

Te Ohu Whakahaere Academic Quality - 8 May 2024



08 May 2024 11:00 AM

Agenda Topic	Time	Page
Karakia tīmatanga		3
1. Administration	11:00 AM-11:05 AM	4
1.1 Te ohu whakahaere membership 2024		4
Note, with regret, the resignation of ohu member Malama Saifolo.		
1.2 Workplan 2024		5
1.3 Minutes of previous meeting - 3 April 2024		6
RECOMMENDATION: 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.		
1.4 Action List		10
2. Register of Interests		11
Members must declare any agenda items where a conflict arises between their role as a member of Te Ohu Academic Quality, 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.		
3. Draft Academic Integrity Policy	11:05 AM-11:15 AM	12
RECOMMENDATION: 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' subject to incorporation of any feedback from Te Ohu.		
4. Assurance Reporting Template for Unified Programmes	11:15 AM-11:25 AM	26
RECOMMENDATION: 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.		
5. Update from Te Poari Akoranga - 29 April 2024	11:25 AM-11:30 AM	28
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality receive the report titled '29 April 2024 Te Poari Akoranga hui - open portion'.		
6. Resolution to exclude the public		31
7. Update from Te Poari Akoranga - 29 April 2024 - public excluded	11:30 AM-11:35 AM	32
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality receives the report titled '29 April 2024 Te Poari Akoranga hui - public excluded portion'.		

8. Next meeting

11:00am, Wednesday 5 June 2024

[Karakia whakakapi](#)

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Karakia tīmatanga

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

Māku e huaki te wānanga nei.

I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.

May our shared space be opened with karakia.

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

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

Karakia tīmatanga Opening incantation

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

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

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

Tēnā koe i tō karakia mai.

Thank you for delivering karakia.

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

With heartfelt gratitude, thank you for delivering karakia.

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

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

Te Ohu Whakahaere Academic Quality

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

Te Ohu Whakahaere Academic Quality - 8 May 2024 - Administration

Te Ohu Whakahaere 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				Template approval process						
2025 meeting dates										
Self assessment for 2024										
Working groups update										
<i>Review policies to support Te Kawa Maiooro</i>										
<i>Programme development phase process in place</i>										
<i>Collate and publish Te Pūkenga Self-Assessment report for NZQA</i>										
<i>Timeframes for all phases of degree development unification</i>										
<i>Phase development of Programme Approval Process</i>										
<i>Review/Update Academic Matters Decision form</i>										
<i>Finalise and operationalise governance structures of academic matters</i>										



Minutes for Te Ohu Whakahaere Academic Quality - 3 April 2024

03/04/2024 | 11:00 AM - Auckland, Wellington New Zealand Standard Time

Online via Microsoft Teams

Attendees (8)

Deborah Young; Fionna Moyer; Carmel Haggerty; Caroline Terpstra; Fiona Campbell; Gianetta Lapsley; Greg Durkin; Sue Roberts

Apologies: Malama Saifoloi, and Joan Taylor.

Absent: Sue Roberts

In attendance: Louise Courtney (Governance Advisor)

Karakia tīmatanga

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

Apologies were received and accepted from Malama Saifoloi and Joan Taylor for absence.

Administration

Te ohu whakahaere membership 2024

Te ohu noted the membership for 2024.

Members were advised for those affected their term extensions were approved by Te Poari Akoranga.

Minutes of previous meeting - 7 March 2024

RESOLVED: (C. Terpstra / 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 7 March 2024.

CARRIED

Action List

Actions that can now be closed:

- All actions related to the Entry Requirements project document;
- Adding feedback link to resources; and
- Members to add feedback directly to draft unified programme document.

Actions that are on-going:

- Working groups. Need to follow up with staff involved at the time. Defer to a future hui.



- Online resources: will require further discussion between co-chairs. Defer to May 2024 hui.
- Template for the approval process. Defer to a future meeting.

Register of Interests

Te ohu noted the Register of Interests.

Workplan 2024

Te ohu Whakahaere noted the workplan for 2024.

Entry Requirements project document

F. Moyer provided a brief update on the project, noting that changes to the future of Te Pūkenga resulted in discussions on whether the document should be released to the network as a resource instead.

Feedback from ohu members included:

- The layout was useful;
- Releasing to the network could be valuable;
- Noting that entry with Level 3 is possible, even though Level 4 is the usual requirement;
- Equivalence to a Bachelor's degree was discussed by the working group;
- Clarification is needed on whether certain criteria are requirements or guidance;
- A clear introduction explaining the document's purpose is helpful;
- Reviewing total student learning hours to factor students that need additional support;
- Recommending to the EQF that they continue this mahi;
- The feedback needs to be reviewed and addressed;
- The proposal to replace University Entrance with NCEA Level 3 warrants more discussion;
- Needs to be both meaningful and purposeful.

RESOLVED: (G. Lapsley / C. Haggerty)

THAT Te Ohu Whakahaere Academic Quality:

- a. Receives the report titled 'Review of draft Entry Requirements Framework and draft Entry Requirement Framework with EQMF feedback';*
- b. Discuss the update and release of the Entry Requirements Framework to the network as a resource; and*
- c. Review and take to EQF for discussion and convening of a working group.*
- d. Note a final document be brought back to the Ohu for approval and release to the network as a resource.*

CARRIED



Degree Monitoring documents

The Ako Excellence Director spoke to the consistency of the templates and the good work in creating this resource. She highlighted that the documents still aligned to the NZQA changes.

Feedback from ohu members:

- A useful resource;
- Excellent for monitoring work which captures the requirements for both the monitors and those being monitored;
- Reference to the Te Pūkenga strategy may need to be removed.

RESOLVED: (F. Moyer / D. Young)

THAT Te Ohu Whakahaere Academic Quality:

- a. Receive the report titled 'Review of degree monitoring related documents'; and*
- b. Approve the resources to be updated and distributed across the Te Pūkenga network via the EQF and uploaded to Te Whare, the Te Pūkenga intranet.*

CARRIED

ACTION: Take Degree Monitoring documents to the EQF for distribution. (Assignee(s): Deborah Young; Due Date: 08/05/2024)

Annual review of national academic policies

The chair noted that the delay in the getting the reviews done was due to updating the policies to align with the Minister's Letter of Expectations received in December 2023.

RESOLVED: (F. Moyer / D. Young)

THAT Te Ohu Whakahaere Quality:

- a. Receive the report titled 'Annual Review of national academic policies' and the reviewed policies:*

- *Te Pūkenga Assessment Policy*
- *Te Pūkenga Moderation Policy*
- *Te Pūkenga Ākonga Concerns and Complaints Policy*
- *Te Pūkenga Ākonga Appeals Policy*
- *Te Pūkenga Continuous Quality Improvement Policy; and*

- b. Note that the minor updates to the following national policies will be approved by for release to the network by one of the Co-Chairs of Te Ohu Whakahaere Academic Quality, subject to incorporation of any feedback from Te Ohu:*

- *Te Pūkenga Assessment Policy*
- *Te Pūkenga Moderation Policy*
- *Te Pūkenga Continuous Quality Improvement Policy; and*



c. Note that will require further review will be required by Te Ohu Whakahaere Appeals before being brought back to Quality for sign off:

- Te Pūkenga Ākonga Concerns and Complaints Policy
- Te Pūkenga Ākonga Appeals Policy

CARRIED

General Business

Generative AI Guidelines

Te Ohu queried what was happening with these guidelines, Te Ohu Whakahaere Ako, who was managing this kaupapa, being disestablished. Further discussions will be required if this Ohu is going to take it over, however, it would probably need to go to the Educational Quality Forum (EQF) as this ohu does not have the resources to manage or progress the guidelines.

The co-chair provided an update from the Te Poari Akoranga (Te Poari) hui held 28 March 2024:

Unified programmes discussions included:

- Changes required to the Multiple criteria decision-making (MCDM) form;
- How unified programmes could operate in the future region-based structure; and
- How assurance would be provided in relation to outcomes. A process the Ohu could develop.

Quality Management System discussions included:

- Lack of use by some business divisions;
- Revisions and changes being worked through including a policy review;
- The diminishing capacity of quality teams within the network and need to work together to ensure a robust QMS going forward.;
- Reminding business divisions that documents submitted to NZQA, need to reference to Te Kawa Maiooro, or they will be sent back.

ACTION: Working group to create reporting template for assurances in relation to unified programmes.

(Assignee(s): Deborah Young; Due Date: 08/05/2024)

ACTION: Provide list of transitional leads to ohu members. (Assignee(s): Deborah Young; Due Date: 08/05/2024)

Karakia whakakapi

The hui closed with karakia lead by F. Moyer at 12:06pm.

Consolidated actions						
Report generated 29 April 2024						
MEETING DATE	STATUS	DUE DATE	ACTION ITEM	ASSIGNEES	SECTION	NOTES
01/08/2023	Overdue	13/07/2023	F Moyer and D Young to identify the template approval process for these documents.	co-chairs	1907-6 (Working Groups)	Bring back to future meeting. Assess what can be taken forward, possibly align processes. March 2024, LC. July 2023.
03/04/2024	Pending	08/05/2024	Take Degree Monitoring documents to the EQF for distribution.	Deborah Young	Degree Monitoring documents	
03/04/2024	Pending	08/05/2024	Working group to create reporting template for assurances in relation to unified programmes.	Deborah Young	General Business	
03/04/2024	Pending	08/05/2024	Provide list of transitional leads to ohu members.	Deborah Young	General Business	
07/03/2024	Pending	08/05/2024	Template for approval process: Bring back to future meeting. Assess what can be taken forward, possibly align processes.	co-chairs	Action List	



Te Ohu Whakahaere Academic Quality Register of Interests

As at 3 May 2024

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

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Ohu Whakahaere Academic Quality Report

8 May 2024

Title	Academic Integrity Policy
Provided by	Fionna Moyer and Deb Young, co-chairs Te Ohu Whakahaere Academic Quality
Author	Louise Courtney, Governance Advisor
For	Discussion and Feedback

Te Taunaki | Recommendation(s)

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

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' subject to incorporation of any feedback from Te Ohu.

Te Tāhuhu Kōrero | Background

1. In 2022, as part of Te Kawa Maiorooro development project, Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines were developed by a working group, led by Dr David Skelton, EIT, and comprised of representatives from across Te Pūkenga, including Work-based Learning.
2. Due to the shift from subsidiaries to business divisions and the introduction of the Grandparenting Policy, the decision was made to hold back the policy until there was clarity around Te Pūkenga organisational structure.
3. The policy and guidelines were reviewed in the second half of 2023 once the organisational structure was confirmed and Te Pūkenga Quality intended to submit these for approval for implementation network wide in 2024.
4. The disestablishment of Te Pūkenga at the end of the year and the minister's letter put a stop to any mahi intended to progress unification, including approval of any new national policies.
5. Subsequent discussions with NZQA indicated the necessity for continued central policy development as Te Pūkenga, the sole legal entity¹, needed to ensure it had a functional quality management system to support unified programme delivery and product development.

¹ Business divisions were disestablished as separate providers in 2022 and consequently, while business divisions can submit Type 2 changes to NZQA under their own EDUMIS for legacy programmes, any new developments can only be submitted under Te Pūkenga EDUMIS and Te Pūkenga WBL EDUMIS.

Te pūtake o tēnei pūrongo | Purpose of this report

6. The purpose of this report is:
 - a. to provide background on the development of the policy and guidelines and the intention for progressing these documents to Te Poari Akoranga for approval; and
 - b. to provide context for Te Ohu Whakahaere Quality to review and provide feedback on Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines and, subject to any changes, endorse Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines to Te Poari Akoranga for approval.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

7. Alongside Te Kawa Maiororo, Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines will provide the overarching learner integrity framework for Te Pūkenga and, subject to endorsement and approval, will be implemented as soon as possible.
8. While these documents are intended to provide a single approach to learner integrity, there is sufficient flexibility within the policy and guidelines to enable business divisions to continue using their current practices under this framework with little disruption.

Te Ahunga Ki Mua | Next steps

9. Gain feedback and endorsement from Te Ohu Whakahaere Quality for submission to Te Poari Akoranga.
10. Submit Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines and proposed immediate release to Te Poari Akoranga for approval.

Ngā Tāpiritanga | Appendices

Appendix 1: Te Pūkenga Academic Integrity Policy

Appendix 2: Te Pūkenga Academic Integrity Guidelines



Kaupapa-here | Academic Integrity Policy

Mō wai me te whānuitanga | Audience and scope

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

This policy is an overarching policy that sits across the local policies and procedures in each region of Te Pūkenga. In accordance with the Transitioning (Grandparenting) Former Subsidiaries Policies, the local policies and procedures in a region will continue to apply to the extent they are consistent with this policy. When the local policies and procedures are not consistent with this policy, then this policy takes precedence.

Mokamoka whakaaetanga | Approval details

Version number	1.0	Issue date	
Approval authority	Te Poari Akoranga	Date of approval	
Policy sponsor (has authority to make minor amendments)	Ako Excellence Director	Policy owner	DCE Academic Centre and Learning Systems
Category	Academic	Date of next review	
Contact person	Ako Excellence Director		

Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment



Ngā Ihirangi | Table of Contents

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Kaupapa-here | Academic Integrity Policy

1. Pūtake | Purpose

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

2. Ngā Mātāpono | Principles

- 2.1. Academic integrity is to be modelled in all academic, teaching, and research activities throughout the Te Pūkenga network, with a focus on developing and maintaining a positive, supportive community of learning. This includes clear information on what constitutes plagiarism, AI-assisted plagiarism, cheating, misrepresenting identity, and/or other dishonest academic practices.
- 2.2. In its practices around academic integrity, as well as being informed by [Te Pūkenga values](#), it is guided by the principles of natural justice and values that support the academic life of the network, as set out below:
Core values supporting academic integrity¹
 - a) Honesty - entails both intellectual and personal honesty in all contexts of learning, teaching, research, and service.
 - b) Trust - is born of confidence in people and systems that enable a free exchange of ideas and allow all kaimahi and ākonga to reach their highest potential.
 - c) Fairness - requires clear standards for teaching, learning, and assessment that are equitably applied to all members of Te Pūkenga community.
 - d) Respect - entails acknowledging the participatory nature of learning and respecting the varying perspectives of others.
 - e) Responsibility - for their own work is to be acknowledged by all ākonga and kaimahi with every person in the academic community being personally accountable for taking action when a breach of academic integrity occurs.
 - f) Courage - the “capacity to act in accordance with one’s values despite fear”, allows kaimahi and ākonga to hold themselves and their peers to the highest standards of academic integrity despite potential negative consequences.

3. Kaupapa Here | Policy Statements

- 3.1. Breaches of Academic Integrity
 - a) A breach of academic integrity is treated as a serious matter. This procedure provides for a transparent and systematic process for ākonga and kaimahi that supports the implementation of the Academic Integrity Policy.
 - b) Suspected and/or confirmed breaches of academic integrity including plagiarism, AI assisted plagiarism, cheating, misrepresenting identity, and/or other dishonest academic practices will be managed in an educative, fair, and transparent manner across the Te Pūkenga network, taking the intent and level of severity into account.

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



Step	Person Responsible	Evidence
1. Kaiako suspect or are notified of a possible breach of academic integrity. Kaiako promptly addresses the suspected breach by consulting with the relevant Academic Lead.	Kaiako	Ākonga work, or other relevant information.
2. Check the Academic Integrity Breach Register for any previously confirmed breach of academic integrity, that occurred within the last 12 months.	Relevant Academic Lead	Academic Integrity Breach Register held centrally.
3. Discuss the matter with ākonga and allow them to offer an explanation. Ākonga may have a support person present during any discussion.	Kaiako	Communication recorded in the student management system (SMS).
4. If the suspected breach of academic integrity is level zero (as per guidelines), manage in an educative manner.	Kaiako	Letter to ākonga saved to ākonga file and sent to relevant committee Register updated, for information and records.
4. If the suspected breach of academic integrity is above level zero , the Academic Lead will determine whether the delegated authority needs to be informed.	Kaiako Relevant Academic Lead	Communication between kaiako and academic lead, and delegated authority if required.
6. Determine no breach (6a); or managed breach (6b):		
6a If no breach is established [ākonga explanation is plausible], take no further action .	Kaiako Programme Coordinator	Note in SMS
6b If no plausible explanation is provided, and/or the evidence shows that a breach of academic integrity has occurred; or ākonga does not respond to the interview request within five working days, or chooses not to attend; a decision on the management of the breach is made based on the Academic Integrity Guidelines (TBC). Go to Step 7	Programme Coordinator Head of School	Record of discussion/meeting Note in SMS and Register
7. Written summary of breach sent to ākonga. A summary letter is sent to ākonga outlining: i. the nature of the breach, ii. the level of the breach, iii. the sanction imposed, iv. the appeal process, and v. links to Learning Support Services for guidance on academic integrity.	Academic Lead Delegated authority Programme Committee	Letter to ākonga saved to ākonga file and sent to relevant committee. Record in SMS and Register
8. Recording and Reviewing of Breaches The appropriate Programme Committee receives a (de-personalised) copy of the letter in (3 or 7) and discusses consistency across the	Programme Committee	Programme Committee minutes Academic Integrity Breach Register



Step	Person Responsible	Evidence
programme cluster. The Programme Committee Secretary maintains a record of all cases of confirmed academic integrity breaches (Levels 0-2), and passes this information to the Central Register		
9 Any appeal against findings of a breach of academic integrity is as directed in the Ākonga Concerns and Complaints Policy and Ākonga Appeals Policy, and logged on the Central Complaints file.	Senior Management	Te Pūkenga Concerns, Complaints, and Appeals Register
10 Self-Review A summary of breaches of academic integrity , including actions to address any concerns, is included in the Annual Programme Self-Assessment Report. (Shared across the network)	Academic Lead, Delegated Authority	Programme Self-Assessment Report
11 The Programme Committee sends the Academic Integrity Breach Register to Te Pūkenga Te Ohu Whakahaere Quality annually.	Programme Coordinator, Head of School, Programme Committee Secretary	Academic Integrity Breach Register; Te Ohu Whakahaere Quality minutes

4. Ngā Haepapa | Responsibilities

Role	Responsibilities
Ākonga	All ākonga are responsible for following this policy
Kaimahi	All kaiako and relevant kaimahi are responsible for supporting ākonga to follow this policy and identify and report possible breaches
Programme Leads	Ensure kaiako and relevant kaimahi are aware of this policy
Programme Coordinator	Maintain accurate record of breaches
Te Ohu Whakahaere Quality	Governance and oversight of academic integrity matters.

5. Ngā Tikanga | Definitions

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



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

Ngā Kaupapa-Here e Hāngai ana Related policies Te Kawa Maiororo Ākonga Concerns and Complaints Policy Ākonga Appeals Policy Assessment regulations, policy, and procedures Ākonga codes of conduct (Business Division)
Ngā Tukanga me ngā Hātepe Processes, procedures Academic Integrity Guidelines (under development)
Ture whai take Relevant legislation Education and Training Act 2020

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Academic Integrity – Guideline

This guideline is provided as a reference document for Te Pūkenga’s teaching and academic support staff in adopting and maintaining a supportive educational approach to academic integrity throughout the Te Pūkenga network.

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

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

2. Institutional focus and core values

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

Core values supporting academic integrity¹

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

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

3. Practices that model and positively support academic integrity

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

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

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

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

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

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

3.2 Designing assessment tasks to support academic integrity

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

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

3.3 Provision of explicit information and instruction about academic integrity

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

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

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

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

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

Considering the needs of individual ākongā

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

4. Breaches of academic integrity

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

Dishonest practice in assessment that breaches academic integrity includes misrepresentation of identity, plagiarism, AI-assisted plagiarism, dishonest use of technology, cheating, fabrication,

multiple submission, collusion, ghost-writing, contract cheating, and submitting work as individual that has been jointly prepared. Dishonest practice may also include misrepresentation of academic records, facilitating academic dishonesty, and gaining an unfair advantage. The Appendix gives expanded definitions and examples of such breaches of academic integrity.

4.1 Levels, examples and management

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

5. Examples of Academic Integrity breaches

Cheating	<p>entails using or attempting to use unauthorised assistance, material or study aids in examinations or other assessments, or preventing or attempting to prevent another from using authorised assistance, material or study aids.</p> <p>Examples: using a cheat sheet in a quiz or exam; altering a graded exam and resubmitting it for a better grade; using a digital device to access information in a closed-book text or exam, using prohibited materials, copying from a peer, conspiring before an exam to develop methods of illicitly exchanging information during an exam</p>
Collusion	<p>entails ākongā working together or with other persons for the purpose of intentionally or non-intentionally deceiving the assessor as to who is actually responsible for producing the material submitted for assessment.</p> <p>Example: having someone else knowingly write or produce any work (paid or unpaid) for an assessment or working together on assignments that were assigned individually.</p>
Criminal activity	<p>includes breaking the law or engaging in misconduct that resembles criminal activity.</p> <p>Examples: stealing an examination from a kaimahi member or from a kaimahi office, buying a stolen examination</p>
Dishonest use of technology	<p>Includes using digital technologies inappropriately or in an unauthorised manner to complete assessments.</p> <p>Examples: misappropriating another learner’s work left on a computer or network; obtaining program code fragments from several sources and putting them together as one programme; using digital technology (e.g., iwatch) to access notes or answers during a closed-book test or examination; using a computer to disrupt another learner’s assessment attempt; using digital technologies (e.g., ChatGPT) to receive credit for</p>
Fabrication	<p>entails submitting contrived or altered information in any academic exercise.</p>

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

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

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



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Ohu Whakahaere Academic Quality Report

8 May 2024

Title	Draft Assurance Reporting Template for Unified Programmes
Provided by	Fionna Moyer and Deb Young, co-chairs Te Ohu Whakahaere Academic Quality
Author	Louise Courtney, Governance Advisor
For	Discussion and Feedback

Te Taunaki | Recommendation(s)

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

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.

Te Tāhuhu Kōrero | Background

At its meeting of 3 April 2024, Te Ohu discussed a number of matters related to the Te Pūkenga unified programmes currently being developed for the vocational education network. One of the matters raised related to providing assurance on the outcomes and quality of delivery of the programmes. It was decided that a reporting template be developed for use by the business divisions delivering the programmes and then collated by the transitional leads into a report to Te Ohu, or whatever the quality oversight will be in the new structure of vocational education.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is for Te Ohu Whakahaere Quality to discuss and provide feedback on a what information would be required for an Assurance Reporting Template for Unified Programmes and an agreed reporting structure and schedule.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

Some questions to consider:

- What is required from the programmes? for example, the quality and effectiveness of the programme;



- What format should the overview be in? for example, will it be a written report? Should a representative attend a hui of Te Ohu to speak to their report?
- What are the reporting pathways for reports to be brought back to Te Ohu?
- What does the reporting schedule look like (e.g., quarterly, annually)?
- How does Te Ohu determine the quality of the assurance?
 - An oversight group or committee?
 - Should it be signed off by the Te Pūkenga Quality team before it is assessed and approved by Te Ohu?
 - A reporting template that includes PEs, which identifies what's going well, risks and provides an improvement plan.
 - Provide report writers that further information may be followed up to seek feedback and clarification.

Te Ahunga Ki Mua | Next steps

Once Te Ohu is satisfied that sufficient detail has been provided so assurance can be provided on the outcomes of the unified programmes, staff will draft a report template. This template will be brought back to Te Ohu for approval and then distributed to the transitional leads of the unified programmes.

Pūrongo Kaunihera a Te Pūkenga | Council Report

9 May 2024

Title	29 April 2024 Te Poari Akoranga hui - open portion
Provided by	Deborah Young, co-chair Te Poari Akoranga
Author	Louise Courtney, Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled '29 April 2024 Te Poari Akoranga hui open portion';
b.	Approves the amended Te Poari Akoranga Terms of Reference;
c.	Note that under their delegation from Council at its 8 February 2024 hui, Te Poari Akoranga co-chairs appointed Scott Klenner as the Rohe 4 representative;
d.	Notes that Te Ohu Whakahaere Academic Quality approved Degree Monitoring templates be distributed as a resource across the Te Pūkenga network;
e.	Notes that the co-chairs of Te Ohu Whakahaere Academic Quality approved the following policies in accordance with their delegation from Te Poari Akoranga: <ul style="list-style-type: none"> • Te Pūkenga Assessment Policy • Te Pūkenga Moderation Policy • Te Pūkenga Ākonga Concerns and Complaints Policy • Te Pūkenga Ākonga Appeals Policy • Te Pūkenga Continuous Quality Improvement Policy;
f.	Notes that Te Poari approved revised Terms of Reference for Te Ohu Whakahaere Approvals and Te Ohu Whakahaere Appeals;
g.	Note that Te Ohu Whakahaere Approvals approved the New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4), which leads to the award of: <ul style="list-style-type: none"> • 2334 New Zealand Certificate in Forestry Operations with strand in Thin to Waste (Level 3); and • 2330 New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) with strand in Silviculture (Level 4); to be submitted to the New Zealand Qualifications Authority (NZQA) for approval; and
h.	Note that Te Poari approved: <ul style="list-style-type: none"> • the appointment of Dell Raerino as co-chair of Te Ohu Whakahaere Appeals; • the updated Electronic Notice of Appeal Form, an appendix to the Ākonga Appeals Policy.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 29 April 2024 online via Microsoft Teams. Kieran Hewitson and Andrew McSweeney 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

Te Poari discussed the draft Academic Delegations Register (the Register) which has been created to adhere to the requirement in its Terms of Reference to capture sub-delegations from Te Poari Akoranga to ngā ohu whakahaere and/or business division academic boards. It noted that Te Pūkenga is working towards an unknown future model and there is a need to take care not to undermine future decision-making entities. A working group was established to further develop the Register for Te Poari to consider at its May 2024 meeting.

Te Poari Akoranga Terms of Reference

Te Poari discussed proposed amendments to its Terms of Reference (TORs). Te Poari recommend that Te Pūkenga Council approve these Terms of Reference.

Te Poari received feedback from Komiti Māori in relation to the nomination process for the vacant Māori roles and recommend to Council that these be removed from the TORs due to the short timeframe that Te Pūkenga will continue to exist and the resourcing required to identify and endorse suitable candidates.

Ngā Ohu Whakahaere o Te Poari Akoranga

Te Poari Akoranga received reports from ngā ohu whakahaere and approved:

- revised Terms of Reference for Te Ohu Whakahaere Approvals and Te Ohu Whakahaere Appeals;
- the appointment of Dell Raerino as co-chair of Te Ohu Whakahaere Appeals; and
- the updated Electronic Notice of Appeal Form, an appendix to the Ākongā Appeals Policy.

Te Poari also noted that:

- Te Ohu Whakahaere Academic Quality approved Degree Monitoring templates to be distributed as a resource across the Te Pūkenga network and discussed the following matters at its April hui:
 - The annual review of Te Pūkenga policies, which was delayed due to aligning the policies with the signalled disestablishment of Te Pūkenga;
 - Clear communication with the network regarding programme approval processes during the transition to disestablishment;
 - Providing assurance on unified programmes in a non-centralised model for vocational education; and
 - The diminishing capacity of quality teams within the network and need to work together to ensure a robust QMS going forward.



- Te Ohu Whakahaere Approvals approved the New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4) programme to be submitted to NZQA for approval. This programme leads to the award of:
 - 2334 New Zealand Certificate in Forestry Operations with strand in Thin to Waste (Level 3); and
 - 2330 New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) with strand in Silviculture (Level 4).
- Te Ohu Whakahaere Appeals discussed the following matters in the open portion of its April hui:
 - Amendments to the Ohu's TORs including continuing with a co-chair model.
 - Combining the Ākonga Concerns and Complaints Policy with the Ākonga Appeals Policy to reduce confusion for appellants when seeking the correct process for lodging an appeal.

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Poari Akoranga 29 April 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)
8.	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.

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



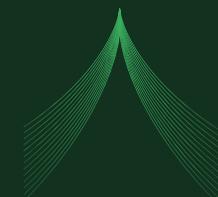
Manawa nui

We reach out and welcome in



Manawa roa

We learn and achieve together



Manawa ora

We strengthen and grow
the whole person