Te Ohu Whakahaere Academic Quality - 8 May 2025

Te Pūkenga

Microsoft Teams meeting

08 May 2025 09:00 AM - 05:00 PM

Agenda Topic	Presenter	Time	Page

Next meeting: 18 June 2025

Te Pūkenga

Schedule D:

Tāpaenga Mana mai i Te Poari Akoranga| Sub-Delegations from Te Poari Akoranga

Te Poari Akoranga may formally sub-delegate specific tasks and/or responsibilities to nominated groups, committees and/or ohu whakahaere. This schedule will be updated each time a power is sub-delegated. All sub-delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time. In sub-delegating authority, Te Poari Akoranga requires:

i)   Any policies related to the responsibilities are approved by Te Poari Akoranga;

ii)   Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through reporting template.

Ref	Subject	Description	Sub-delegation
1.	Academic Policies, procedures and framework	Not applicable	
2.	Courses/ Programmes of Study (including work-based learning programmes)	To approve new courses and programmes, review and approve changes to existing courses and programmes, and approve the withdrawal/closure or suspension of existing courses or programmes. To seek approval/accreditation of programmes by external bodies.	a. **Te Ohu Whakahaere Approvals** To approve new Level 1-6 courses and programmes. b. **Local Academic Committees** To review and approve changes to existing courses and programmes and approve the withdrawal/closure or suspension of existing courses or programmes.
3.	Courses/ Programmes of Study (including work-based learning)	To approve variations to an individual learner's course/programme of study outside programme regulations.	**Local Academic Committees** This delegation is sub-delegated in its entirety.
4.	Quality Assurance	To set and monitor the application of Te Pūkenga quality assurance processes for the development and delivery of all courses and programmes (including with respect to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review and reporting processes.	**Te Ohu Whakahaere Academic Quality Co-Chairs** To approve minor changes to academic procedures, within academic policy.

Te Pūkenga

Ref	Subject	Description	Sub-delegation
5.	Assessment	To approve and release learner results and recognise credit for assessment (including assessment of prior learning) in accordance with approved academic regulations.	**Local Academic Committees** This delegation is sub-delegated in its entirety.
6.	Research	To set and promote quality standards for research and approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.	a. **Te Ohu Whakahaere Rangahau Research and Postgraduate** To review and monitor: • the revenue generated by Te Pūkenga in external research funding opportunities. • rangahau and research capacity and capability across Te Pūkenga. • the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions.
			b. **Local Academic Committees** To approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.

Te Pūkenga

Ref	Subject	Description	Sub-delegation
7.	Appeals	To: a. receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); b. support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and c. if necessary, make recommendations about policies, procedures, or the provision of services.	**Local Business Division Leads** To: a. receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); b. support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals. **Te Ohu Whakahaere Academic Quality** To make recommendations about national policies, procedures, or the provision of services in respect of appeals.
8.	Granting of Formal Awards	To grant formal awards of Te Pūkenga.	**Local Academic Committees** This delegation is sub-delegated in its entirety.

Karakia timatanga

Te Pūkenga

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,
Tīna! *(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 kawe 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 Pūkenga

Te Ohu Whakahaere Academic Quality
Register of Interests

As at 13 March 2024

Name	Interest	Nature of Interest
Deborah Young Co-Chair	Te Pūkenga	Director Ako Excellence
	Te Pūkenga Committee	Co-chair of Te Ohu Whakahaere Academic Quality
	Member	**Transitional Leadership Team**
	Ara Institute of Canterbury	- Ako Excellence Director - Chair, Academic Committee - Member of Programme Assurance Committee - Member of Research, Rangahau and Postgraduate Committee
Fionna Moyer Co-Chair	Waikato Institute of Technology	Quality Specialist
Carmel Haggerty Member	Whitireia and WelTec	Head of School, Te Kura Hauora
	External monitor	- NMIT – Bachelor of Nursing - WITT – Bachelor of Nursing - WINTEC – Bachelor of Nursing
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	BCITO	Director

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| **Joan Taylor**
Member | NorthTec | Academic Registrar |
| **Sue Roberts**
Member | Connexis \| Infrastructure Training and EarnLearn | Group Manager, Learning Solutions |

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Te Ohu Whakahaere Academic Quality	Bi-Monthly	Wed 19 Feb		Wed 30 April		Wed 18 June		Wed 20 Aug		Wed 15 Oct	
Ako Excellence Director updates	Bi-Monthly	x		x		x		x		x	
Workplan for 2025	Annually	x									
Monitoring reports	As required	x		x							
National Programme Committee Terms of Reference	One-off	x									
Te Kawa Maiorooro	As required	x									
Academic risk	One-off	x									
Aggregated Learner Complaints report											
2026 meeting dates (if required)	Annually									x	
Aggregated Learner Complaints report				x							
Self assessment for 2025	Annually									x	
Review self-assessment activity from NZQA	*As required*										
Review Academic Matters Decision form	*As required*										
Review governance and operational structures of academic matters	*As required*										

Te Pūkenga

Open minutes for Te Ohu Whakahaere Academic Quality - 19 February 2025

19/02/2025 | 11:00 AM - 01:00 PM - Auckland, Wellington New Zealand Standard Time

Online Microsoft Teams

Attendees (8)

Deborah Young; Fionna Moyer; Carmel Haggerty; Gianetta Lapsley; Sue Roberts; Joan Taylor; Caroline Terpstra; Fiona Campbell

Attendees: Linda Fowler (Portfolio Manager), Haley Passmore (Governance Advisor). Apologies: Greg Durkin.

Karakia tīmatanga

Deborah Young delivered the opening karakia and the meeting opened at 11.00am.

1. Administration

1.1 Welcome and apologies

The Chair welcomed Linda Fowler (Portfolio Manager) who attended to support the Chair.

Apologies were received from G. Durkin.

1.2 Register of interests

Deb Young declared a new interest as a member of the Transitional Leadership Team.

1.3 2025 workplan

Te Ohu noted the 2025 workplan.

1.4 Minutes of previous meeting held 6 November 2024 - open session

RESOLVED: (S. Roberts/C. Terpstra)

THAT Te Ohu Whakahaere Academic Quality approve, as a true and accurate record, the minutes of the Te Ohu Whakahaere Academic Quality held 6 November 2024 subject to the correction of C. Terpstra name spelling in attendees section from "Carolyn" to "Caroline."

CARRIED

2. National Programme Committee - Terms of Reference

Te Ohu noted that:

- The Unified Bachelor of Midwifery received a panel visit in late 2024, and received a recommendation for clearer consensus processes in the programme committee.
- A discussion was held at the last National Programme Committee (NPC) meeting regarding separating Māori, Pacifica, and disability representation, emphasising that Māori deserves their own designation.
- There are challenges in finding Māori representation, leading to broader grouping for meeting criteria, especially for small programmes requiring registered professionals.
- There are 105 unified programmes at Te Pukenga to maintain during the transitional period, and business divisions are encouraged to adopt new Quality Management Systems (QMS) instead of Te Kawa Maiorooro (TKM).
- Learning resources and assessments are to be tailored based on an agreed umbrella template.

The Committee discussed:

- The approach to future minutes and reports from unified programme committees. These should be shared with Quality teams and shift from "stored centrally" to a more collaborative approach.
- Concerns about the timeline for reporting as the next report is scheduled for February 2026, but the Committee suggested there might be better information about returns over a longer, 12-month period.

The Committee provided feedback that the third bullet point under Reporting Requirements on page 3 of the Terms of Reference should be revised from "Minutes and tabled reports will be stored where all members can access them" to "Minutes and tabled reports will be shared where all members can access them."

RESOLVED: (C. Haggerty/J. Taylor)

THAT Te Ohu Whakahaere Academic Quality:

a. Receives the report titled 'National Programme Committee Terms of Reference' and the amended National Programme Committee Terms of Reference;

b. Notes that amendments were made to the Terms of Reference in response to a requirement from the Midwifery Council and NZQA following the unified Bachelor of Midwifery panel visit;

c. Notes that the amendments were approved under Chairs' sub-delegations in November 2024; and

d. Provides feedback on any additional changes to the Terms of Reference so that these can be incorporated prior to release to the network.

CARRIED

ACTION: Find out which business divisions have established quality committees and ensure lead providers are aware of the requirement to share minutes and tailored reports with business divisions. (Assignee(s): Deborah Young; Due Date: 30/04/2025)

3. Verbal update from the Ako Excellence Director

Te Ohu noted:

- The latest NZQA letter received indicates that new offerings from business divisions can continue using their existing EDUMIS number but will now be site-specific.
- Guidelines for programme sharing are being provided to the Educational Quality Forum (EQF), with a focus on good faith principles and the rationale for requests.
- Programme sharing is not aimed at profit but may result in cost recovery for some business divisions.
- Current work underway includes targeted evaluation for work-based learning business divisions and ongoing self-assessment reports.
- The targeted evaluation of Industry Training Providers (ITP)s will be used as a pilot for the self-review component of the new NZQA iQAF proposal.

4. Unified Programme Quality Assurance reports

Te Ohu noted that there is not an expectation that a presenter attends to discuss quality assurance reports, however, as Sue Roberts is a member of the Committee, she will present the report from EarnLearn and Connexis.

4.1 EarnLearn and Connexis - Project Management (Level 4)

Te Ohu discussed the importance of business divisions becoming involved with arising quality issues, even if they are not the lead institution.

4.2 MITO - Project Management (Level 4)

Te Ohu received the MITO - Project Management (Level 4) quality assurance report.

4.3 Connexis - Infrastructure Works Level 2 and Level 3

Te Ohu received the Connexis - Infrastructure Works Level 2 and Level 3 quality assurance report.

5. Te Kawa Maiorooro

Te Ohu noted:

- Te Kawa Maiorooro has been updated, however, this does not alter the signatories on graduation certificates.
- Changes will take effect shortly.
- Delegation to grant formal awards has been changed from regional executive directors to local academic committees.
- An updated delegations register is available on Te Whare.

RESOLVED: (J. Taylor/S. Roberts)

THAT Te Ohu Whakahaere Academic Quality:

a. Receives the report titled 'Review of Te Kawa Maiorooro' and the reviewed and updated Te Kawa Maiorooro document; and

b. Notes that Te Kawa Maiorooro has been updated to reflect delegations approved by Council on 11 December 2024 and Te Poari Akoranga on 29 November 2024.

CARRIED

7. Any other open business

Gianetta Lampsley left the meeting at 12.19pm.

8. Resolution to exclude the public

RESOLVED (F. Moyer/D. Young)

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)
9.	Administration – public excluded	
9.1	Minutes of hui held 6 November 2024 - public excluded	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
9.2	Action List	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
10.	Updates from Te Poari Akoranga – public excluded	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
11.	Academic risk	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

Section	Interest
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.

And that certain employees from Te Pūkenga, namely Linda Fowler, be permitted to remain at the meeting, after the public has been excluded because of their specific knowledge in relation to the above items.

CARRIED

The meeting closed at 12.39pm.

Te Pūkenga

Te Pūkenga Unified Programme Quality Assurance Report 2024

National Programme Committee to provide oversight of report and determine how report will be completed. Lead BD Quality team to review report prior to submission. Final report to be submitted to lead BD Academic Committee and then to Te Ohu Whakahaere Quality.

Specifications

Qualification Code:	2199	**Qualification Name:**	NZ Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel, and Visitor Experience
Programme Code:	127876	**Programme Name:**	NZ Certificate in Tourism (Level 3)
Programme length	11-24 weeks	**Credits**	40 -70
Year of first delivery	2023	**Lead Business Division:**	EIT
Describe level of unification	Programme, courses and assessment structure unified		

Summary of Delivery

Overview of delivery for the period under review; describe programme governance and change mechanisms; shared resources including assessments; describe how moderation is managed for the programme; evaluation of effectiveness of national collaboration; maintenance of academic integrity across the programme; etc.

This programme was delivered for the first time in 2023. EIT offers both Tourism and Travel strand, and Visitor Experience strand. EIT is the only business division to date to offer this programme. It is offered face to face over one semester.

While the Tourism Working Group was very successful working together to develop the programme and assessments, there is limited collaboration now that no other Business Divisions are offering this programme. During 2024, EIT gave MIT access to their Moodle site for the programme, including all teaching and learning resources, to assist MIT with planned 2025 Trades Academy, and possible 2026 delivery.

Moderation is managed via EIT's moderation policy, and overseen by the relevant Programme Cluster Committee.

As lead provider, EIT is responsible for leading any changes to the programme, consulting with and notifying the network of these changes.

The programme underwent NZQA Consistency Review in 2024 and was rated 'sufficient'.

Te Pūkenga

Ākonga Data

Business Division	Enrolled ākonga (Total EFTS/headcount) (Headcount by demographic)	Successful Course Completion % Successful Qualification Completion % (total and by demographic)
EIT Hawke's Bay	*5.25/9* − *Māori 4* − *Pacific 1* − *Non-Māori/Non-Pacific 4* − *International 1* *No disabled learners enrolled in 2024*	***Domestic Students*** *SCCR 47%* − *Māori 48%* − *Pacific 0%* − *Non-Māori/Non-Pacific 76%* ***International Student*** *SCCR 100%* *QCCR* − *Māori 50%* − *Pacific 0%* − *- Non-Māori/Non-Pacific 75%*

Four learners withdrew from the programme, two identified as Māori, one Pacific and one non-Māori/Pacific. One withdrew as she left the region, one had a learning disability that wasn't originally disclosed and the other two had mental health issues that impacted their ability to continue studying. Learning Services were contacted early in the programme to support these learners, and set up regular 'check-ins', despite this the learners chose to withdraw

Key Activities

Changes to the programme

Summarise national changes made and rationale; where appropriate, describe any local changes made by business divisions; reflect on effectiveness of change process; identify any issues with the change process and actions taken in response – if ongoing actions, add to action plan.

EIT tourism teaching staff conducted a thorough programme review following the first delivery.

The review highlighted Learning Outcomes that would have been more appropriate in other courses. As a result, a Learning Outcome from 3101 and one from 3102 were swapped around. There was no change to the Learning Outcomes, just their placement within courses. There was no change to the credit value of courses or the programme overall. The review findings were shared with former Te Pukenga Tourism Working Group members across the country who unanimously supported the change. The change went through the EIT Internal approval process as a type 1 change. This was then notified to the network. This was a straightforward process with no issues.

The review also identified areas for improvement for assessments. The revised assessments were added to the TP Tourism Teams site.

Te Pūkenga

Moderation

Summarise moderation activities and outcomes. What courses were moderated in the period under review? What external/cluster moderation was done and with whom? Identify any issues and what was done in response; provide information by business division where business divisions are able to make individual changes; include any WDC or NZQA unit standard moderation.

All courses were internally moderated after the first delivery. It was difficult to find external moderation partners with no other Business Divisions offering the programme. One course, TOUR3101 was externally moderated by Ara following 2023 delivery, and another, TOUR3102 by a Toi Ohomai Tauranga staff member following 2024 delivery. The TOUR3101 moderation was done remotely. The TOUR3102 was by face-to-face meeting at the Toi Ohomai campus in Taupo, a mid-point for both parties.

There were no issues with TOUR3101. Both internal and external moderation found that TOUR3102 learners could have provided more evidence for one of the Learning Outcomes. There was no issue with the assessment or the marking rubric, rather it was assessor interpretation. This has been discussed with the assessor and expectations clarified for future delivery.

There are no unit standards in this programme.

Programme Reviews

Overview of consistency review/degree monitoring/NZQA programme review activities where appropriate; summarise process (collective or individual) and outcome(s); any issues and how these will be addressed.

The programme underwent NZQA Consistency Review in September 2024. EIT was the only Te Pūkenga business division reporting on Version 2 of the qualification at the review. The programme was rated 'sufficient' with no issues.

An internal programme review was undertaken following first delivery in 2023. This review was shared with the wider network via the Te Pūkenga Tourism Working Group members.

Best Practice

Highlight areas of best practice or successes for the programme

The programme sets learners up well for higher level study. 100% of level 3 graduates who continued onto 2202 NZ Certificate in Tourism Level 4 were successful with the higher-level qualification.

The programme went through a NZQA Consistency Review in 2024. Feedback from the reviewer confirmed programme delivery is well mapped to align the graduate profile outcomes and strategic purpose of the qualification.

There were no Academic Integrity issues identified. EIT follows Te Pūkenga's Academic Integrity policy.

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning

The internal review conducted by EIT teaching staff prior to 2024 delivery (and changes made to assessments as a result) ensured the programme delivery ran smoothly in 2024.

Open entry to the programme poses a risk of enrolling learners that may not be suitable. In some cases, it is difficult for the delegated authority to know if an applicant has the capability to complete programme requirements. Often is just the applicant's word that they are indeed capable despite the lack of an academic record. Minimum academic requirements eg X literacy and X numeracy credits or similar would be helpful in that regard, with the option to allow for open entry at the delegated authority's discretion if required.

The lack of other business divisions offering this programme provides a challenge for finding external moderation partners. It was also challenging getting any feedback from other business divisions for this report as they are not offering it.

Appendices

Appendix 1: NZQA Consistency Review report

Te Pūkenga

Appendix 1: UNIFIED PROGRAMME Action Plan

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

Appendix 2: NZQA Consistency Review report – Attached

Interim Consistency Review Report

Qualification Title: New Zealand Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel, and Visitor Experience

Qualification number: 2199

Date of review: 3 September 2024

This report refers to graduates awarded this qualification prior to: 31 December 2023

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to:

- apply customer service skills, using appropriate communication, literacy and numeracy skills, and knowledge of tourism service requirements to enhance the visitor experience
- apply the practices required of an aviation, tourism or travel workplace, including teamwork, timeliness, and legislative compliance to enhance the visitor experience.

Graduates of the Aviation strand will also be able to:

- apply knowledge of aviation security, dangerous goods, and aviation law to work in an aviation sector workplace
- apply knowledge of aviation terminology, principles of flight, and key aircraft components to work in an aviation sector workplace.

Graduates of the Tourism and Travel strand will also be able to:

- apply knowledge of New Zealand tourism destinations and their characteristics relevant to visitors to enhance the visitor experience
- apply knowledge of the importance of tourism and travel for the New Zealand economy, including the structure and operation of the inbound and outbound industries, to work in the tourism and travel environment.

Graduates of the Visitor Experience strand will also be able to:

- engage proactively with and support visitors to enhance their experience, through the use of in-depth local knowledge of destination attributes and tourism offerings for their region.

Qualification 2199 - New Zealand Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel and Visitor Experience

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Interim Consistency Review Report

Education Organisations with sufficient evidence

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

MOE Number	Education Organisation	Final rating
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Ara Institute of Canterbury (6006)	Sufficient
9522	Lakeland Learning Company Limited	Sufficient
8630	Te Wānanga o Aotearoa	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Southern Institute of Technology (SIT) (6015)	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as EIT (6007)	Sufficient
9324	Yoobee Colleges Limited	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Tai Poutini Polytechnic (6024)	Sufficient
8644	Crown Institute of Studies Limited	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as ServiceIQ (9068)	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as WelTec (6008)	Sufficient

Introduction

The purpose of this Level 3 certificate qualification is to provide the tourism, travel, or aviation industry with individuals who can support and enhance the visitor experience and use their skills and knowledge to strengthen the contribution of tourism to the New Zealand economy.
The qualification will benefit the community by enhancing the experiences of New Zealand's visitors and bringing economic benefits to the country.

Graduates of the Visitor Experience, Tourism and Travel and Aviation strands will be able to engage with and support visitors in a variety of tourism settings relevant to the strand.

The further study pathways for this qualification include the New Zealand Certificate in Tourism (Level 4) Ref: 2202], the New Zealand Certificate in Tour Guiding (Level 4) [Ref: 2203] or the New Zealand Certificate in Travel (Level 4) [Ref: 2204].

Graduates of this qualification will have the skills and knowledge to work in a variety of entry level roles within tourism, travel, or the wider aviation sector. These roles may include attraction assistants, front office position or ticket sales in the visitor experience sector; reservation consultant, visitor host, booking assistant, rental vehicle operations, front desk administration in the travel and tourism sector; passenger services in the aviation sector.

Qualification 2199 - New Zealand Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel and Visitor Experience

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Interim Consistency Review Report

The qualification was originally developed by Service IQ in conjunction with the travel and tourism industry and tertiary educational organisations (TEOs). Version 2 of this qualification was published in February 2021 following a scheduled review. The responsibility for the qualification was transferred to Ringa Hora Services, Workforce Development Council in 2021. A review of the tourism and travel qualifications, from Levels 3 to 6, is about to commence.

This is the second consistency review for this qualification. National consistency was confirmed for the first consistency review in 2020.

There were 11 TEOs with 1447 graduates across the three strands, during the period for this consistency review. The majority of graduates had completed a programme leading to the award of version one of the qualification. Several TEOs had commenced their new programmes of study (version 2).

A series of online meetings were held on 3 September 2024 for this consistency review and were attended by representatives of the tertiary education organisations, Ringa Hora, and a number of observers.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- the nature, quality and integrity of the evidence presented by the education organisation
- how well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- the extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence included:

- mapping of unit standards, or course components, learning outcomes and assessments to the qualification's graduate profile outcomes (GPOs)
- details of internal and external moderation processes and results
- feedback from graduates and related destination information, including further study
- feedback from next-level tutors, employers and stakeholders, including whanau.

How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Many TEO's reported that collecting evidence from graduates and employers was difficult due to the pandemic lockdowns, border closures and the impact these had had on the travel and tourism sector. These challenges were taken into consideration in the review of the submissions for this qualification.

Most providers offered a self-assessment and evidence portfolio that provided good evidence to support the consistency of graduate outcomes. Evidence relating to the mapping against the GPOs, internal moderation processes and the subsequent positive results

Qualification 2199 - New Zealand Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel and Visitor Experience

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Interim Consistency Review Report

showed that the programmes had been designed and delivered to develop the outcomes in the students and generally validated the assessment results. In some cases, external moderation was limited due to the constraints of the period, moderation partners no longer offering the programme, and organisations no longer having teaching staff with the specialist knowledge.

Where evidence from graduates had been collected in a timely manner, and response rates were representative of the cohort of graduates, it was generally shown that graduates were confident in the skills and knowledge required by the qualification. Progression to next-level study was the most convincing evidence, particularly where this was corroborated with feedback from the next-level tutors. There was limited feedback from employers.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus (includes special focus on a strand or outcome)

None

Examples of good practice

Some organisations referenced the previous consistency review report feedback and reported on strategies implemented in response to the recommendations.

The analysis and reporting of priority learner outcomes, and feedback and identification of themes and areas for improvement was evident in some self-assessments.

Issues and concerns

The number of organisations offering the qualification has declined over the time of this review. It is worth considering the impact this may have on the tourism sector.

Recommendations to Qualification Developer

Ringa Hora Services participated in the consistency review and provided the participants with details of the upcoming qualification review and the consultation process.

Qualification 2199 - New Zealand Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel and Visitor Experience

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Interim Consistency Review Report

Education Organisation sufficiency rating

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
Te Pūkenga - New Zealand Institute of Skills and Technology (6683) trading as EIT (6007)	Sufficient	EIT reported a total of 42 graduates, 33 from version 1 of the qualification and 9 from version 2. All had achieved the Travel and Tourism strand and most (93%) the Visitor Experience strand. EIT reported graduate success disaggregated by delivery site and priority learner status. In 2023, EIT began delivery of version 2 of the qualification, with the Te Pūkenga unified programme. This programme had input and agreement from the Te Pūkenga Tourism working Group. The 70-credit programme is delivered face-to-face over 17 weeks. Overall, programme evidence was convincing. Moderation was sound. Destinations outcomes are positive for most graduates. There was variability in representative graduate feedback between the two sites, which was explained during the presentation. Overall, however, there is good evidence that the qualification is meeting valued outcomes for stakeholders. **Programme evidence:** EIT provided clear programme documents, which tracked the process of version changes to assessments and registration with NZQA. This is good practice. Programme delivery is mapped well to	No further evidence required.

Qualification 2199 - New Zealand Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel and Visitor Experience

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Interim Consistency Review Report

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
		align with the graduate profile outcomes and the strategic purpose of the qualification.	
		Course content provides confidence that programme conditions e.g. sustainability are well covered. There are a range of assessment modes which allow students to be assessed in both practical and theory settings.	
		There is academic oversight of the programme through annual programme review. Graduate outcomes are clearly reported here and add to the institutional knowledge of the value of the qualification. There were some examples of graduate excellence noted also.	
		Pre- and post-moderation assessment evidence was sound. The moderation policy of EIT states that all assessments must be pre-moderated prior to delivery and post moderated every five years. Academic oversight of the effectiveness of the plan, and any subsequent actions is the responsibility of the programme cluster committee.	
		The pre- and post-moderation samples submitted showed some rigour in evaluating assessments. External moderation confirms assessor decisions and the good use of marking rubrics, with clear feedback supplied. Both delivery sites are included in moderation activities. Changes and recommended actions had been followed.	
		Overall, programme evidence provided confidence that the programme enabled learners to meet the graduate outcomes.	

Qualification 2199 - New Zealand Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel and Visitor Experience

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Interim Consistency Review Report

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
		Graduate and destination evidence:	
		Destination evidence was strong. EIT reported that 66**%** of all graduates had transitioned into the New Zealand Certificate in Tourism (Level 4). EIT were able to report most graduate destinations. Those graduates whose destination was unknown seemed to mostly be from the Tairawhiti campus.	
		During the presentation, the organisation discussed their process used to request feedback. This delivery site historically has weaker response rates, and we discussed some potential ways and methods to mitigate this.	
		28 of the Hawkes Bay graduates went on to undertake the Level 4 programme and, for those students who were retained in the programme, success rates were high.	
		EIT had surveyed graduates from both versions of the qualification. The survey methodology, whilst giving the opportunity to capture a large proportion of graduates, is still considered an end-of-programme survey.	
		EIT surveys graduates who continue on to next level study. The survey asks graduates to rate their level of preparedness and competency in applying the GPOs. Evidence contained in the evidence folder showed that graduates were positive in their responses to the GPO survey. However, the information needed to have the numbers of respondents supplied and information	

Interim Consistency Review Report

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
		aggregated by delivery site and date range, with some supporting narrative of GPO responses and what this meant to EIT. Qualitative next level tutor feedback offered confidence in the preparedness of the graduates for the Level 4. To strengthen this evidence, tutors could respond to a survey which is directly related to the GPOs, and which can be compared to graduates' perceptions. This will either support or offer some insight into the performance of the GPOs. No employer feedback was offered. **Recommendations:** • next level tutors should respond to a survey which is directly related to the GPOs, and which can be compared to graduates' perceptions • ensure that graduate, and stakeholder feedback is representative of the cohort and provide analysis on findings • consider alternative methods to capture evidence from the Tairawhiti campus.	

Qualification 2199 - New Zealand Certificate in Tourism (Level 3) with strands in Aviation, Tourism and Travel and Visitor Experience

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Te Pūkenga

Te Pūkenga Unified Programme Quality Assurance Report 2024

National Programme Committee to provide oversight of report and determine how report will be completed. Lead BD Quality team to review report prior to submission. Final report to be submitted to lead BD Academic Committee and then to Te Ohu Whakahaere Quality.

Specifications

Qualification Code:	2202	Qualification Name:	NZ Certificate in Tourism (Level 4)
Programme Code:	127879	Programme Name:	NZ Certificate in Tourism (Level 4)
Programme length	16-20 weeks	Credits	60
Year of first delivery	2023	Lead Business Division:	EIT
Describe level of unification	Programme, courses and assessment structure unified		

Summary of Delivery

Overview of delivery for the period under review; describe programme governance and change mechanisms; shared resources including assessments; describe how moderation is managed for the programme; evaluation of effectiveness of national collaboration; maintenance of academic integrity across the programme; etc.

This programme was delivered for the first time in 2023. EIT is the only business division to date to offer this programme. It is offered face to face over one semester.

While the Tourism Working Group was very successful working together to develop the programme and assessments, there is limited collaboration now that no other Business Divisions are offering this programme. During 2024, EIT gave MIT access to their Moodle site for the programme, including all teaching and learning resources, to assist MIT with potential 2026 delivery

Moderation is managed via EIT's moderation policy, and overseen by the relevant Programme Cluster Committee

As lead provider, EIT is responsible for leading any changes to the programme, consulting with and notifying the network of these changes.

The programme underwent NZQA Consistency Review in 2024 and was rated 'sufficient'.

Ākonga Data

Provide consolidated data for programme and by business division; add a new row for each business division.

Business Division	Enrolled ākonga (Total EFTS/headcount) (Headcount by demographic)	Successful Course Completion % Successful Qualification Completion % (total and by demographic)
EIT Hawke's Bay	*2.5/5* *- Māori 2* *- Pacific 0* *- Non-Māori/Non-Pacific 3* *No international learners or ākonga whaikaha/disabled learners enrolled in 2023*	*SCCR 94%* *- Māori 55%* *- Pacific %* *- Non-Māori/Non-Pacific 100%* *QCCR* *- Māori 50%* *- Pacific %* *- Non-Māori/Non-Pacific 100%*

One Māori learner withdrew from the programme due to personal family issues. This learner was able to successfully complete the First Aid unit standards before withdrawing.

Key Activities

Changes to the programme

Summarise national changes made and rationale; where appropriate, describe any local changes made by business divisions; reflect on effectiveness of change process; identify any issues with the change process and actions taken in response – if ongoing actions, add to action plan.
EIT tourism teaching staff conducted a thorough programme review following the first delivery. The review highlighted the unit standards for First Aid were expiring end of 2024 and needed updating. This was shared with former Te Pukenga Tourism Working Group members across the network who unanimously supported the change. Members of the National Programme Committee were also contacted for their support, however no replies were received. The change went through the EIT Internal approval process as a type 1 change. This was then notified to the network. This was a straightforward process with no issues. The review also identified areas for improvement of assessments. The revised assessments were added to the TP Tourism Teams site.

Moderation

Summarise moderation activities and outcomes. What courses were moderated in the period under review? What external/cluster moderation was done and with whom? Identify any issues and what was done in response; provide information by business division where business divisions are able to make individual changes; include any WDC or NZQA unit standard moderation.
All courses have been internally post moderated. There was no external post moderation of any courses in this programme due to being unable to find a moderation partner willing to do so as no other Business Divisions offered the programme in 2024. There were no issues identified from internal moderation. The course 4102 contains 3 unit standards for First Aid. These are delivered by the School of Nursing at EIT, who arrange any moderation required.

Programme Reviews

Overview of consistency review/degree monitoring/NZQA programme review activities where appropriate; summarise process (collective or individual) and outcome(s); any issues and how these will be addressed.
The programme underwent NZQA Consistency Review in September 2024. EIT was the only Te Pūkenga business division reporting on Version 2 of the qualification at the review. The programme was rated 'sufficient' with no issues. An internal programme review was undertaken prior to 2024 delivery following first delivery in 2023. This review was shared with the wider network via the Te Pūkenga Tourism Working Group members.

Best Practice

Highlight areas of best practice or successes for the programme
The programme sets learners up well for higher level study. 100% of level 4 graduates from 2023 who continued onto 2206 NZ Diploma in Tourism and Travel Level 5 in 2024 were successful with the higher level qualification.

The programme went through a NZQA Consistency Review in 2024. Feedback from the reviewer confirmed programme delivery is well mapped to align the graduate profile outcomes and strategic purpose of the qualification.

The NZQA Consistency Reviewer identified the internal programme review undertaken by EIT as showing a proactive approach to evaluating programme design and delivery

There were no Academic Integrity issues identified. EIT follows Te Pūkenga's Academic Integrity policy

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning
The internal review conducted by EIT teaching staff prior to 2024 delivery (and changes made to assessments as a result) ensured the programme delivery ran smoothly in 2024 The lack of other business divisions offering this programme provides a challenge for finding external moderation partners. It was also challenging getting any feedback from other business divisions for this report as they are not offering it.

Appendices

Appendix 1: NZQA Consistency Review report

Final Consistency Review Report

Qualification Title: New Zealand Certificate in Tourism (Level 4)

Qualification number: 2202

Date of review: 4 September 2024

This report refers to graduates awarded this qualification prior to: 31 December 2023

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to:

- analyse and respond to customer service and information requirements, applying a range of communication and problem-solving skills, to enhance the visitor experience
- apply the practices required of a tourism workplace including team leadership, risk management, and legislative compliance
- apply in-depth knowledge of New Zealand tourism destinations and their characteristics, history, and attributes relevant to visitors to enhance their experience
- investigate and evaluate potential or actual business systems and processes to enable the delivery of a high-quality visitor experience and to contribute to the overall effectiveness of a tourism or travel business.

Education Organisations with sufficient evidence

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

MOE Number	Education Organisation	Final rating
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Otago Polytechnic (6013)	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as WelTec (6008)	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as ServiceIQ (9068)	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Nelson Marlborough Institute of Technology (6011)	Sufficient
7694	Queenstown Resort College Ltd	Sufficient

Qualification 2202 - New Zealand Certificate in Tourism (Level 4)

Final Consistency Review Report

6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Eastern Institute of Technology (6007)	Sufficient
9324	Yoobee Colleges trading as Yoobee College of Creative Innovation	Sufficient

Introduction

The purpose of this Level 4 60-credit certificate is to provide the tourism industry with individuals who can support and enhance the visitor experience and use their skills and knowledge to strengthen the contribution of tourism to the New Zealand economy.
The qualification will benefit the community by enhancing the experiences of New Zealand's tourism visitors and bringing economic benefits to the country.

Graduates of this qualification will be able to deliver, and assist in supporting the delivery of, a high-quality visitor experience in the tourism industry, working under broad guidance, and they may also have some responsibility for the performance of others. They will have the skills and knowledge to work in a wide variety of positions in the tourism industry. Roles may include inbound tourism operator, attraction supervisor, i-SITE consultant, or visitor centre advisor. Graduates may wish to pursue the further study pathway from this qualification - the New Zealand Diploma in Tourism and Travel (Level 5) [Ref: 2206].

The qualification was originally developed by Service IQ in conjunction with the tourism industry and educational organisations. Version 2 of this qualification was published in 2020 following a scheduled review. The responsibility for the qualification was transferred to Ringa Hora, Services Workforce Development Council in 2021. A review of the travel and tourism suite of qualifications (Level 3-6) is scheduled to take place over the coming months.

This is the second consistency review for this qualification. National consistency was confirmed in 2018.

There were seven education organisations with 4318 graduates during this period for this consistency review. The majority of graduates had completed a programme leading to the award of version one of the qualification. One TEO accounted for over 90% of the graduates.

A series of online meetings was held on 4 September 2024, for this consistency review, and were attended by representatives of the tertiary education organisations. A representative of Ringa Hora attended each session.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- the nature, quality and integrity of the evidence presented by the education organisation

Qualification 2202 - New Zealand Certificate in Tourism (Level 4)

Final Consistency Review Report

- how well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- the extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence included:

- confirmation that the TEOs each had a coherent programme of industry training or programme of study, which ensured that programme components and assessments led to the graduate profile outcomes (GPOs)
- evidence of internal and external moderation activities that assured that the programme was assessed at an appropriate level
- records of feedback from graduates, next level tutors and employer organisations, confirming that the programmes had provided students with a range of skills aligned to the graduate profile outcomes and appropriate to a position in the tourism industry.

How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

The TEOs submitted a range of evidence that could be triangulated to demonstrate that their graduates match the graduate outcomes at the agreed threshold. This included assessment and moderation evidence, programme to GPOs alignment, and graduate and destination data.

The TEOs provided good evidence related to the alignment of their approved programmes of industry training/programmes of study with the GPOs, and of the quality and suitability of the programmes and assessments in terms of supporting the consistency of the graduate outcomes and the general conditions specified in the qualification.

Evidence relating to assessment and moderation was generally strong, demonstrating good internal and external moderation processes.

Graduate feedback confirmed that they had acquired and were applying the skills and knowledge outlined in the graduate profile outcomes (GPOs). However, the response rate from graduates was generally low.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus (includes special focus on a strand or outcome)

None

Qualification 2202 - New Zealand Certificate in Tourism (Level 4)

Final Consistency Review Report

Issues and concerns

Many TEOs, particularly those from Te Pūkenga, have discontinued delivering programmes leading to this qualification. Unfortunately, many PTE providers had moderation partnerships with various Te Pūkenga subsidiaries, which became inactive after a period of hiatus. This has impacted the quality assurance of those TEOs.

Recommendations to Qualification Developer

None

Qualification 2202 - New Zealand Certificate in Tourism (Level 4)

Final Consistency Review Report

Education Organisation sufficiency rating

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
Te Pūkenga - New Zealand Institute of Skills and Technology trading as EIT (6007)	Sufficient	EIT reported a total of 50 graduates, 44 from version 1 of the qualification and 6 from version 2. EIT reported graduate success disaggregated by delivery site and priority learner status. In 2023, EIT began delivery of version 2 of the qualification, with the Te Pūkenga unified programme. This programme had input and agreement from the Te Pūkenga Tourism working Group. The 60-credit programme is delivered face to face over 17 weeks. Nearly half of all students identified as Māori. Programme evidence was convincing. Moderation was sound. Destinations outcomes are positive for most graduates. There was variability in representative graduate feedback between the two sites, which was explained during the presentation. Overall, however, there is good evidence that the qualification is meeting valued outcomes for stakeholders. **Programme evidence:** EIT provided clear programme documents, which tracked the process of version changes to assessments and registration with NZQA. This is good practice. The programme was reviewed after the first year of delivering version 2 of the qualification, resulting in some changes to assessments. This	No further evidence required

Qualification 2202 - New Zealand Certificate in Tourism (Level 4)

Final Consistency Review Report

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
		showed a proactive approach to evaluating programme design and delivery. Programme delivery is well mapped to align the graduate profile outcomes and strategic purpose of the qualification. Course content provides confidence that programme conditions i.e. that the programme reflect Māori values of manaakitanga in relation to travel and tourism. EIT utilise specialist teachers from EIT's School of Māori studies to co-deliver some of the content to support students. There are a range of assessment modes which allow students to be assessed in both practical and theory settings. There is academic oversight of the programme through annual programme review. Graduate outcomes are clearly reported here and add to the institutional knowledge of the value of the qualification. Progression rates from the Level 4 are also positive and reported in this section of the report. Pre and post moderation evidence was sound. The moderation policy of EIT states that all assessments must be pre moderated prior to delivery and post moderated every five years. Academic oversight of the effectiveness of the plan, and any subsequent actions is the responsibility of the Programme cluster committee. The pre and post moderation samples submitted showed some rigor in evaluating assessments. External moderation confirms assessor	

Qualification 2202 - New Zealand Certificate in Tourism (Level 4)

Final Consistency Review Report

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
		decisions. Tasks were at the correct level, and generally the students had received clear feedback. Recommendations to improve assessment tasks were not reiterated in later samples, suggesting that improvements had been made across all assessments. There was some valuable feedback on assessing conditions and moderating oral tasks. Both delivery sites are included in moderation activities. Presenting a summary of moderation and resulting actions would improve the quality of the submission. Overall, programme evidence provided confidence that the programme enabled learners to meet the graduate outcomes. **Graduate and destination evidence:** Destination evidence was quite strong. EIT reported that 26 of 39 graduates from the Hawkes Bay campus had transitioned into the NZ Certificate in Tourism (L5) and nearly all were successful in gaining this qualification. EIT has full data representation for the Hawkes Bay campus and was able to report on those graduates who had not gone onto higher level study. Most of these graduates had gone onto either sector or unrelated employment, still a good outcome. The graduates whose destination was unknown seemed to mostly be from the Tairawhiti campus. This may be because there are no higher-level tourism study options available at the Tairawhiti campus.	

Qualification 2202 - New Zealand Certificate in Tourism (Level 4)

Final Consistency Review Report

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
		EIT had surveyed graduates from both versions of the qualification. The survey methodology, whilst giving the opportunity to capture a large proportion of graduates, is still considered an end of programme survey. The results of this survey were not reported. EIT surveys graduates who continue onto next level study. The survey asks graduates to rate their level of preparedness and competency in applying the GPOs. Evidence contained in the evidence folder showed that graduates were positive in their responses to the GPO survey, but the information needed numbers of respondents confirmed, and information aggregated by delivery site and date range, with some supporting narrative of GPO responses and what this meant to EIT. Qualitative next level tutor feedback offered confidence in the preparedness of the graduates for the Level 5. To strengthen this evidence, tutors should respond to surveys which can be more directly compared to graduates' surveys. This will either support or offer some insight into the performance of the GPOs. One employer confirmed that the graduate had met the GPO's. **Recommendations:** • next level tutors should respond to surveys which can be compared to graduates' surveys • ensure that graduate, and stakeholder feedback is representative of the cohort and provide analysis on any findings.	

Qualification 2202 - New Zealand Certificate in Tourism (Level 4)

TePūkenga

Te Pūkenga Unified Programme Quality Assurance Report 2024

National Programme Committee to provide oversight of report and determine how report will be completed. Lead BD Quality team to review report prior to submission. Final report to be submitted to lead BD Academic Committee and then to Te Ohu Whakahaere Quality.

Specifications

Qualification Code:	2206	**Qualification Name:**	NZ Diploma in Tourism and Travel (Level 5)
Programme Code:	127880	**Programme Name:**	NZ Diploma in Tourism and Travel (Level 5)
Programme length	36 – 44 weeks full time	**Credits**	120
Year of first delivery	2024	**Lead Business Division:**	EIT
Describe level of unification	Programme, courses and assessment structure unified		

Summary of Delivery

Overview of delivery for the period under review; describe programme governance and change mechanisms; shared resources including assessments; describe how moderation is managed for the programme; evaluation of effectiveness of national collaboration; maintenance of academic integrity across the programme; etc.

This programme was delivered for the first time in 2024, by EIT and Toi Ohomai. It is offered face to face over one year.
SIT delivered 2 courses during 2024, TOUR5101 and TOUR5104.

While the Tourism Working Group was very successful working together to develop the programme, there is now limited collaboration with so few Business Divisions offering this programme. During 2024, EIT gave SIT access to their Moodle site for the programme, including all teaching and learning resources.

Moderation is managed via EIT's moderation policy, and overseen by the relevant Programme Cluster Committee

As lead provider, EIT is responsible for leading any changes to the programme, consulting with and notifying the network of these changes.

Ākonga Data

Provide consolidated data for programme and by business division; add a new row for each business division.

Business Division	Enrolled ākonga (Total EFTS/headcount) (Headcount by demographic)	Successful Course Completion % Successful Qualification Completion % (total and by demographic)
EIT Hawke's Bay	*8/8* *- Māori 1* *- Pacific 1* *- Non-Māori/Non-Pacific 6* *One international learner* *No disabled learners enrolled in 2024*	*SCCR 100%* *- Māori 100%* *- Pacific 100%* *- Non-Māori/Non-Pacific 100%* *QCCR* *- Māori 100%* *- Pacific 100%* *- Non-Māori/Non-Pacific 100%*
Toi Ohomai	*6/6* *- Māori 0* *- Pacific 0* *- Non Māori/Non Pacific 6* *Six international learners* *No disabled learners enrolled in 2024*	*SCCR 98%* *- Māori 0* *- Pacific 0* *- Non-Māori/Non Pacific 98%* *QCCR* *- Māori 0* *- Pacific 0* *- Non Māori/Non Pacific 83%*
SIT	*2/8* *- Māori 4* *- Pacific 1* *- Non Maori/Non Pacific 3* *- Disabled 1* *No international learners*	*TOUR5101 SCCR 63%* *TOUR5104 SCCR 55%* *No other data provided*

Key Activities

Changes to the programme

Summarise national changes made and rationale; where appropriate, describe any local changes made by business divisions; reflect on effectiveness of change process; identify any issues with the change process and actions taken in response – if ongoing actions, add to action plan.

Prior to first delivery, the lead of the National Programme Committee noticed the unit standards in the course TOUR5108 would expire at the end of 2024. This was shared with former Te Pukenga Tourism Working Group members across the network who unanimously agreed the programme should be updated to the latest versions. Another Te Pūkenga working group had developed resources and assessments in house for the latest versions, removing the requirement to purchase these from Service IQ. The change went through the EIT Internal approval process as a type 1 change. This was then notified to the network. This was a straightforward process with no issues.

Moderation

Summarise moderation activities and outcomes. What courses were moderated in the period under review? What external/cluster moderation was done and with whom? Identify any issues and what was done in response; provide information by business division where business divisions are able to make individual changes; include any WDC or NZQA unit standard moderation.

All courses were internally moderated after the first delivery. A Tauranga based Toi Ohomai staff member who taught on this programme and an EIT staff member met in Taupo for a moderation day in December 2024.

TOUR5104 and TOUR5107 were post moderated. Whilst there were no major issues, moderation did identify areas of over assessing and suggested some assessment instruction could be clearer.

No external post moderation has been completed by SIT to date

Programme Reviews

Overview of consistency review/degree monitoring/NZQA programme review activities where appropriate; summarise process (collective or individual) and outcome(s); any issues and how these will be addressed.

The NZQA Consistency Review for 2206 held in September 2024 covered graduates to 31 December 2023, therefore this version of the qualification was not included
The moderation meeting between Toi Ohomai and EIT staff in Taupo included a high level programme review. There was much discussion regarding the programme, what went well and what could be improved. It was agreed a detailed full review was required

Best Practice

Highlight areas of best practice or successes for the programme

There was successful collaboration between EIT and Toi Ohomai throughout the year. This extended to sharing of resources, external moderation and a review of the programme delivery for 2024.
EIT also shared resources with SIT

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning

Some assessment tasks supplied by former Tourism Working Group members were not suitable. In some cases they were assessments from version 1 of the qualification and did not meet Learning Outcomes of the current version
Some of the unified assessments were unsuitable. Business divisions resorted to rewriting assessments or using legacy assessments rather than those supplied.
The 'one size fits all' approach was also a problem with TOUR5106 and TOUR5107, which are based on learners undertaking work experience. Some Toi Ohomai learners were unable to source suitable placements, so found these assessments difficult.

SIT wrote their own assessments rather than use the assessments developed by the Tourism Working Group

Appendices

Appendix 1: Unified Programme Action Plan

Appendix 2: Interim consistency review report CR 2206_EIT

Appendix 1: UNIFIED PROGRAMME Action Plan

Challenge / Issue /Opportunity	Proposed Action(s), changes, improvements (what, when, who)	Expected outcome/ impact How evaluated
Unsuitable assessments/over assessing.	EIT will lead a thorough review of the programme's assessments during 2025. EIT and Toi Ohomai to rewrite/adjust assessments where necessary.	More suitable assessments that do not over assess learners. Evaluated with external moderation

Interim Consistency Review Report

Qualification Title: New Zealand Diploma in Tourism and Travel (Level 5)

Qualification number: 2206

Date of review: 4 September 2024

This report refers to graduates awarded this qualification prior to: 31 December 2023

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to:

- select and apply a range of effective technical communication skills to communicate with diverse audiences in the tourism industry, in order to proactively strengthen the visitor experience
- manage tourism workplace practices including self-management, effective time and task management, and compliance with relevant Acts and legislation
- analyse and evaluate local, national, and international tourism operating environments in order to facilitate rational decision-making in the tourism industry
- develop, analyse, and critique tourism business systems and processes to enable the delivery of a high-quality visitor experience and contribute to overall business effectiveness.

Education Organisations with sufficient evidence

MOE Number	Education Organisation	Final rating
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Otago Polytechnic (6013)	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as WelTec (6008)	Sufficient
9135	Aotearoa Career and Management Institute	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Toi Ohomai (6025)	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Eastern Institute of Technology (6007)	Sufficient
9324	Yoobee Colleges Limited	Sufficient

Interim Consistency Review Report

6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Southern Institute of Technology (6015)	Sufficient
8644	Crown Institute of Studies	Sufficient
6683	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Nelson Marlborough Institute of Technology (6011)	Sufficient

Introduction

The purpose of this 120-credit diploma qualification is to provide the tourism and travel industries with individuals who can contribute to the effective implementation of processes in the tourism industry, proactively support and enhance the visitor experience, and through their skills and knowledge strengthen the contribution of tourism to the New Zealand economy.

Graduates will be able to deliver, and assist in supporting the delivery of, a high-quality visitor experience across a range of organisations in the tourism and travel industries, taking full responsibility for the nature, quantity and quality of outcomes. Graduates will have the skills and knowledge to work in senior positions in the tourism and travel industry. Roles may include tourism operations advisors, business development coordinators and trade development advisors.

This qualification can lead to the New Zealand Diploma in Tourism and Travel (Level 6) [Ref: 2207].

The qualification was originally developed by Service IQ in conjunction with the travel and tourism industry and educational organisations. Version 2 of this qualification was published in 2020 following a scheduled review. The responsibility for the qualification was transferred to Ringa Hora Services, Workforce Development Council in 2021. A review of the travel and tourism suite of qualifications (Level 3-6) is scheduled to take place over the coming months.

This is the second consistency review for this qualification. National consistency was confirmed for the first consistency review in 2020.

There were eleven education organisations with 2268 graduates during this period for this consistency review. The majority of graduates had completed a programme leading to the award of version one of the qualification. One TEO accounted for approximately 85% of the graduates.

A series of online meetings were held on 4 September 2024 for this consistency review. These were attended by representatives of the tertiary education organisations, Ringa Hora, and a number of observers.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

Qualification 2206 - New Zealand Diploma in Tourism and Travel (Level 5)   2

Interim Consistency Review Report

The criteria used to judge the evaluation question were:

- the nature, quality and integrity of the evidence presented by the education organisation
- how well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- the extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence included:

- confirmation that the TEOs each had a coherent programme of industry training or programme of study, which ensured that programme components and assessments led to the graduate profile outcomes (GPOs)
- evidence of internal and external moderation activities that assured that the programme was assessed at an appropriate level
- records of feedback from graduates, next level tutors, and employer organisations confirming that the programmes had provided students with a range of skills aligned to the graduate profile outcomes and appropriate to a position in the tourism industry.

How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

The TEOs submitted a range of evidence that could be triangulated to demonstrate that their graduates match the graduate outcomes at the agreed threshold. This included assessment and moderation evidence, programme-to-GPOs alignment, and graduate and destination data.

The TEOs provided good evidence related to the alignment of their approved programmes of industry training/programmes of study with the GPOs, and of the quality and suitability of the programmes and assessments in terms of supporting the consistency of the graduate outcomes and the general conditions specified in the qualification.

Evidence relating to assessment and moderation was generally strong, demonstrating good internal and external moderation processes.

Graduate feedback confirmed that they had acquired and were applying the skills and knowledge outlined in the graduate profile outcomes (GPOs). However, the response rate from graduates was generally low.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus (includes special focus on a strand or outcome)

None

Interim Consistency Review Report

Issues and concerns

Many TEOs, particularly those from Te Pūkenga, have discontinued delivering programmes leading to this qualification. Unfortunately, many PTE providers had moderation partnerships with various Te Pūkenga subsidiaries, which became inactive after a period of hiatus. This has impacted the quality assurance of those TEOs.

Recommendations to Qualification Developer

None

Interim Consistency Review Report

Education Organisation sufficiency rating

Te Pūkenga – New Zealand Institute of Skills and Technology (6683) trading as Eastern Institute of Technology (6007)	Sufficient	EIT reported a total of 14 graduates from version 1 of the qualification. (2020, 7; 2022, 7) The 120-credit programme is delivered face-to-face over 1 year at the Hawkes Bay campus. The programme contains 60 hours work experience. The programme was designed for international students. Pathway qualifications, the Level 3 and Level 4 are embedded in the full programme. The programme was delivered twice during the period of this review. EIT provided a fairly informative self-assessment. Some evidence and analysis of findings needed better presentation. Programme evidence was strong, and destination evidence showed positive outcomes for graduates. **Programme evidence:** EIT provided clear programme documents. Programme delivery is well mapped to align the graduate profile outcomes and strategic purpose of the qualification. Course content provides students with sufficient opportunities to gain and apply the GPOs. There is a strong emphasis on utilising local tourism environments. EIT have clear academic oversight of the programme. Annual programme reviews are informative and show evidence that graduate performance is tracked and reported back to programme managers. The	No further evidence required

Qualification 2206 - New Zealand Diploma in Tourism and Travel (Level 5)

5

Interim Consistency Review Report

		process of review leads to action plans, and a range of programme documents are provided as evidence. EIT has an active Advisory Committee. There are a range of assessment modes which allow students to be assessed in both practical and theory settings. There is academic oversight of the programme through annual programme review. Graduate outcomes are clearly reported here and add to the institutional knowledge of the value of the qualification. Progression rates from the Level 4 are positive and reported in this section of the report. Pre and post assessment moderation evidence was generally sound. The moderation policy of EIT states that all assessments must be pre moderated prior to delivery and post moderated every five years. Academic oversight of the effectiveness of the plan, and any subsequent actions is the responsibility of the Programme cluster committee. External moderation samples provided some clear feedback and recommendations. There is some narrative on the follow up to these recommendations. EIT stated that, as version 2 was in development, the teaching team and development centre elected to retain the assessments. Moderation confirmed the level of assessments, and that marking was fair and consistent. Presenting a summary of moderation and resulting actions would improve the quality of the submission. Overall, programme evidence provided confidence that the programme enabled learners to meet the graduate outcomes.	

Qualification 2206 - New Zealand Diploma in Tourism and Travel (Level 5)

6

Interim Consistency Review Report

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Graduate and destination evidence:

Destination evidence was strong. EIT reported that 64% of all graduates n=9) were successful in gaining employment in the tourism industry. All (bar one) graduate was accounted for in tracking destinations and had achieved positive outcomes**.**

EIT had surveyed graduates during and on completion of the programme. Although the results were positive, and captured some GPO capability information, the survey was still a programme survey.

EIT surveyed graduates once in the workplace. The self-assessment needed to clarify the number of respondents to the survey and provide some commentary on the feedback to individual graduates to provide good evidence.

Employer feedback was similarly limited. EIT had gathered feedback from workplace employers on the students' progress towards the GPOs and from final destination employers.

As above, this information needed to be better presented to be convincing as evidence. EIT states that the involvement of the Advisory Board in the sector allows them to feedback on employer opinions and confidence. The evidence would be more convincing if EIT formalised this process, and the Advisory Board may be instrumental in assisting with this.

Recommendations:

- ensure moderation evidence is dated.

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Qualification 2206 - New Zealand Diploma in Tourism and Travel (Level 5)

7

Te Pūkenga Unified Programme Quality Assurance Report 2024

National Programme Committee to provide oversight of report and determine how report will be completed. Lead BD Quality team to review report prior to submission. Final report to be submitted to lead BD Academic Committee and then to Te Ohu Whakahaere Quality.

Specifications

Qualification Code:	3625	**Qualification Name:**	NZ Certificate in Sport, recreation & exercise (Multi sector) (Level 3)
Programme Code:	128182	**Programme Name:**	NZ Certificate in Sport, recreation & exercise (Multi Sector) (Level 3)
Programme length	17 weeks	**Credits**	60
Year of first delivery	2024	**Lead Business Division:**	EIT
Describe level of unification	Programme, courses and assessment structure unified		

Summary of Delivery

Overview of delivery for the period under review; describe programme governance and change mechanisms; shared resources including assessments; describe how moderation is managed for the programme; evaluation of effectiveness of national collaboration; maintenance of academic integrity across the programme; etc.

This programme was delivered for the first time in 2024. EIT is the only business division to date to offer this programme. It is offered face to face over one semester.

While the Working group was very successful working together to develop the programme and assessments, there is limited collaboration now that no other Business Divisions are offering this programme.

Moderation is managed via EIT's moderation policy, and overseen by the relevant Programme Cluster Committee. External moderation was carried out by WITT

As lead provider, EIT is responsible for leading any changes to the programme, consulting with and notifying the network of these changes.

Ākonga Data

Provide consolidated data for programme and by business division; add a new row for each business division.

Business Division	Enrolled ākonga (Total EFTS/headcount) (Headcount by demographic)	Successful Course Completion % Successful Qualification Completion % (total and by demographic)
EIT Hawke's Bay/Tairawhiti	Total 13.5/27 - Māori 21 - Pacific 2 - Under 25 25 - Disabled 4	**Total 85%** - Māori 90% - Pacific 0% - Under 25 84% - Disabled 75% * 100% of students who completed the course passed. Percentages shown are due to withdrawals.

Te Pūkenga

Key Activities

Changes to the programme

Summarise national changes made and rationale; where appropriate, describe any local changes made by business divisions; reflect on effectiveness of change process; identify any issues with the change process and actions taken in response – if ongoing actions, add to action plan.

EIT teaching staff conducted a thorough programme review following the first delivery across all sites.
The review identified areas for improvement for assessments and learning material.
It was noted that this programme does not align well with the progression to the level 4 Certificate in Exercise and that we need to offer a more specific scaffolding option for those who would rather move into the sport and recreation space but who are not yet ready for level 5 learning.

Moderation

Summarise moderation activities and outcomes. What courses were moderated in the period under review? What external/cluster moderation was done and with whom? Identify any issues and what was done in response; provide information by business division where business divisions are able to make individual changes; include any WDC or NZQA unit standard moderation.

All courses were internally moderated after the first delivery. It was difficult to find external moderation partners but WITT were happy to help.
Each delivery was facilitated by a new tutor to EIT, so not only were they new to the teaching space, but new to the programme delivery. This brought a lot of constructive feedback such as the need for more evidence during practical sessions to ensure the learning outcomes and GPO's were being met. The tutors for 2025 will remain the same which is promising.
External moderation for 3.102 had suggestions to the rubric, but no issues with the assessment itself.
There are no unit standards in this programme

Programme Reviews

Overview of consistency review/degree monitoring/NZQA programme review activities where appropriate; summarise process (collective or individual) and outcome(s); any issues and how these will be addressed.

N/A. We will conduct a review should more business divisions deliver the unified programme in future. WITT have specified they will not be moving to the new delivery model as they deliver across the year to rangatahi in a trade's academy environment and the current model works well for them. No other business division has indicated they will be delivering this programme in future.

Best Practice

Highlight areas of best practice or successes for the programme

The programme sets learners up well for higher level study. 68% of the students have enrolled into level 4 certificate in exercise for 2025 and a further 7% have enrolled into the Outdoor Experiences Level 3 offering in Tairāwhiti.

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning

The internal review conducted by EIT teaching staff at the end of 2024 provided a fresh perspective from staff who had never taught before. This outlined some of the struggles for staff not in main campus in Taradale in terms of administrative challenges and potential progression for students wishing to continue with study.
We are looking into options for progression in 2026 as our level 3 programme will not be scheduled until semester 2, 2025.
Staff induction prior to delivery is vital as well as ensuring resource sharing is occurring regularly.

The lack of other business divisions offering this programme provides a challenge for finding external moderation partners. It was also challenging getting any feedback from other business divisions for this report as they are not offering it.

Te Pūkenga

Te Pūkenga Unified Programme Quality Assurance Report 2024

National Programme Committee to provide oversight of report and determine how report will be completed. Lead BD Quality team to review report prior to submission. Final report to be submitted to lead BD Academic Committee and then to Te Ohu Whakahaere Quality.

Specifications

Qualification Code:	3563	Qualification Name:	NZ Certificate in Exercise (Level 4)
Programme Code:	128181	Programme Name:	NZ Certificate in Exercise (Level 4)
Programme length	17 weeks	Credits	60
Year of first delivery	2024	Lead Business Division:	EIT
Describe level of unification	Programme and courses unified		

Summary of Delivery

Overview of delivery for the period under review; describe programme governance and change mechanisms; shared resources including assessments; describe how moderation is managed for the programme; evaluation of effectiveness of national collaboration; maintenance of academic integrity across the programme; etc.

This programme was delivered for the first time in 2024. EIT is the only business division to date to offer this programme in this format with all other business divisions to implement the programme in 2025. This programme is offered face to face over one semester.

Toi Ohomai delivers this programme alongside the NZC Freestyle Exercise Level 4 as a 120 credit, year long programme.

While the Working group was very successful working together to develop the programme and assessments, there is limited collaboration due to Business Divisions not offering this programme until 2025. A hui was held on December 3 2024 with 12 lecturers from various Business divisions attending to talk through the positives and hurdles we faced in 2024 delivery.

Moderation is managed via EIT's moderation policy, and overseen by the relevant Programme Cluster Committee.

As lead provider, EIT is responsible for leading any changes to the programme, consulting with and notifying the network of these changes.

Ākonga Data

Provide consolidated data for programme and by business division; add a new row for each business division.

Business Division	Enrolled ākonga (Total EFTS/headcount) (Headcount by demographic)	Successful Course Completion % Successful Qualification Completion % (total and by demographic)
EIT Hawke's Bay	Total 17 - Māori 12 - Pacific 3 - Under 25 8 - Disabled 4	**Total 15** - Māori 92 - Pacific 66% - Under 25 87.5 - Disabled 75% * 94% of students who completed the course passed. Percentages shown are due to withdrawals.
Toi Ohomai Tauranga/Rotorua	Total Headcount: 48 (Tauranga: 33 / Rotorua: 15) EFTS by demographic - Māori: 23.88 - Pacific: 7.75 - Non-Māori/Non-Pacific: 16.37 - International: 0 - Disabled: 6	**Domestic Students** - Overall: 87.13% - Māori: 81.68% - Pacific: 85.48% - Non-Māori/Non-Pacific (we don't report this)

Key Activities

Changes to the programme

Summarise national changes made and rationale; where appropriate, describe any local changes made by business divisions; reflect on effectiveness of change process; identify any issues with the change process and actions taken in response – if ongoing actions, add to action plan.

EIT teaching staff conducted a thorough programme review following the first delivery.
The review identified areas for improvement for assessments and learning material.
It was noted that this programme is assessment heavy and students were focused on assessments rather than learning so assessments have been modified and moderated, ensuring they still adhere to learning outcomes and GPO's. The week long placement option was beneficial to the students with 50% gaining employment from their placements. This programme scaffolds well into the level 5 Certificate/Diploma and Degree programmes.

LO3 of SPOR4002 Exercise Programming (Use a Māori Health Model to explain the benefits of effective exercise programmes for a diverse range of individuals) became LO3 of SPOR4003 Nutrition and Lifestyle. This was missed by NZQA for EIT's first delivery but was modified in mid December 2025 for Semester 1 2025 delivery. All business divisions were notified by email. No changes needed to be implemented into assessments, just documentation updated.

Moderation

Summarise moderation activities and outcomes. What courses were moderated in the period under review? What external/cluster moderation was done and with whom? Identify any issues and what was done in response; provide information by business division where business divisions are able to make individual changes; include any WDC or NZQA unit standard moderation.

In 2024, all four new unified programme courses were internally moderated in both business units (pre and post) and two of those were externally moderated, as follows:
EIT
- SPOR4003 Nutrition and Lifestyle (Externally moderated by ARA Institute of Technology)

Toi Ohomai
- SPOR4001 Human Anatomy and Physiology (Externally moderated by Otago Polytech)
- SPOR4003 Nutrition and Lifestyle (Externally moderated by Otago Polytech)

Both internal and external moderation provided clear feedback and recommendations for improvements for 2025. The moderation process reinforced that the assessments are fit-for-purpose while highlighting areas for refinement. The focus for 2025 will be on:
- Enhancing clarity in assessment instructions and marking rubrics.
- Ensuring consistency in terminology and feedback
- Addressing specific assessment improvements, particularly in exam question structure and marking weightings.

The moderation process continues to be an effective quality assurance tool, ensuring that assessments remain engaging, fair, and aligned with course learning outcomes.

Programme Reviews

Overview of consistency review/degree monitoring/NZQA programme review activities where appropriate; summarise process (collective or individual) and outcome(s); any issues and how these will be addressed.

N/A. We will conduct a review in 2025 once more business divisions deliver the unified programme in future. All business divisions stated they will be delivering the programme in 2025, so it should be a promising year for feedback

Best Practice

Highlight areas of best practice or successes for the programme

The programme sets learners up well for the workforce with 50% of the students gaining employment in industry as well as 30% of students continuing onto the Level 5 Diploma in Sport, recreation and Exercise.
EIT will continue to work alongside stakeholders for feedback on best practice and how to provide students with the best chance at industry success.

- **High course success rates:** Overall course success was 94% (EIT) and 87% (Toi Ohomai), maintaining strong outcomes.
- **Inclusive learning approach:** The programme fosters a diverse learning environment with strong Māori and Pasifika engagement, Te Reo content, and Tikanga practices.
- **Effective moderation processes:** All new courses were pre- and post-moderated, ensuring quality assessments that align with learning outcomes. The moderation helped refinements for 2025.
- **Strong industry connections:** Students participated in multiple off-site visits, real-world training, and many gained employment in the fitness industry during or after the programme.
- **Positive student feedback:** (Toi Ohomai) Engagement levels were high, with strong support systems, an interactive learning environment, and a balanced mix of theory and practical work.

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning
• **Higher withdrawal rates:** (Toi Ohomai) Withdrawals increased to 8.85% (up from 3.68% in 2023), particularly among Māori students in Tauranga, with reasons including personal challenges like mental health, financial pressures, and whānau commitments. • **Assessment clarity:** Continued refinements needed for assessment instructions, marking rubrics, and exam structures to ensure clarity and fairness. • **Workload and assessment timing adjustments:** Students reported feeling overwhelmed with condensed workloads in the final term; a review of course timing and assessment spacing is needed. • **Student study habits and time management:** Many students struggled with completing coursework outside of class. Strategies to improve independent study skills and time management will be explored for 2025. **Staff induction (EIT):** Staff induction prior to delivery is vital as well as ensuring resource sharing is occurring regularly, especially as this was the first offering of the programme. **Clarity around resource sharing with Te Pukenga dispanding:** Other business divisions had reached out to us for our assessment resources and teaching material. The question has been posed as to what happens in regards to resource sharing should business divisions become their own entities

Appendices

Appendix 1: Minutes from the December NPC committee hui

Appendix 1:

NZ Certificate in Exercise Level 4 Meeting

Date: Friday 13 December 1-2pm

Attended online:

Lee-Anne Taylor EIT, Kris Arnold EIT, Nardia Norman EIT, Kieran Mckendry WITT, Kelly Pender Toi Ohomai, Rob Gambolati Unitec, Shohn Wormgoor UOL, Helen Marshall Ara, Lynne OMalley Wintec, Kerin Mcdonald Wintec, Adain Summerfield Otago,

Programme update:

•   NZQA changes from Te Pūkenga were not put through therefore EIT has requested this to be done – these will be reviewed by Barbara at NZQA in the new year. Below is the summary of changes:

1.   Change references to Version 1 of the qualification to Version 2 (No other changes required by qualification version change)

2.   Move LO3 of SPOR4002 Exercise Programming (Use a Māori Health Model to explain the benefits of effective exercise programmes for a diverse range of individuals) to become LO3 of SPOR4003 Nutrition and Lifestyle.

EIT overview of delivery for 2024

•   Delivery used teaching 9-3pm Monday to Wednesday over 17 weeks; morning theory and afternoon practical

•   4 courses using the assessments that the Te Pūkenga working group had outlined

•   Delivered 4001 Anatomy & Physiology & 4003 Lifestyle and Nutrition first then 4002 Exercise programming & 4004 Exercise professional practice

•   4001 A&P assessments - 2 tests (30% each) and a practical demonstration (40%)

•   4002 Lifestyle & Nutrition assessments - practical consult and fitness tests (30%), written programme adaptation (30%), portfolio (40%)

•   4003 Exercise programming assessments - test (40%) and food diary (60%)

•   4004 Exercise professional practice assessments - workbook (20%), online marketing portfolio (40%), business manual (40%)

Learnings

•   Transition of tutors – need lead in time to hand over; subject matter experts e.g. business background are required or upskilling of current staff

•   4001 instead of 2 tests will be 4-5 knowledge checks throughout

• 4002 – the 3 assessments will become a portfolio; Clients – they initially used class mate first then friends and family – for next delivery it won't be friends and family as wasn't real-world as could have been. Will look to use EIT staff and develop logbook that both client and students comment and sign as collection of evidence

• 4003 assessments to remain the same

• 4004 remove the workbook, make the online portfolio more user friendly and ensure staff and students understand the principles of Manaakitanga (hosting), Tūturutanga (being real and genuine), and Tūhonotanga (connectedness)

• Māori health models – improve knowledge in subject matter and provide support for our tutors

Learnings for 2025

• L4 Hawkes Bay (HB) 1 tutor timetabled over 3 days; Tairawhiti tutors will deliver courses and therefore timetabled as courses

• Learning support services and connecting the students with them early in programme for student success

• Create more interactive learning resources

• Students learn best in a practical setting

• 4001 and 4002 greater emphasis and connection

• Learning through self and then working with others and staying within scope of practice

Questions/Information sharing

• Nutrition assessments – was it 6-day food diary – did 3-day diary using students nutrition and then a friend – used my fitness pal app or equivalent

• WITT looking to run next year with multiple tutors

Toi Ohomai

• Delivery with NZ Cert Group Exercise at the same time over 30 weeks – over terms they focus on different group fitness – A&P in the first 2 terms, nutrition throughout the year; ex pro prac throughout year, exercise programming over the year

• 9-3pm over 4 days a week

• Tutors worked together

• Heavy in assessment – the students said would rather sit a test rather than do an assignment – tweaked assessments and weightings which will improve the delivery next year

- A&P – training adaptations small written test 10%; applied naming muscles and mechanics and name muscles in movements/exercises Exercise instruction – meet and greet client, coaching cardio machine and 4 resistance exercises, 3-4 stretches; 50% in the practical as the minimum mark

- Pro prac – students disliked the business manual – short test with 5 sections from the previous business manual including Te Tiriti and Model of Health; keep Instagram – capture Manaakitanga and connecting with client with reflection; business presentation of their business; provide CV and cover letter as a hard copy at the end of the business presentation

- Ex programming – health models didn't sit there well – encouraging the move to lifestyle and nutrition; write 3 programs one for beginner; as they learnt new content they write another programme; term 4 PT journey – take the client through 3x3week (2 sessions assessed) and do a review and reflection of the goals

- Nutrition and lifestyle – Te Whare Tapu Whā – do at the beginning of course as it unpacks throughout; cert for menu – my fitness pal, and goals – breakdown of macro and micro and meal times, eat well guide was too much – wanted it to be a test rather than assessment – 2 small nutrition tests – basics on macro/micro, recommendations on client goals – from eat well guide

- Really happy with the development for 2025 and linked to community and industry alongside students feedback for planning

- AI through Moodle and Turnitin – there is an issue with navigating this space – kinaesthetic based – moved to more written style tests and based on student feedback and AI, exams don't have a time limit, have pre-exam workshops, challenge with diversity of the group; have resits throughout the programme

- The two qualifications work well together – the content and contexts are very aligned

Questions

- Fewer tutors within a program – make really strong connections with everyone; what are the challenges of 1 tutor approach – how do you manage? Have back up if need; reflective cycle process of reviewing and refining content/tasks, ownership of actions; self-care important

- Not timed tests – how long do they take – longest test 3 ex. Prog 1.5hrs max – do them after lunch 1pm start – when they finish, they can leave, create a different atmosphere; spelling not an issue

- Eat well guide – guide that the students create and personalise – 8 chapters and personalise – written by students to give out as a resource; time management of group was poor – left til the last minute; attention to detail poor – tests aligned to being able to walk in show what we know and walk out whereas organising their outside time doesn't work well for the cohort.

- Recommendations for planning with the shift of LO3 – plan that its in there and the approval will come through early 2025

- AI – integrate how to use this – co-pilot used in Otago and how to guide the correct use of this; Toi Ohomai use it as a tool – they will only have 1 assignment that models of health but written as a diary; teach the basics of word etc. earlier on in program to give them skills and tools; spelling where written is a part of the professionalism

Way forward:

•   Set up a team's site for collaboration – Te Pukenga level 4 – check with Ondene to see if this is available otherwise facilitate a space to connect

•   Kelly to send Lee-Anne their programme overview document and she will add to shared space

•   Facilitate a meeting April-June 2025

Actions:

•   Teams site has been set up to share information – this link will be shared

•   Meeting in April-June 2025 TBC

Te Pūkenga report

Te Pūkenga

30 April 2025

Report to	Te Ohu Whakahaere Academic Quality
Title	13 March 2025 Te Poari Akoranga hui open portion
Provided by	Fionna Moyer, co-chair Te Ohu Whakahaere Academic Quality
Author	Haley Passmore, Governance Advisor
For	Information
Classification	Unclassified
Endorsement (if any)	NA

Recommended resolutions

It is recommended that Te Ohu Whakahaere Academic Quality:

1.	Receives the report titled '13 March 2025 Te Poari Akoranga hui open portion.'
2.	Notes that Te Poari Akoranga received the report titled 'Te Ohu Whakahaere Academic Quality hui 19 February 2025 – open'; and
3.	Notes that Te Poari Akoranga received reports and noted approvals from the following Local Academic Committees: • Ara Institute of Canterbury • Toi Ohomai • MITO • NorthTec • Competenz • Wintec • WITT • Primary ITO.
4.	Notes that Te Poari Akoranga received a Local Academic Committee report from ServiceIQ where no approvals were made.

Te tāhuhu kōrero | Background

1. Te Poari Akoranga (Te Poari) met on 13 March 2025 in a Microsoft Teams online meeting. Te Poari received apologies from Deborah Young. Te Poari considered the following agenda items in the open portion of its meeting:

Te Pūkenga report

30 April 2025

Te Pūkenga report

30 April 2025

Ngā ohu whakahaere o Te Poari Akoranga (open reports)

2. Te Poari received the report titled 'Te Ohu Whakahaere Academic Quality hui 19 February 2025 – open'.

Local Academic Committees

3. Te Poari received a Local Academic Committee report from ServiceIQ where no approvals were made.

4. Te Poari received reports and noted the following approvals from Local Academic Committees:

Ara Institute of Canterbury Academic Committee

5. Received Ara Institute of Canterbury Academic Committee reports for 5 December 2024 and 20 February 2025 and noted that it approved:

    - Portfolio and Assurance Programme Change Report

    - Disestablishment of two programmes

    - Two new Micro credentials

    - APP604 Advisory Partnerships Policy

    - Portfolio and Assurance Programme Change Report

    - Accreditation of the Master of Applied Management suite of programmes from EIT

    - APP203 Academic Committee Membership and Terms of Reference edits.

Toi Ohomai Academic Committee

6. Received Toi Ohomai Academic Committee Summary Report, 30 January 2025 – Open and noted that it approved:

    - Toi Ohomai Graduate Memo (Graduands) dated: 21 January 2025

    - Post Graduate Research and Human Ethics Applications Form

    - Industry Prizes and Awards for Business.

NorthTec Academic Committee

7. Te Poari received NorthTec Academic Committee Summary Report, February 2025 – Open and noted that it approved:

    - Granting of the awards outlined in the Awards Report.

8. NorthTec Academic Committee ratified:

    - Bachelor of Applied Social work: Changes made to Programme Regulations.

Te Pūkenga report

30 April 2025

Competenz Academic Committee

9. Te Poari received Competenz Academic Committee Summary Report February 2025 – Open and noted that it approved:

- Forestry Operations Log Scaling Micro-credential on 15 January 2025.

Wintec Komiti Academic Committee

10. Te Poari received Wintec Komiti Academic Committee Summary Report (part a) – February 2025 and noted that it approved:

- Changes to its Terms of Reference including the addition of the Institutional Quality Manager as a member, update to roles of current members, and the incorporation of Wintec's new values.

Western Institute of Technology at Taranaki Academic Committee

11. Te Poari received Western Institute of Technology at Taranaki Academic Committee Summary Report– January 2025 and noted that it approved:

- 2025 Schedule of Annual Activities

- Certificate Graduands (including micro-credentials and training schemes) – 221 approved

- Diploma and Degree Graduands – 144 approved

- Exception to Programme Regulations – Postgraduate Certificate and Diploma of Applied Management.

Primary ITO Academic Committee

12. Te Poari received Primary ITO Academic Summary Report – January 2025 and noted that it approved:

- LCP – Horticulture Practices Level 3

- LCP – Rural Servicing Level 4

- Development of paper-based materials for two bio-security units standards to better support Corrections learners

- Addition of four-unit standards to the Level 5 Enchem programme (unfunded).

Ngā tāpiritanga | Appendices

Appendix 1: Te Poari Akoranga 13 March 2025 hui – open section.

Te Pūkenga

Te Ohu Whakahaere Academic Quality o Te Poari Akoranga

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.	**Administration – public excluded**	
8.1	Minutes of hui held 19 February 2025 - public excluded	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
8.2	Action List	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
9.	**Updates from Te Poari Akoranga – public excluded**	**Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA**
10.	**Aggregated Learner Complaints report**	**Section 9(2)(g)(ii) OIA**
11.	**Any other closed business**	**Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA**

Interests

Section	Interest
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

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,
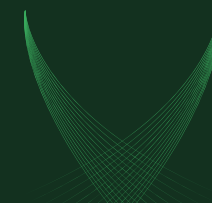**Tīna!** *(everybody)*
Hui e, Tāiki e!

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
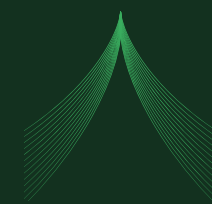and harmony
and bind it firmly,
Firmly!

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

Te Pūkenga