50 AM	27
6.1	<a href="#">Minutes of hui held 8 May 2024 - public excluded</a>		27
	RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality approve, as a true and accurate record, the minutes of the public excluded portion of the meeting of Te Ohu Whakahaere Academic Quality held 8 May 2024.		
6.2	<a href="#">Action List</a>		28
7.	Academic Risk	11:50 AM-12:05 PM	29
7.1	<a href="#">Letter from NZQA regarding UCOL's monitoring action plan</a>		29
	For information.		
	<a href="#">Karakia whakakapi</a>		31
	Next meeting		
	11:00am, Wednesday 10 July 2024		

# Karakia tīmatanga

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

**Māku e huaki te wānanga nei.**

I'll open our shared space.

**Kia huakina te wānanga nei ki te karakia.**

May our shared space be opened with karakia.

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

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

## Karakia tīmatanga Opening incantation

**Whakarongo rā e Rongo  
ki Te Pūkenga  
te manawa nei  
ki te rongo taketake,  
te whiwhia, te rawea  
te whiwhi-ā-nuku  
whiwhi-ā-rangi  
i takea mai i te kāhui o ngā ariki.  
kia tūturu ka whakamau ai kia  
tina,  
Tina! (everybody)  
Hui e?  
Tāiki e!**

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

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

**Tēnā koe i tō karakia mai.**

Thank you for delivering karakia.

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

With heartfelt gratitude, thank you for delivering karakia.

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

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

**Te Ohu Whakahaere Academic Quality**

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



# Te Ohu Whakahaere Academic Quality Register of Interests

**As at 3 May 2024**

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

Te Ohu Whakahaere Academic Quality - 5 June 2024 - Administration

Te Ohu Whakahaere Academic Quality	Monthly	Thur 7 Mar	Wed 3 Apr	Wed 8 May	Wed 5 June	Wed 10 Jul	Wed 7 Aug	Wed 11 Sept	Wed 9 Oct	Wed 6 Nov
Te Ohu Whakahaere Terms of Reference review										
Review workplan for 2024										
Review membership of Te Ohu in line with structure changes within Te Pūkenga										
Entry Requirements project document										
Review of draft Entry Requirements										
Review of degree monitoring resources										
Policy reviews 2024										
Other projects										
2025 meeting dates				Reporting template, approval process						
Self assessment for 2024										
Working groups update										
Review policies to support Te Kawa Maiorooro										
Develop approval process and templates										
Review any self-assessment activity from NZQA										
Review Academic Matters Decision form (as required)										
Review governance and operational structures of academic matters (as required)										



## Minutes for Te Ohu Whakahaere Academic Quality - 8 May 2024

08/05/2024 | 11:00 AM - Auckland, Wellington New Zealand Standard Time

Online via MS Teams

### Attendees (7)

Deborah Young; Fionna Moyer; Carmel Haggerty; Fiona Campbell; Greg Durkin; Joan Taylor; Sue Roberts

**Apologies:** Caroline Terpstra

**Absent:** Gianetta Lapsley

**In attendance:** Louise Courtney (Governance Advisor)

### Karakia tīmatanga

The hui opened with karakia lead by F. Moyer at 11:02am.

### 1. Administration

Apologies were received and accepted from C. Terpstra for absence.

#### 1.1 Te ohu whakahaere membership 2024

Te Ohu received, with regret, the resignation of ohu member Malama Saifolo.

#### 1.2 Workplan 2024

The workplan 2024 was noted.

The Ako Excellence Director advised that the New Zealand Qualification Authority (NZQA) still expect new programmes to come through Te Pūkenga as the regulatory body. She added that a Level 7+ template for new programmes was being developed and that changes to legacy programmes will no longer require a Matters for Central Decision Making form (MCDM).

NZQA will require self-assessments this year, with a focus on work based learning (WBL) business divisions, academic oversight on assessment, assessment moderation and assessment storage later this year, and a focus on Institute of Technology or Polytechnic (ITPs) next year.

#### 1.3 Minutes of previous meeting - 3 April 2024

**RESOLVED: (C. Haggerty / F. Campbell)**

*THAT Te Ohu Whakahaere Academic Quality approve, as a true and accurate record, the minutes of the Te Ohu Whakahaere Academic Quality held 3 April 2024, subject to amending the wording of the policy review item.*

**CARRIED**



#### 1.4 Action List

Action items that can now be closed:

- Degree monitoring documents have been distributed to the Educational Quality Forum (EQF).

Action items that are on-going:

- Approval process and reporting template;
- Reporting template for quality assurance regarding unified programmes; and
- List of transitional leads.

#### 2. Register of Interests

The Register of Interests was noted.

#### 3. Draft Academic Integrity Policy

The Chair advised that editorial updates would be required, including updating/removing links/references that are no longer required or relevant.

Te Ohu members provided the following feedback:

- Prescriptive procedures may cut across current regional/business divisions processes;
- Regarding section 3.1, it was suggested that the steps are removed and moved into guidelines; not all business divisions have robust systems for Academic Integrity (AI);
- Keep at policy level and leave procedures to business divisions;
- Individual business divisions/schools should keep their own register;
- Definitions and levels suggested will be helpful in dealing with issues at the lowest possible level;
- Get examples from business divisions who have good registers; and
- Record all levels of breach.

Te Ohu raised the relevance of work being undertaken. The Chair reminded members that Te Pūkenga continued to be the legal entity for approvals of new programmes with NZQA. Quality Management Systems were still needed to ensure the network was supported with new programme approvals and that Quality work needed to continue until the new entities had been announced and legislative changes approved and announced.

Te Ohu decided that a small working group make the necessary changes and that an e-meeting be held to approve the updated policy.

*ACTION: Review AI Policy based on feedback from Ohu and then run an e-meeting to provide final approval. (Assignee(s): Fiona Moyer; Due Date: None)*

#### 4. Assurance Reporting Template for Unified Programmes





Te Ohu stated the need to clarify what is meant by 'unified', noting that some programmes would be considered unified but did not go through a Te Pūkenga unification process, and that some programmes are unified within ITPs, but not with WBLs.

Te Ohu discussed what assurances should be provided unified programmes, including:

- Risks related to unified delivery;
- High level report provided by the lead provider;
  - There needs to be a process for this to occur
- Should include some Environmental Performance Index (EPI) data;
- Outliers: why are their results different?;
- Student satisfaction;
- Consistency reviews and what they're doing with them.
  - What are the outcomes? And how are they addressing them?;
  - Any way that information from one template for use in more than one area?
- How unified is the programme? Provide examples on how this programme unified;
- How do local advisory committee processes work in relation to the unified programme;
- What does regional flexibility look like?

**RESOLVED: (J. Taylor / S. Roberts)**

*THAT Te Ohu Whakahaere Academic Quality:*

- a. Receive the report titled 'Draft Assurance Reporting Template for Unified Programmes';*
- b. Discuss and provide feedback on what would be required in a reporting template for unified programmes; and*
- c. Note that a draft will be brought back to Te Ohu Whakahaere Academic Quality to approve at its June 2024 meeting.*

**CARRIED**

*ACTION: Draft a assurance reporting template for unified programmes based for members to review at its June 2024 hui. (Assignee(s): Carmel Haggerty; Due Date: 05/06/2024)*

## **5. Update from Te Poari Akoranga - 29 April 2024**

Te Ohu asked what the expectation was for rohe representatives to report back to their respective rohe. The co-chair advised that it was raised at Te Poari Akoranga, adding that the EQF would be utilised with reporting back to their respective rohe as well.

**RESOLVED: (D. Young / F. Moyer)**

*THAT Te Ohu Whakahaere Academic Quality receive the report titled '29 April 2024 Te Poari Akoranga hui - open portion'.*

**CARRIED**

## **General Business**



Te Ohu queried whether the Te Pūkenga Quality team would provide guidance on how to approach the change in process at NZQA in relation to self-assessments. The Ako Excellence Director advised that scope would be share with Te Ohu prior to the monitor process but would work with the EQF.

## 6. Resolution to exclude the public

### **RESOLVED: Moved from the Chair**

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

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

Item	General subject of each matter to be considered	Section(s)
7.	Update from Te Poari Akoranga – 29 April 2024	Section 9(2)(a) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

### Interests

Section	Interest
Section 9(2)(a) OIA	To protect the privacy of natural persons, including that of deceased natural persons.
Section 9(2)(g)(ii) OIA	To maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment.
Section 9(2)(i) OIA	To enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities.

### **CARRIED**

*Te Ohu Whakahaere Academic Quality moved into public excluded at 12:18pm.*

### **Karakia whakakapi**

The hui ended with karakia lead by F. Moyer at 12:29pm.



## Minutes for Te Ohu Whakahaere Academic Quality e-meeting - 17 May 2024

17/05/2024 | 09:00 AM - Auckland, Wellington New Zealand Standard Time

E-meeting via Microsoft Outlook

### Attendees (7)

Carmel Haggerty; Deborah Young; Fiona Campbell; Fionna Moyer; Joan Taylor; Greg Durkin;  
Sue Roberts

**Minutes:** Louise Courtney (Governance Advisor)

### Meeting opens

The e-meeting opened at 9:00am.

### Academic Integrity Policy and Guidelines

At its meeting of 8 May, Te Ohu Whakahaere Academic Quality (Te Ohu) reviewed and provided feedback on Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines. Based on the feedback received, the policy and guidelines were reviewed by a working group of Te Ohu members.

#### **RESOLVED: (C. Haggerty / D. Young)**

*THAT Te Ohu Whakahaere Academic Quality:*

- a. Receive the report titled 'Academic Integrity Policy';*
- b. Review the 'Academic Integrity Policy' and 'Academic Integrity Guidelines'; and*
- c. Recommend to Te Poari Akoranga for approval the 'Academic Integrity Policy' and 'Academic Integrity Guidelines'.*

#### **CARRIED**

### Meeting closes

The e-meeting closed at 11:01am.

# Tā Te Pūkenga Komiti Pūrongo

## Te Pūkenga Te Ohu Whakahaere Quality Report

5 June 2024

<b>Title</b>	<b>Review of Te Pūkenga Artificial Intelligence Position Statements</b>
<b>Provided by</b>	Fionna Moyer, Co-Chair Te Ohu Whakahaere Quality Deborah Young, Co-Chair Te Ohu Whakahaere Quality
<b>Discussion</b>	Consideration of next steps

### Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Quality:

a.	Receive the report titled 'Review of Te Pūkenga Artificial Intelligence Position Statements' and review Te Pūkenga Artificial Intelligence Position Statements;
b.	Consider whether Te Pūkenga Artificial Intelligence Position Statements require further development by the Educational Quality Forum or can be released to the network; and
c.	If required after consideration, approve the release of Te Pūkenga Artificial Intelligence Position Statements to the network as a resource.

### Te Tāhuhu Kōrero | Background

1. In July 2023, Kaikōkiri Director Quality presented a paper to Te Ohu Whakahaere Ako (Ako) requesting that Ako consider some underlying principles and develop position statements to set the direction for Te Pūkenga and its handling of generative Artificial Intelligence (AI).
2. A working group was established to develop these position statements. The group comprised representatives from Ako, and others from across Te Pūkenga joined and/or provided guidance and support to the group to inform its mahi.
3. The working drafted position statements intended to provide Te Pūkenga with guidance and steer for the considerations required to support the safe, ethical, and equitable use of generative AI. The position statements detail a need for ongoing consideration and maintenance of policy and procedures as well as the establishment of rights and responsibilities for and of ākonga and kaimahi and the need for education for ākonga and kaimahi.
4. The proposed position statements were received by Ako at its October 2023 meeting and endorsed for wider consultation.
5. Subsequently, the disestablishment of Te Pūkenga and disbandment of Ako stopped this project and no further mahi was completed.



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

6. The purpose of this report is for Te Ohu Whakahaere Academic Quality (Quality) to review the draft position statements consider the value of releasing them as-is as a resource for the network or working with Educational Quality Forum (EQF) to progress the mahi undertaken and fully develop and finalise Te Pūkenga AI Position Statements for approval by Te Poari Akoranga.

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

7. Subject to Quality's decision, release the document to the network as a resource or work with EQF to progress the development and finalisation of Te Pūkenga AI Position Statements for approval by Te Poari Akoranga.

## **Ngā Tāpiritanga | Appendices**

**Appendix 1:** Te Pūkenga AI Position Statements

**Appendix 2:** Extract of Te Ohu Whakahaere Ako October 2023 meeting minutes



## Te Pūkenga Position Statement: Generative AI

Te Pūkenga is committed to being future focussed, sustainable, innovative, and the responsible exploration of emerging technologies and practices. This includes embracing new and innovative technologies. Generative Artificial Intelligence (Gen AI) is an emerging technology with great potential to enhance and disrupt tertiary education both as a tool and as an 'Agent'.

Given that generative AI has the capability to facilitate ako, learning and teaching as well as providing a tool for kaimahi research it is appropriate that Te Pūkenga has and maintains a clear position on the safe and ethical use of generative AI for both ākonga and kaimahi.

The emergence of generative AI presents a transformative potential in how we teach, assess, research and make education more accessible. Te Pūkenga aims to implement AI technologies as relevant to industry, and within an equity-focused framework with the goal of promoting fair educational outcomes and enhancing teaching practices.

Generative AI also presents new risks to academic integrity and has the potential to disguise authenticity of ākonga learning and assessment, amplify pre-existing biases, and present misinformation authoritatively. Te Pūkenga is aware of these risks and will implement and support generative AI conservatively to manage these risks.

Te Pūkenga recognises the importance of incorporating Te Tiriti partnerships in technology access, engaging educators in AI tool design and implementation, and nurturing a supportive and inclusive learning environment. These efforts are essential for reducing disparities and advancing equitable learning outcomes.

Te Pūkenga sets out the following principles to govern ākonga and kaimahi in the use of Generative AI for ako | learning and teaching, and research:

1. Fairness and equity
2. Education and awareness
3. Transparency
4. Accountability and oversight
5. Cultural sensitivity and respect
6. Legal compliance and risk management
7. Evidence Based

### 1. Fairness and Equity:

Our learning environments, services, and experiences will enable equity of access, participation, and outcomes for ākonga, kaimahi, employers, and communities. A framework for the ethical and safe use of generative AI promotes that fairness and equitable access for all ākonga and kaimahi is necessary; care will be taken to ensure that use does not perpetuate or reinforce biases.

Te Pūkenga will:

- Provide universal access to approved generative AI services and opportunities for all ākonga and kaimahi
- Implement measures to mitigate biases in the use of AI systems, striving to create an environment where generative AI does not perpetuate or reinforce unfair advantages or disadvantages



- Implement initiatives to achieve equitable learning outcomes for all learners, focusing on reducing disparities and promoting fair educational opportunities through AI supported learning or AI integration
- Commit to ongoing evaluation and improvement of AI systems to maintain fairness and equity standards, adapting to evolving needs and challenges in education.

## 2. Education and awareness:

Ākonga and kaimahi are educated about the potential benefits and risks of generative AI in learning, delivery, assessment, educational integrity matters and in research practices; Te Pūkenga promotes critical and digital literacies, understanding of AI systems, and raises awareness of ethical considerations. Open communication channels support responsible use of generative AI through the provision of resources and guidelines and enable sharing of good practice and raising of concerns.

Te Pūkenga will:

- Develop educational resources for all ākonga and kaimahi to raise awareness of ethical issues including authenticity, bias, indigenous knowledge, legal implications, privacy, transparency, representation, and limitations that form part of the individual's responsibility for using AI
- Promote the enhancement of digital literacy inclusive of effective queries and prompts and critical evaluation of results, as part of an overall generic digital skillset that includes AI literacy
- Promote strategies that can be used by kaimahi and ākonga to foster creativity, innovation, and problem-solving skills as a means of amplifying human capability and extending learning
- Promote a community of practice and draw attention to exemplars of how AI is applied to learning and teaching, through the regular channels used to improve ako across Te Pūkenga
- Provide guidance to ākonga to support interpretation of learning analytics and other feedback provided by AI agents.

## 3. Transparency:

Use of generative AI in learning, teaching and assessment, and research, is underpinned by openness and accountability on behalf of ākonga and kaimahi.

Te Pūkenga will:

- Define transparency expectations and incorporate ethical and transparent use of AI into Academic Integrity policies and clearly communicate these to all ākonga and kaimahi
- Require assessment instructions around the use, and declaration of use, of generative AI in specific assessments to be clear and reflect industry norms for the use of generative AI
- Require ethical and transparent acknowledgement of use of generative AI when used in the generation of products

## 4. Accountability and Oversight:

There are clear lines of accountability for the use of generative AI in Te Pūkenga. Processes for reviewing and monitoring the framework for the appropriate and ethical use of generative AI are established.

Te Pūkenga will:



- Produce a framework of clear guidance and expectations set to support the safe and ethical use of generative AI and AI agents
- Ensure usage guidelines for generative AI tools and agents provided by external agencies are made clear for ākonga and kaimahi
- Establish and maintain a governance group responsible for AI use oversight made up of multiple stakeholders for the maintenance of these position statements.

## 5. Cultural Sensitivity and Respect:

Te Ao Māori knowledge and customary practices hold unique insights and perspectives. Te Pūkenga is committed to using AI in ways that honour and respect Mātauranga Māori as a taonga and to avoid appropriation or distortion of indigenous knowledge.

Te Pūkenga will:

- Engage proactively with Māori educators, knowledge holders, and communities to ensure AI initiatives reflect Mātauranga Māori values and practices
- Implement an ethical framework designed for responsible Mātauranga Māori use in AI, providing guidelines to kaimahi and ākonga to prevent appropriation of Indigenous knowledge
- Involve Māori communities in AI tool development, seeking input and feedback to ensure culturally responsive practices are embedded
- Conduct cultural impact assessments on high-impact AI education areas, evaluating effects on Māori learners and making cultural alignment adjustments, as necessary.

## 6. Legal compliance and risk management:

Te Pūkenga will take a conservative alignment with emerging risks and untested legal matters related to practice.

Te Pūkenga will:

- Define and maintain a risk register to manage the risks of Generative AI use for ākonga and kaimahi
- Monitor the ongoing international legal ramifications that impact on the use of Generative AI and will not be restricted to compliance within Aotearoa
- Ensure use of AI is compliant with Te Pūkenga Digital Policy and the Use of AI standards.

## 7. Evidence based:

Evidence-based decisions guide Gen AI development and implementation. We prioritize research-informed practice across ethical, legal, and social dimensions. Leading international institutions are monitored for benchmarking. Scholarship in teaching and learning of Gen AI are supported, with a focus on Aotearoa-based evidence.

Te Pūkenga will:

- Seek and apply peer-reviewed and expert sources for advice on utilisation and integration of generative AI into ako, teaching and learning, and research and prioritise the findings of Aotearoa focussed research





- Regularly review local and international literature related to the ethical, legal, societal, and educational use of generative AI
- Identify and monitor international leaders in the use of generative AI in education to inform good, evidence based, practice
- Provide leadership in the implementation of generative AI in the Aotearoa context.

## Glossary

Generative AI	An artificial intelligence software that can generate various outputs (text, audio visual information, images) based on its training data in response to prompts from users.
Agent	A generative AI that can support ako in a way that is not directly supervised or necessarily prompted. For an example consider <a href="#">Khanmigo Education AI Guide   Khan Academy</a>

DRAFT

**Te Ohu Whakahaere Ako Minutes extract October 2023**

**6. Te Pūkenga Generative AI Approach**

1. M. Nichols provided an update on this item, including:
  - a. noting that there is both risk and opportunity with AI.
  - b. internationally, there is no specific AI model or template to follow.
  - c. suggestion that a community of practice be established.
2. Te ohu agreed that Te Pūkenga could use AI in multiple ways to support ākonga.
3. S. Chan noted the potential work happening with AI and bridging levels 3 and 4 and the potential to build an AI app within Te Pūkenga.
4. M. Nichols noted AI's use in courseware development and the upcoming commencement of an AI for assessment marking.
5. The Chair noted the current work on a bridging programme for Māori and Pacific learners using AI. The Chair suggested that te ohu set-up another round of consultation on Mātauranga Māori with digital element.
6. Te ohu agreed to add the additional recommendation provided on page 3 of paper - to recommend the working group put together a proposal for setting-up a community of practice and what it would need to comprise of to present to the ohu alongside the positional statements at a later date.
7. Te ohu thanked M. Nichols, D. Harrison and their team for this work.

***Resolved (T. Collins / M. Alsford)***

That Te Pūkenga Ohu Whakahaere Ako:

a.	Receive the Te Pūkenga Position Statements – Generative AI
b.	Consider their appropriateness for Te Pūkenga
c.	Approve for wider consultation with the following key groups: <ul style="list-style-type: none"> <li>• Māori, Pacific, Disabled communities</li> <li>• Digital</li> <li>• Ethics</li> <li>• Legal</li> <li>• Educational Quality Forum</li> <li>• Mātauranga Māori Digital &amp; Data Sovereignty</li> </ul>
d.	Stand up a community of practice as specified in document.

***Carried***



## Tā Te Pūkenga Komiti Pūrongo

### Te Pūkenga Te Ohu Whakahaere Academic Quality Report

5 June 2024

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

### Te Taunaki | Recommendation(s)

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

a.	Receive the reports titled 'Draft Assurance Reporting Template for Unified Programmes' and 'Te Pūkenga Unified Programme Quality Assurance Template Draft V1';
b.	Review the draft reporting template for unified programmes;
c.	Discuss and set a reporting schedule for unified programmes and Te Ohu Whakahaere review process of completed reports; and
d.	Approve the Te Pūkenga Unified Programme Quality Assurance Template for release to the network.

### Te Tāhuhu Kōrero | Background

1. At its meeting of 3 April 2024, Te Ohu discussed a number of matters related to the Te Pūkenga unified programmes currently being developed for the vocational education network. One of the matters raised related to providing assurance on the outcomes and quality of delivery of the programmes.
2. Te Ohu requested that a reporting template be developed for use by the business divisions delivering the programmes and then collated by the transitional leads into a report to Te Ohu.
3. At its meeting of 8 May 2024, Te Ohu discussed and provided feedback on key information to be provided through the reporting process and Carmel Haggerty engaged to draft a template for Te Ohu consideration at the next meeting.



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

4. The purpose of this report is for Te Ohu Whakahaere Quality to review and approve the proposed Te Pūkenga Unified Programme Quality Assurance Template and an agreed reporting structure and schedule.

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

5. The proposed template is designed to provide Te Ohu with an overview of unified programme key outcomes and activities across the network; the intention is that each delivery site will complete and submit the report to the lead provider who will then draft the final report and overview for submission to Te Ohu.
6. The information requested is sufficiently high-level and the template flexible enough to not impose a significant burden on delivery sites; Te Ohu should consider if the reporting items identified are appropriate, additional items should be added, or the form pared back to a smaller number of agreed essential items.
7. Te Ohu needs to consider a reporting schedule for these reports; consideration should be given to the length of the programme, the number of delivery sites, or other factors that Te Ohu deems of importance.
8. Given that there are 50 shared programmes, Te Ohu needs to consider the best approach to receiving and reviewing these reports pre-meeting; a similar approach to that followed by Te Ohu Whakahaere Approvals may be the best way forward where members are assigned a report prior to the meeting and tasked with speaking to the report at the next meeting.

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

Once Te Ohu is satisfied with the template and it is approved, it will be distributed with clear instructions to the transitional leads of the unified programmes and through the EQF.

## **Appendices**

**Appendix 1:** Draft Assurance Reporting Template for Unified Programmes

## Te Pūkenga Unified Programme Quality Assurance Report

### Specifications

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

### Summary of Delivery

*Overview of delivery for the period under review; describe programme governance mechanisms; overall assessment on how effectively national collaboration worked; etc.*

### Ākongā Data

<b>Business Division</b>	<b>Total enrolled</b>	<b>Demographics</b>	<b>Successful Completions %</b>

### Key Activities

#### Changes to the programme

*Summarise changes made and rationale for making the changes*

#### Moderation

*Overview of moderation activities; how is it managed across the motu? What courses were moderated in the period under review? What external moderation was done and with whom? Can provide information by business division but needs to be accompanied by a summary of activities describing a national approach.*

#### Consistency Review

*Overview of consistency review activities where appropriate*

**Best Practice**

*Highlight areas of best practice or successes for the programme*

**Opportunities for Improvement**

*Identify challenges, risks, areas needing review or actioning*

Appendix 1: Unified Programme Action Plan

DRAFT

Appendix 1: UNIFIED PROGRAMME Action Plan

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

DRAFT

# Pūrongo Kaunihera a Te Pūkenga | Council Report

5 June 2024

<b>Title</b>	24 May 2024 Te Poari Akoranga hui
<b>Provided by</b>	Deborah Young and Kieran Hewitson, co-chairs Te Poari Akoranga
<b>Author</b>	Louise Courtney, Governance Advisor
<b>For</b>	Information

## Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled 24 May 2024 Te Poari Akoranga hui’;
b.	Note the approval to cancel the ‘Manaaki Kararehe o Te Pūkenga   Code of Ethical Conduct for the Use of Animals in Research, Testing and Teaching’ with Manatū Ahu Matua   Ministry for Primary Industries;

## Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 24 May 2024 online via Microsoft Teams. Linda Aumua, Te Urikore Biddle and Di Lithgow provided apologies for the meeting.

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

### Academic Delegations Register

The Academic Delegations working group presented an updated draft academic delegations register to Te Poari for feedback. Further changes are required as a result of feedback provided by Te Poari so this will be approved at a future meeting.

### Academic Integrity Policy and Guidelines

Te Poari discussed the Academic Integrity Policy and Guidelines and further changes are required to incorporate the feedback provided about:

- Referencing statements about use of artificial intelligence;
- Clarification on keeping records of unproven misconduct; and
- How the policy could be used for Work Based Learning providers.

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

### Ngā Ohu Whakahaere o Te Poari Akoranga

Te Poari Akoranga received reports from ngā ohu whakahaere and approved the cancellation of the ‘Manaaki Kararehe o Te Pūkenga | Code of Ethical Conduct for the Use of Animals in Research, Testing and Teaching’ with Manatū Ahu Matua | Ministry for Primary Industries.

Te Poari also noted that:





- Te Ohu Whakahaere Academic Quality discussed and provided feedback on the Academic Integrity Policy and Guidelines to be distributed as a resource across the Te Pūkenga network.
- Te Ohu Whakahaere Approvals raised the importance allowing time to review and provide feedback on the unified programmes.
- Te Ohu Whakahaere Rangahau Research and Postgraduate noted the resignation of member Jonathan Sibley and discussed how to better communicate the targets in the Statement of Performance Expectations to the network to ensure targets were better reported.

## Ngā Tāpiritanga | Appendices

Appendix 1: [Te Poari Akoranga 24 May 2024 hui – open portion](#)



## Te Ohu Whakahaere Academic Quality o Te Poari Akoranga Meeting

### Resolution to exclude the public

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

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

Item	General subject of each matter to be considered	Section(s)
<b>6.</b>	<b>Administration</b>	
6.1.	Minutes of hui held 8 May 2024 - public excluded	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
6.2.	Action List	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
<b>7.</b>	<b>Academic Risk</b>	
7.1.	Letter from NZQA regarding UCOL's monitoring action plan	Section 9(2)(b)(ii)

### Interests

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

# Karakia whakakapi

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

**Māku e whakakapi te wānanga nei.**

I will conclude our shared space.

**Kia whakakapia te wānanga nei ki te karakia.**

May our shared space be concluded with karakia.

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

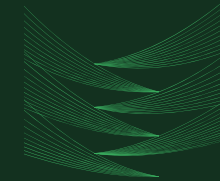
We're just about out of time, therefore I will conclude our shared space with karakia.

## Karakia whakakapi Closing incantation

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

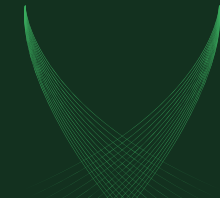
Hold fast,  
hold firmly the words of the  
academy  
cement them firmly  
fixed in the mind.  
Release ourselves  
of the decorum of formality  
let us take up the life giving  
cloak of Rongo  
the permanence of peace  
and harmony  
and bind it firmly,  
Firmly!

## Our values



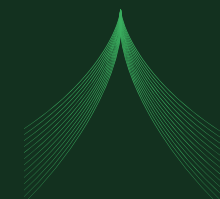
### Manawa nui

We reach out and welcome in



### Manawa roa

We learn and achieve together



### Manawa ora

We strengthen and grow  
the whole person