Te Ohu Whakahaere Academic Quality - 19 February 2025

Microsoft Teams meeting

19 February 2025 11:00 AM - 01:00 PM

Next meeting: 30 April 2025

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
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.
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.

Ref	Subject	Description	Sub-delegation
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.
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); and 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

Ref	Subject	Description	Sub-delegation
			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]

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 4 December 2025

Name	Interest	Nature of Interest
Deborah Young Co-Chair	Te Pūkenga	Director Ako Excellence
	Ara Institute of Canterbury	- Ako Excellence Director - Chair, Academic Committee - Member of Programme Assurance Committee o 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
Joan Taylor Member	NorthTec	Academic Registrar
Sue Roberts Member	Connexis | Infrastructure Training and EarnLearn	Group Manager, Learning Solutions

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				
Policy reviews 2025	Annually		x			
2026 meeting dates (if required)	Annually					x
Self assessment for 2025	Annually					x
Review self-assessment activity from NZQA	*As required*					
Monitoring Reports	*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 - 6 November 2024

06/11/2024 | 11:00 AM - Auckland, Wellington New Zealand Standard Time

Online via Microsoft Teams

Attendees (7)

Fionna Moyer (Chair); Carolyn Terpstra; Fiona Campbell; Gianetta Lapsley; Joan Taylor; Sue Roberts; Carmel Haggerty

Apologies: Deborah Young, Greg Durkin

In attendance: Louise Courtney (Governance Advisor, minutes)

Karakia tīmatanga

The hui opened with karakia led by G. Lapsley at 11:03am.

1.0 Administration

1.1 Welcome and apologies

Te Ohu Whakahaere Academic Quality (Te Ohu) received, and accepted, apologies from D. Young and G. Durkin.

1.2 Te ohu whakahaere membership 2024

Te Ohu noted the membership for 2024.

1.3 Register of Interests

The Co-Chair reminded members to declare any agenda items where a conflict arises between their role as a member of Te Ohu Whakahaere Academic Quality and any private or other external interest they may have and stand aside from decision making in respect of that item.

1.4 Workplan 2024

Te Ohu noted the Workplan for 2024.

1.5 Minutes of previous meeting held 13 September 2024

RESOLVED: (C. Haggerty/G. Lapsley)

THAT Te Ohu Whakahaere Academic Quality approve, as a true and accurate record, the minutes of

the Te Ohu Whakahaere Academic Quality held 13 September 2024, subject to correcting Carolyn to Caroline.

CARRIED

2.0 Te Ohu Whakahaere Academic Quality Self-Assessment for 2024

G. Lapsley left the meeting at 11:10am.

Te Ohu discussed the Entry Requirements Framework, which was approved at its April meeting. It was sent to the Education Quality Forum (EQF) but not released to the network.

Te Ohu noted that there are resources in the Te Pūkenga EQF Teams Forum that are available to members to download for use in their respective business divisions.

RESOLVED: (C. Terpstra/F. Campbell)

THAT Te Ohu Whakahaere Academic Quality:

a) Receives the report titled 'Te Ohu Whakahaere Academic Quality self-assessment 2024';

b) Provides feedback on the self-assessment report; and

c) Recommends to Te Poari Akoranga that it approves the self-assessment report.

CARRIED

ACTION: Follow up with the EQF on the updated Entry Requirements Framework and make it available to Te Ohu Whakahaere Academic Quality members. (Assignee(s): Fionna Moyer; Due Date: 19/02/2025)

ACTION: Ensure all Ohu Whakahaere Academic Quality members have access to the Education Quality Forum on Microsoft Teams to download resources for use in their respective business divisions. (Assignee(s): Fionna Moyer; Due Date: 19/02/2025)

3.0 Academic Risk

3.1 Ākonga Appeals Policy

Te Ohu received the proposed amendments to the Ākonga Appeals Policy and provided the following feedback:

- 3.5 b) change reference from an Appeals Committee to an Appeals Panel for consistency.
- 3.8 a) and 1. are contradictory, clarification is required on what the final part of the process is.
- remove "business divisions" in the 'Pūtake|Purpose' section.
- confirmation/clarification on the final right of appeal, for example, that an appeal would go to the Regional Executive Director, or their delegate, and noting that business divisions structures will impact an appeals process.

- noted that appeals policies in most business divisions were ceased when the national policy was adopted. Recommended that references to business divisions policy to be changed to business divisions procedures.
- noted that some business divisions do not have an appeals panel.
- remove uses of 'may', as procedures should be consistent across the network.
- remove 'Business Division' from the Notice of Appeal form.
- clarification sought on the meaning of 'Prohibited Conduct', and possible rewording.

Te Ohu noted that no changes were required to Te Kawa Maiorooro in relation to the Ākonga Appeals Policy.

G. Lapsley returned to the meeting at 11:25am.

RESOLVED: (C. Haggerty/J. Taylor)

THAT Te Ohu Whakahaere Academic Quality:

a) Receives the report titled 'Ākonga Appeals Policy Review';

b) Reviews and provides feedback on the proposed changes to the Ākonga Appeals Policy; and

c) Notes that the proposed changes will be provided to Te Poari Akoranga for approval.

CARRIED

3.2 Te Kawa Maiorooro

Te Ohu agreed to provide suggested changes to Te Kawa Maiorooro for 2025 through its Teams channel.

ACTION: Governance Advisor to put Word version of Te Kawa Maiorooro in Te Ohu Whakahaere Academic Quality's Teams channel for members to make tracked changes once the Co-Chair has ensured the document has no password protections on it. (Assignee(s): Fionna Moyer, Louise Courtney; Due Date: 13/11/2024)

4.0 Updates from Te Poari Akoranga

Te Ohu noted that the New Zealand Certificate in Fashion was to align programmes at EIT and received a brief verbal update on the NZQA monitoring event at Wintec.

RESOLVED: (S. Roberts/G. Lapsley)

THAT Te Ohu Whakahaere Academic Quality receive the reports titled:

- '27 September 2024 Te Poari Akoranga hui - open portion' and

- '25 October 2024 Te Poari Akoranga hui - open portion'.

CARRIED

5.0 Resolution to exclude the public

RESOLVED: moved from the Chair

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

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

Item	General subject of each matter to be considered	Section(s)
6.0	**Administration – public excluded**	
6.1	Minutes of hui held 13 September 2024 - public excluded	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
6.2	Action List	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
7.0	**Updates from Te Poari Akoranga – public excluded**	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.

CARRIED

Te Ohu moved into public excluded at 11:47am.

The hui closed with mihi from the Chair and karakia led by G. Lapsley at 11:58am.

Te Pūkenga Unified Programme Quality Assurance Report

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:	2462	**Qualification Name:**	New Zealand Certificate in Project Management (Level 4) version 2
Programme Code:	PR-41350	**Programme Name:**	New Zealand Certificate in Project Management (Level 4) version 2
Programme length	7 months	**Credits**	60
Year of first delivery	2024	**Lead Business Division:**	Connexis
Describe level of unification	*Programme is unified across Connexis and EarnLearn*		

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.
EarnLearn Services programme delivery is via an online learning management system, over 7 months to learners who are employed in a related role. The programme has online assessments that require learners to upload an evidence portfolio, supported by self-assessment, manager verification and an assessment interview. Assessments were pre-moderated by the Services WDC, Ringa Hora. *No further national collaboration ensued beyond programme approval.* *Internal moderation Is scheduled for 2025.* *EarnLearn-contracted assessors monitor learners' work for academic integrity.* *Connexis: delivery takes place in the workplace through in house training or through a subcontracted provider.*

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)	
EarnLearn Services			
Connexis	*10 learners at 0.60 STM*		

* EarnLearn Services enrolled one learner who withdrew partway through because they emigrated.

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.

EarnLearn Services conducted a review of the programme and intends to develop learning material to support the learners through this programme.

Connexis have made no changes to the programme.

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.

EarnLearn Services will schedule internal moderation as soon as a cohort of learners have completed their assessments.
Connexis has moderated two unit standards in 2024 and has samples for this.

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.

NZQA conducted a consistency review in August 2024. This was for graduates of Version 1 of the qualification and both EarnLearn Services and Connexis were sufficient.

The Services WDC, Ringa Hora, is conducting a review of this qualification and both EarnLearn Services and Connexis are involved in this review. The proposed changes to the qualification are aimed at ensuring that the qualification is more overtly aimed at the correct target market. This review will be followed by the development of associated skill standards. Once these are available on the DASS, EarnLearn Services and Connexis will need to develop a programme for the new qualification containing skill standards. It is not known whether this will be in conjunction with other business divisions – this will depend on the future structure of tertiary education institutions.

Best Practice

Highlight areas of best practice or successes for the programme

EarnLearn Services: Emphasis is placed on the learner support that is provided by the account managers. Learners are well informed of the content and processes in their programme at the initial cohort briefing, and they are supported in the regular meetings that account managers have with learners. In addition, prompt responses and support are given by EarnLearn Services kaimahi via the dedicated email inbox. Learners also have learning support in their respective places of employment.

Connexis: Employers have a flexible delivery model that suits the needs of work based learners.

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning

EarnLearn Services plans to create learning resources that will enhance the learner experience.

Te Pūkenga

Te Pūkenga Unified Programme Quality Assurance Report

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:	2456-2	Qualification Name:	New Zealand Certificate in Business (First Line Management) (Level 4)
Programme Code:	127917-1	Programme Name:	New Zealand Certificate in Business (First Line Management) (Level 4)
Programme length	26 – 48 weeks	Credits	60
Year of first delivery	From August 2023	Lead Business Division:	MITO
Describe level of unification	WBL programme and courses unified, therefore unit standards in common. Resources and assessments not unified – unique to each Business Division.		

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.

Programme delivery will be review by the national programme committee at scheduled meetings. The purpose of this is to identify to establish if the programme is delivered as approved e.g. duration, assessment and delivery activities. Any changes will be agreed to by this committee in line with our terms of reference.

There are no shared resources.

At the final meeting each year the committee will review the effectiveness of this approach.

Ākonga Data

Data shown from programme launch through to 31 October 2024:

Business Division	Enrolled ākonga (Total EFTS/headcount) (Headcount by demographic)	Successful Course Completion % Successful Qualification Completion % (total and by demographic)
Competenz	Enrolments: 10 Completions: N/A Terminations: 0 Employers: 2 No credits reported	Male 100% Female 0% Māori 20% Pasifika 0% Non-M&P 80%
Connexis	Enrolments:134 and 30.45 STM Completions: 2 Employers:2	2.5 STM to Māori Learners 1.8 STM to Pasifika Leaners 26.15 STM non-Māori/Pasifika No disabled learners
MITO	Enrolments: 233 Completions: 115	Male 76% Female 24%

Te Pūkenga

	Terminations: 13 Employers: 155 Credit completion rate: 　　　　Māori Pasifika Non-M&P All 2023　44%　21%　44%　　43% 2024 112%　104%　105%　　106% All　　87%　80%　87%　　87%	Māori　11% Pasifika 6% Non-M&P 83%

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.

No national (or local) changes made.

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.

Moderation activity since programme implementation (from August 2023) through to end October 2024, plus pending planned activity.

Refer Appendix 2 for local moderation plan.

Competenz:
- External pre-assessment moderation prior to use completed by Ringa Hora WDC for unit standards 29040, 32346, 32347.
- All programme courses will be moderated following their first delivery and then will be moderated prior to being submitted to the SSB on a cycle that meets SSB requirements.

Connexis:
- All resources externally pre-moderated by Ringa Hora prior to use:
    - 29040v3 5/9/2024
    - 32346 & 32347 – 3/10/2024 (integrated resource).
- All programme courses will be moderated following their first delivery and then will be moderated prior to being submitted to the SSB on a cycle that meets SSB requirements.

MITO:

- External pre-assessment moderation prior to use completed by Ringa Hora WDC for unit standards 29040, 32346, 32347.
- All programme courses will be moderated following their first delivery and then will be moderated prior to being submitted to the SSB on a cycle that meets SSB requirements.

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.
No consistency review/degree monitoring/NZQA programme review activities.
Competenz: Programme review scheduled for 2025.
Connexis: This programme is a limited offering to two companies within the Connexis business division. The programme was released to market in August 2023. One company uses resources from another provider and the other company applies its own assessments using a benchmarked process, approved by Connexis 2021 and reviewed 2023.
MITO: Post-implementation review in progress. Results of this still pending, to be reported on next cycle.

Best Practice

Highlight areas of best practice or successes for the programme
MITO: out of the 30 respondents to the survey question "How relevant is the training programme to the work completed in your industry?" 4 said Somewhat relevant, 12 said relevant and 14 said very relevant. Competenz: insufficient information or data to undertake self-assessment. Connexis: too early to make adequate assessment and evaluation

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning
Competenz: insufficient information or data to undertake self-assessment. Connexis: insufficient information or data to undertake self-assessment. MITO: insufficient information or data to undertake self-assessment.

Appendices

Appendix 1: Unified Programme Action Plan

Appendix 2: Local Moderation Plan

Appendix 1: UNIFIED PROGRAMME Action Plan

	Challenge / Issue /Opportunity	Proposed Action(s), changes, improvements (what, when, who)	Expected outcome/ impact How evaluated
1	Opportunity for inter-divisional post-assessment peer moderation	Implement in Q3, or at a suitable time to align with individual BD moderation activities for this programme, and local programme moderation plans (see Appendix 2 below)	Sharing of best practice, consistency of assessment decisions.
2	Establish and implement processes for evaluation of programme delivery	Establish process at first meeting in 2025	Implementation of programme evaluation

Appendix 2: Local Moderation Plan

Course Code and Title	Local Moderation				
	Pre-event	Post-event			
		2025	2026	2027	2028
BSNS4521 Team Leadership & Performance	Prior to first delivery; thereafter once every three delivery cycles and/or following significant change	✓	✓		
BSNS4522 Team Environments		✓		✓	
BSNS4503 Managing Workflows in Organisations		✓			✓

Te Pūkenga Unified Programme Quality Assurance Report

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:	NZ2522 and NZ4440	Qualification Name:	New Zealand Certificate in Infrastructure Works Level 2 and Level 3
Programme Code:	PR 128205 PR 128315	Programme Name:	New Zealand Certificate in Infrastructure Works Level 2 and Level 3
Programme length	8 months 12 months	Credits	New Zealand Certificate in Infrastructure Works Level 2 40 credits New Zealand Certificate in Infrastructure Works Level 3 60 credits
Year of first delivery	2024	Lead Business Division:	Connexis
Describe level of unification	*Programme and Course Unification Resources supplied by Connexis*		

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.

First unified programme meeting held in December 2024.
Moderation is undertaken by the WDC.
Evaluation of the effectiveness of a unified programme cannot be conducted at this time due to the infancy of the programme and infancy of national collaboration in respect of these two programmes.

Connexis offered both programmes in quarter 1 and two of 2024.Both programmes are delivered on job.
Positive commentary on the Connexis resources.

UCOL offer this programme across multiple sites in their academy and full time-moderation is still in progress.
WITT have not delivered in 2024 but intend to offer both programmes in 2025.
EIT-no data received
TPP have not offered nor intend to offer these programmes. They advise that if there is demand they may look to offer 4440 New Zealand Certificate in Infrastructure Works Level 3 in late 2025 or 2026

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)
Connexis *2522* *4440*	*99 learners at 0.59 STM* *299 learners at 0.67 STM*	*WBL-do not report course completions.*
UCOL	*63 learners at 21.5 EFTs*	

2522		
4440	*0*	
EIT	No data received	
TPP	0	
WITT	0	

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.
No changes made

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.
UCOL moderation still in progress *Connexis: All resources pre-moderated.* *Post-assessment moderation plan covers all unit standards over 2025-2027. NB: not feasible to moderate all unit standard assessments each year. However, by moderating assessors of the unit standards within the programmes each year, able to identify best practice and areas for improvement.*

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.
Programme reviews not conducted yet- a full cycle of delivery has not been completed for any business division.

Best Practice

Highlight areas of best practice or successes for the programme
UCOL advise that partnering with industry and delivering on their site adds value to students through real world experience. They see practice in real time and come into contact with experienced and skilled worked. This has also increased employment opportunities.

Opportunities for Improvement

Identify challenges, risks, areas needing review or actioning
UCOL advise that a desired outcome in 2025 is to have consistent industry engagement on all delivery sites and increase the industry site deliveries as to have similar outcomes for all akonga.

Te Pūkenga

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Ohu Whakahaere Academic Quality Report

19 February 2025

Title	Review of Te Kawa Maiorooro
Provided by	Deborah Young and Fionna Moyer, Co-Chairs, Te Ohu Whakahaere Academic Quality
For	Noting

Te Taunaki | Recommendation(s)

It is recommended 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;
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.

Te Tāhuhu Kōrero | Background

1. Te Kawa Maiorooro, Te Pūkenga Educational Regulatory Framework, V24.01 was approved by Te Poari Akoranga on 22 November 2023 and came into effect for the network on 1 January 2024.

2. In December 2023, the Letter of Expectation from the Minister for Tertiary Education and Skills confirmed the Government intention to no longer have a centralised organisation delivering vocational education and training.

3. In January 2024, Te Kawa Maiorooro V24.01 was finalised with some minor tweaks to reflect the Government intent and the document was released to the network without the delegations based on Tāraia te anamata organisational structure except where those functions had been appointed previously (i.e., Ako Excellence Director, Regional Finance Director); two subsequent versions were released in early 2024 to correct errors in process or form with approval under delegation by Te Ohu Whakahaere Academic Quality Co-Chairs.

4. In November 2024, Te Ohu Whakahaere Academic Quality provided feedback on amendments needed for 2025 in light of continued disestablishment mahi and in recognition of aspects of decision-making and procedure returning to business divisions.

5. Te Poari Akoranga approved the updates at its meeting of 29 November 2024 and recommended to Te Pūkenga Council to delegate the granting of honorary degrees and recognition awards to Te Poari Akoranga, on the understanding that Te Poari Akoranga intended to sub-delegate this to local academic committees.

6. Consequently, as the award of honorary degrees is encompassed within the Granting of Formal Awards delegation, Te Pūkenga Council approved Te Pūkenga CE to sub-delegate the Granting of Formal Awards to Te Poari Akoranga, and Te Poari Akoranga to sub-delegate the Granting of Formal Awards to local (i.e., business division) Academic Committees.

7. The return of Granting all Formal Awards delegation to business divisions necessitated a small number of editorial changes regarding delegations as set out in the table included in this report; the

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table also includes all changes made to Te Kawa Maiorooro and approved by Te Poari Akoranga as well as a minor editorial change in the Glossary made post-Te Poari Akoranga approval.

Te pūtake o tēnei pūrongo | Purpose of this report

8. The purpose of this report is to seek confirmation from Te Ohu Whakahaere Quality for the minor changes to Te Kawa Maiorooro and release of the regulatory framework to the network.

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Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

References to 'business division' processes and procedures have been added and language amended accordingly throughout Te Kawa Maiorooro. Changes made as a result of Te Pūkenga Council updated and approved delegation are identified with a dated update in the Feedback from Te Pūkenga Legal column.

Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
Part 1: Te Kawa Maiorooro 1.3. Scope of Te Kawa Maiorooro	Waivers or variations to provisions of Te Kawa Maiorooro were decided by the Quality Manager in consultation with Te Pūkenga Ako Excellence Director and with clarification from Te Pūkenga Legal, that decision making for one-off exceptions or waivers can be made by the Regional Executive Directors or delegated authority. However, the authority to determine academic policies cannot be sub-delegated and will continue to sit with Te Poari Akoranga.	(3) Waivers or one-off variations to provisions of Te Kawa Maiorooro, and any inconsistencies with other regulatory or policy frameworks, with respect to a business division are decided by ~~the Quality Manager in consultation with Te Pūkenga Ako Excellence Director~~ the business division Regional Executive Director or delegated authority, taking into account the best interests of ākonga.	Technically the authority to determine academic policies sits with Te Poari Akoranga and cannot be sub-delegated. However, one-off exceptions or waivers could be sub-delegated, which has been clarified in the amendment.
1.5. Changes to Te Kawa Maiorooro	As Te Pūkenga website is being pared down, add business division websites as additional locations of approved version.	(4) The electronic version of Te Kawa Maiorooro is the approved version and is available on Te Pūkenga and business division websites.	
Part 2: Enrolment 2.16. Payment for Provider-based Learning	Fees waiver approval sat with the Regional Finance Director; however, as Finance teams begin to move back to individual business divisions, approval has been assigned to the delegated authority of each business division.	(1) Ākonga are liable for all fees related to their enrolment unless a fee waiver has been approved by the ~~Regional Finance Director~~ business division's delegated authority.	

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Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
2.27. Withdrawal due to Exceptional Circumstances	To remove any uncertainty, specified that the business division exceptional circumstances process applies to any such withdrawal. In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.	(1) If ākonga withdraw or are withdrawn on their behalf (…) and believe they have been affected by exceptional circumstances (…), they may apply for exceptional circumstances consideration using the business division exceptional circumstances process. (2) Under the Ākonga Appeals Policy, if ākonga are dissatisfied with the decision, they may appeal the decision ~~as set out in the Ākonga Appeals Policy~~ following business division appeals procedures.	
Part 3: Recognition of Prior Knowledge and Skills (RPKS) 3.4. Appealing decisions	In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.	(1) Where credit is not awarded, either in total or in part, clear reasons for the decision are recorded. Under the Ākonga Appeals Policy, ākonga have the right to appeal the outcome or decision of an RPKS process following the ~~procedures set out in the Ākonga Appeals Policy~~ business division appeals procedures.	
3.5. Records	Te Pūkenga Records Management Policy was developed in 2021 for Central Te Pūkenga with the intention to eventually expand it to the network; however, this did not happen. In light of this, removed Te Pūkenga policy from records section and specified business division policy in its place.	(1) Records of all RPKS applications, the resulting assessment outcome, and any appeal decisions are kept along with other ākonga records, in accordance with relevant legislation, NZQA rules, ~~Te Pūkenga policy~~ business division policy, and/or general disposal authority.	

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Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
Part 5: Learning, Teaching, and Training 5.1. Participation and Engagement	To ensure ākonga know exactly who to contact, adding in specific reference to business division.	(3) Where attendance is specified as a condition of a visa (…) or a requirement of an enrolment contract or training agreement, ākonga must notify ~~Te Pūkenga~~ their business division or their learning advisor of any absence or non-participation.	
5.3. Standards of Behaviour	In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.	(4) Under the Ākonga Appeals Policy, ākonga may appeal a breach of conduct decision following the business division appeals procedures ~~set out in the Ākonga Appeals Policy~~.	
5.5. Appeals	In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.	(1) Under the Ākonga Appeals Policy, ākonga may appeal a decision, academic, non-academic, or disciplinary… (2) The process for appealing a decision is set out in the ~~Ākonga Appeals Policy~~ business division appeals procedures.	
Part 7: Assessment 7.1 Assessment Information	Minor editorial changes	(3) It is the responsibility of ~~each~~ ākonga to ensure… (4) Ākonga must attempt and submit all summative assessment items within the timeframe or by the due date…	
7.6. Assessment Concession	Minor editorial change to specify business division procedures apply.	(5) Assessment concession decisions are made using ~~the relevant~~ business division procedures and approved by the delegated authority.	

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Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
7.7 Academic Integrity	Inserted reference to Te Pūkenga Academic Integrity Policy and specified that business division procedures apply.	(4) Any breaches of academic integrity follow the process set out in the Academic Integrity Policy and business division procedures.	
7.10 Moderation of Summative Assessments	Specified that business division procedures apply.	(1) Assessments are moderated in line with Te Pūkenga Moderation Policy and business division procedures.	
7.20. Appeal of Reconsideration Decision	In recognition of changes to Te Pūkenga Appeals Policy and the return of final appeals to business divisions, this section specifies that business division appeals procedures apply.	(1) Under the Ākonga Appeals Policy, if ākonga do not agree with a reconsideration decision, they may appeal that decision following the business division appeals procedures ~~set out in the Ākonga Appeals Policy~~.	
Part 8: Awards 8.5. Graduation	(1) Te Pūkenga intention for all graduation certificate to be issued in both English and te reo Māori will not proceed. In recognition of the variety of practice across the network, amended wording to encompass variation while still allowing for both. (2) Removed reference to Te Pūkenga Award Procedures and specified that business division procedures apply.	(1) Graduation certificates are issued in English and/or te reo Māori. (2) The format and wording of the graduation certificates is set out in ~~Te Pūkenga Award Procedures~~ business division award procedures.	
8.6. Posthumous Awards	Currently, approval of formal awards is the responsibility of Te Pūkenga CE under Council delegation with no sub-delegation possible. Recommend returning this responsibility to business divisions and	(4) Posthumous awards are approved on a case-by-case basis by the ~~Chief Executive of Te Pūkenga~~ business division academic committee under Te Pūkenga Council delegation and reported to Te Poari	*28 January 2025 UPDATE: Te Poari Akoranga approved the replacement of CE by the Regional Executive Director. However, Council approved the sub-delegation of Granting of Formal Awards*

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Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
	requiring reporting of any such award to Te Poari Akoranga through business division Academic Committee reports. Council approval of sub-delegation required.	Akoranga via the business division academic committee report.	(all awards) from Te Pūkenga CE to Te Poari Akoranga and the sub-delegation from Te Poari Akoranga to local (i.e., business division) Academic Committees. The clause have been updated to reflect this delegation.
8.7. Granting of Honorary Degrees and Recognition Awards	As Council's focus shifts to disestablishment and as rules for granting honorary degrees were never developed or approved by Council, recommend returning this responsibility to business divisions under the Granting of Formal Awards delegation. This will require approval for sub-delegation from Council. If granted, an additional clause to be added to require reporting of any such award to Te Poari Akoranga through business division Academic Committee reports.	(1) Under Te Pūkenga Council delegation, honorary degrees and recognition awards may be granted ~~by Te Pūkenga Council~~ by the business division academic committee as a mark of esteem and to recognise outstanding contributions to Te Pūkenga, the business division, or the wider community as specified in the business division rules or policy ~~made by Council for the purpose of this provision~~. (2) Business divisions report the granting of any such honorary degrees and recognition awards to Te Poari Akoranga through their academic committee reports.	Due to the rarity that these types of awards are granted, Te Pūkenga Legal recommends that the delegations does not change, noting that in the Delegations Register, Te Pūkenga CE can grant formal awards and Te Pūkenga CE and Regional Executive Directors can grant non-formal awards. 10 February 2025 UPDATE: Council approved the sub-delegation of Granting of Formal Awards (all awards) from Te Pūkenga CE to Te Poari Akoranga and the sub-delegation from Te Poari Akoranga to local (i.e., business division) Academic Committees. The clauses have been updated to reflect this delegation.
8.8. Cancellation of Awards	Currently, responsibility for cancellation sits with Te Pūkenga CE; recommend returning this responsibility to business divisions and requiring reporting of any such cancellation to Te Poari Akoranga	(4) Cancellation of awards decisions are made by the business division academic committee and reported to Te Poari Akoranga via the business division academic committee report.	Due to the rarity of the cancellation of awards, Te Pūkenga Legal recommends that the delegation remains with Te Pūkenga CE. 10 February 2025 UPDATE: Council approved the sub-delegation of Granting of

Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
	through business division Academic Committee reports.		*Formal Awards (all awards) from Te Pūkenga CE to Te Poari Akoranga and the sub-delegation from Te Poari Akoranga to local (i.e., business division) Academic Committees. Cancellation of formal awards is deemed to be encompassed within this delegation and the clause has been updated accordingly.*
Part 9: Graduation General	Minor editorial change to wording in the General section.	**General** All ākonga who have successfully met the requirements of and been confirmed for a Formal Award (…) are eligible to celebrate the award of their qualification at a ~~Te Pūkenga~~ graduation event.	
9.1. Graduation Events	Minor editorial change to clause 1. Clause 3: Te Pūkenga intention was to publish all graduation schedules online; however, practice around this varies across the network. Minor amendment to the clause to encompass variation of practice.	(1) ~~Te Pūkenga~~ Graduation events are offered across ~~the~~ Te Pūkenga network following local traditions and practices and reflecting regional identity. (3) Te Pūkenga graduation ~~schedules are~~ information is ~~published~~ available online. (4) Graduates register to attend a ~~Te Pūkenga~~ graduation event normally within two years of their award being conferred.	
9.2. Academic Dress	Minor editorial correction to wording and added specific reference to business division procedures.	(1) Where applicable, graduates attending ~~a~~ Te Pūkenga graduation events wear the academic dress (regalia) associated with their award and/or as described in the	

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Section	Change required	Amended wording	Feedback from Te Pūkenga Legal
		~~Graduation~~ business division graduation procedures.	
Part 10: Glossary of Terms	Minor update to descriptions for the following Terms: • Award • Level • Programme (of study) • Qualification	Updated description acronym from NZQF to NZQCF.	*10 February 2025 UPDATE: Editorial change made post-Te Poari Akoranga approval.*
	Add definition of Regional Executive Director to encompass variation across the network.	Term: Regional Executive Director Description: With respect to each business division, the Regional Executive Director is the business division lead. This includes the following roles: • Regional Executive Director • Work-based Learning Director/Executive Director • Open Polytechnic Executive Director. • Operations Lead • Interim Operations Lead.	The role of Regional Executive Directors has been defined based on the delegations to Te Kawa Maiorooro and added to the document.

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Te Ahunga Ki Mua | Next steps

9. Following approval of Te Kawa Maiorooro v25.01, all changes will be accepted, and Te Kawa Maiorooro v25.01 will be finalised and released to the network.

10. Communications will be sent out to advise of the specific changes made and of the new version.

Ngā Tāpiritanga | Appendices

Appendix 1: Revised draft of Te Kawa Maiorooro

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Te Kawa Maiorooro | Educational Regulatory Framework

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Te Pūkenga

The Naming of Te Kawa Maiorooro

The name Te Kawa Maiorooro was created by Te Pūkenga Ohu Reo Me Ngā Tikanga.

Kawa are the formal customs that guide protocols on the marae. Therefore, if Te Pūkenga is the marae for kaimahi and ākonga, then the kawa provide the framework – principles, policies, regulations – that guides all interactions.

Maiorooro refers to the outer earthworks of a fortified pā. These were erected to shelter all who dwelt within the village from harm. These earthworks give people assurance, peace of mind and certainty.

Kawa Maiorooro is also a type of karakia performed for ākonga to provide protection over them in a state of learning.

Te Pūkenga

Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
23.01	1 January 2023	Te Pūkenga Quality	First published
24.01	1 January 2024	Te Pūkenga Quality	▪ Edits to align with external funding changes. ▪ Editorial changes to wording for clarity. ▪ Rangahau and Research moved from Learning, Teaching, and Training to own section (Part 6); subsequent sections renumbered accordingly. ▪ Competency grades amended to align with NZQA.
24.02	22 January 2024	Te Pūkenga Quality	▪ Correction to clause 3.3(1) to reinsert cross-credit. ▪ Correction to clause 7.7(1)e to add 'not' to statement.
24.03	2 February 2024	Te Pūkenga Quality	▪ Editorial corrections in Part 1 to clause 1.2(2)a (remove misplaced 'a') and clause 1.3(1) (correction for grammatical agreement). ▪ Correction to clause 1.3(3) replace 'Regional Quality Manager' with 'Quality Manager'. ▪ Changes to Part 2E relating to withdrawal period: − Opening statement aligned with TEC funding conditions statements – changed withdrawal period to the lesser of one month or 10%. One month defined as 30 days. − Moved statement on the withdrawal period for distance online programmes & courses to 2.26(1). ▪ Update to clause 5.3(1) to remove reference to Te Pūkenga Ākonga Rights and Responsibilities and replace with reference to 'codes of conduct'. ▪ Reference in clause 7.6(3) corrected from 6.5 to 7.5. ▪ Glossary: definition of 'Withdrawal Period' updated as per opening statement in 2E.
25.01	1 January 2025	Te Pūkenga Quality	▪ Changes to the following sections made in light of ongoing disestablishment mahi and in recognition of aspects of decision-making returning to business divisions: o Part 1: 1.3 and 1.5

			o Part 2: 2.16 and 2.27 o Part 3: 3.4 and 3.5 o Part 5: 5.1, 5.3, and 5.5 o Part 7: 7.1, 7.6, 7.7, 7.10, and 7.20 o Part 8: 8.5 o Part 9: General, 9.1, and 9.2 o Part 10: Glossary update acronym from NZQF to NZQCF and add 'Regional Executive Director' definition. ■ Changes made to clauses 8.6, 8.7, and 8.8 under an updated Te Pūkenga Council delegation relating to Granting of Formal Awards.

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Part 1: Te Kawa Maiorooro Framework

1.1. Structure of Te Kawa Maiorooro

Te Kawa Maiorooro is set out as follows:

Part 1.   Te Kawa Maiorooro Framework
Part 2.   Enrolment
Part 3.   Recognising Prior Knowledge and Skills
Part 4.   Programme Regulations
Part 5.   Learning, Teaching, and Training
Part 6.   Rangahau and Research
Part 7.   Assessment
Part 8.   Awards
Part 9.   Graduation
Part 10. Glossary of Terms

1.2. Purpose of Te Kawa Maiorooro

(1) Te Kawa Maiorooro aims to ensure the integrity and quality of learning, teaching, and assessment throughout Te Pūkenga and the integrity and quality of the qualifications and educational outcomes which ākonga achieve.

(2) As a fit for purpose regulatory framework, Te Kawa Maiorooro:

   a. encourages excellence, ensuring the principles of Te Tiriti o Waitangi are reflected in educational practice.

   b. ensures equity of opportunity, experience, and outcomes by consistently treating ākonga fairly, regardless of where and how they learn.

   c. promotes a shared understanding of modes of learning and delivery requirements and expectations of ākonga and kaimahi.

(3) As a fit for the future regulatory framework, Te Kawa Maiorooro outlines the overarching regulatory standard for Te Pūkenga while providing space for regional contexts. The regulatory framework encourages flexibility and responsiveness to the emerging education needs of Te Tiriti o Waitangi partners, community, and industry.

1.3. Scope of Te Kawa Maiorooro

(1) Except where noted, Te Kawa Maiorooro applies to all Te Pūkenga ākonga and kaimahi and to all learning, teaching, rangahau, research, and support activities delivered by and on behalf of Te Pūkenga. Additional regulations may apply and are detailed in Programme Regulations and/or work-based learning Training Agreement. Where there is inconsistency between Te Kawa Maiorooro and Programme Regulations and/or a Training Agreement, the Programme Regulations and/or Training Agreements prevail.

(2) Te Kawa Maiorooro is consistent with relevant New Zealand legislation. In the event of any inconsistency between Te Kawa Maiorooro and legislation, the relevant legislative provisions prevail in regard to that inconsistency.

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(3) Waivers or one-off variations to provisions of Te Kawa Maiorooro, and any inconsistencies with other regulatory or policy frameworks, with respect to a business division are decided by the ~~Quality Manager in consultation with Te Pūkenga Ako Excellence Director~~business division Regional Executive Director or delegated authority, taking into account the best interests of ākonga. Any provisions that are mandated by an external regulatory body, New Zealand legislation, or the New Zealand Qualifications Authority (NZQA) cannot be waived.

1.4. Interpretation

(1) In this regulatory framework:
   a. Any reference to Te Pūkenga means Te Pūkenga - New Zealand Institute of Skills and Technology and its business divisions.
   b. The terms 'programme' and 'product' include all forms of education and training at Te Pūkenga.
   c. Defined terms are set out in Part 9 of this framework.
   d. Any reference to gender includes all genders, and a reference to the singular includes the plural and vice versa.
   e. Any references to 'business division' processes or procedures means the processes or procedures of the business division of Te Pūkenga that ākonga are enrolled with or through.
   f. Unless the context otherwise requires, references to Parts and provisions are references to Parts and provisions in this framework.
   g. Except where defined in this regulatory framework or where it is inconsistent with the context, words used mean the same as set out in section 10 of the Education and Training Act 2020.

1.5. Changes to Te Kawa Maiorooro

(1) Te Kawa Maiorooro is governed and approved by Te Poari Akoranga, Te Pūkenga Academic Board.
(2) Te Pūkenga reserves the right to change its policies, procedures, and regulations at any time.
(3) Any such changes that affect ākonga and/or learning and delivery activities are included in published programme information and/or notified to all ākonga and kaimahi affected by the change.
(4) The electronic version of Te Kawa Maiorooro is the approved version and is available on Te Pūkenga and business division websites.

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Part 2: Enrolment

General

Te Pūkenga aims to enable broad access to its learning and delivery and is committed to providing barrier-free access and enrolment processes to all ākonga, and in particular to Māori, Pacific, Disabled, and other priority equity groups. Part 2 of Te Kawa Maiorooro covers work-based and provider-based learning for all ākonga, domestic and international.

2A: Enquiries, Information, and Identity Verification

This section applies to all ākonga enrolling or intending to enrol in Te Pūkenga.

2.1. Information

(1) Te Pūkenga provides prospective ākonga with complete and accurate information, to help them make well-informed decisions about study and training, including:
   a. Programme information;
   b. Training agreements and/or Programme Regulations;
   c. Fees and course-related costs;
   d. Delivery mode(s);
   e. Entry requirements and selection processes;
   f. Additional programme requirements where applicable, e.g., Police vetting; Ministry of Justice checks, drug testing; health checks;
   g. Opportunities for recognition of prior knowledge and skills;
   h. Ākonga support services;
   i. Further education or training pathways and employment options;
   j. How to withdraw from or defer study or take a leave of absence from a training agreement, including financial and other implications;
   k. Additional information as stated in the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (Education Code of Practice) and/or the Code of Good Practice for New Zealand Apprenticeships 2023.

2.2. Application and Enrolment Support

(1) Te Pūkenga is committed to an enrolment process that is timely, equitable, and characterised by good communication, and provides prospective ākonga with appropriate support through the application and enrolment processes.

2.3. Advice about Recognition of Knowledge and Skills

(1) At the time ākonga apply, Te Pūkenga provides information on how knowledge and skills previously gained in formal and informal settings may be recognised, how to apply for recognition of knowledge and skills, and the recognition process.

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2.4. Verification of Identity and Eligibility

(1) Te Pūkenga verifies ākonga identity and eligibility in accordance with current Tertiary Education Commission (TEC) Funding Conditions[1].
(2) Ākonga who have changed their name provide one or more of the following as applicable:
   a.   Marriage Certificate or Civil Union Certificate
   b.   Dissolution of Marriage Certificate
   c.   Name Change Certificate (for ākonga whose births are not registered in New Zealand)
   d.   Statutory Declaration as issued by the Registrar of Births, Deaths, and Marriages
   e.   Birth Certificate

2B: Work-based Learning

This section is for ākonga, including apprentices, whose principal learning activity is in a workplace and covered by a training agreement. 'Employer' includes volunteer organisations, contracting organisations, and owner-operators, where permitted by the TEC. For Domestic provider-based learning, refer to 2C-2E. For International, refer to 2F.

2.5. Training Agreement

(1) The training agreement serves as an application for formal work-based learning.
(2) The three-way training agreement is between and signed by ākonga, Te Pūkenga, and:
   a.   the employer, if ākonga is employed by the employer; or
   b.   the relevant contracting organisation, if ākonga is self-employed in a contract for service with that organisation; or
   c.   the relevant volunteer organisation, if ākonga is a volunteer with that organisation.
(3) Ākonga meet applicable programme entry requirements.
(4) Ākonga are required to be accurate and truthful in their training agreement and supporting documentation.
(5) Ākonga who are only 15 years of age when they sign the training agreement need an Early Leaving Exemption (ELX) from the Ministry of Education.

2.6. Fees for Work-based Learning

(1) Training agreements specify which party/parties are required to pay any applicable fees.
(2) Where fees apply to a training agreement, the payer specified in the training agreement is responsible for the payment of fees and is invoiced according to the terms of the training agreement.
(3) Additional payment terms and conditions may apply.

2.7. Ākonga nō Tāwāhi (International Learners) in Work-based Learning

(1) Ākonga nō tāwāhi who meet Immigration New Zealand visa requirements, including those eligible for a Non-Domestic Learner Exemption (NDLE), may be eligible for work-based learning.

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[1] Refer Funding Conditions Catalogue for current year on TEC website

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(2) Ākonga nō tāwāhi hold a valid work visa for the duration of their programme.
(3) Ākonga nō tāwāhi meet programme entry requirements including English language requirements where applicable.
(4) Where the work visa specifies the workplace, ākonga arrange a Variation of Condition if their employer changes.

2.8. Withdrawal from or Cancellation of Training Agreements

(1) Ākonga may withdraw from their training agreement or the training agreement may be cancelled by the employer, contracting or volunteer organisation, or Te Pūkenga. Open dialogue between all parties is encouraged where withdrawal or cancellation of a training agreement is being considered by any party. Te Pūkenga recognises that, in some cases, withdrawal may be the appropriate option.
(2) The initiating party notifies the other parties in writing of their intention to withdraw or cancel.
(3) If an employment, contracting, or volunteer agreement ceases for any reasons, the employer, contracting, or volunteer organisation notifies Te Pūkenga promptly. In accordance with TEC rules, Te Pūkenga allows ākonga time to find another job before cancelling the training agreement.
(4) Refunds follow the terms, conditions, and timeframes set out in the training agreement.

2C: Provider-based Learning Application for Ākonga nō Aotearoa

This section is about the application process for ākonga nō Aotearoa (domestic learners) in provider-based study. For work-based learning, refer to 2B. For Ākonga nō tāwāhi, refer to 2F.

2.9. Admission and Entry Requirements

(1) Admission and entry requirements include general admission requirements, English language requirements, and any additional requirements as set out in the programme regulations.
(2) General admission provisions include:
   a. Open Entry – no academic achievement is required.
   b. Standard Admission – ākonga meet the requirements detailed in the programme regulations.
   c. Discretionary Admission - Any ākonga who is not yet 20 years of age and has not reached the Standard Admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on ākonga level of preparedness for their intended programme.
   d. Special Admission - Any ākonga who is 20 years of age or older and has not reached the Standard Admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with ākonga to ensure they are prepared for their intended programme.
(3) Ākonga for whom English, te reo Māori, or New Zealand Sign Language is not a first language provide acceptable evidence that they have the necessary English language proficiency.
(4) Additional entry and selection criteria may apply and are identified in the programme regulations.

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(5) When ākonga with a history of repeated enrolments followed by withdrawal, non-completion, or unsuccessful completion apply to enrol, Te Pūkenga works with them to ensure that their intended study has a reasonable chance of success, or an alternative enrolment option may be proposed (refer to 2.12) or the application may be declined (refer to 2.22).

2.10. Application Documentation

(1) Ākonga provide a complete and accurate application and all necessary supporting evidence and documentation. Providing incomplete or inaccurate information or evidence may result in an application being declined or enrolment being cancelled.
(2) The following types of evidence may be required:
   a. Previous qualifications (e.g., qualification certificate or academic record)
   b. Police Vetting application form
   c. Children's Act Safety Check
   d. Ministry of Justice Criminal Conviction History Request application
   e. References or referee contact details
   f. Health declaration
   g. Criminal declaration
   h. Any other programme-specific requirements
(3) Te Pūkenga verifies ākonga identity as specified in 2.4.

2.11. Ākonga under 16 Years of Age

(1) Applications from ākonga who are 15 years old on the programme start date require an Early Leaving Exemption from the Ministry of Education and the support of a parent/guardian/caregiver.
(2) To accept an application from ākonga who are 15 years old, the delegated authority confirms that such ākonga are capable of successfully completing the intended programme.
(3) Ākonga applying for a Secondary Tertiary Partnership (STP) Arrangement, e.g., STAR, Trades Academy, Vocational Pathways, and other youth pathway initiatives, require support from their secondary school principal and do not need an Early Leaving Exemption certificate.
(4) Applications for enrolment from ākonga under 15 years of age require a 3-way agreement between the ākonga, their school, and Te Pūkenga, and the approval of the delegated authority.

2.12. Alternative Enrolment Options

(1) If ākonga do not meet the entry requirements for their intended programme, Te Pūkenga may offer alternative pathways or programmes. Ākonga need to meet the entry requirements of the alternative programme (refer to 2.9).
(2) If their intended programme is full or becomes unavailable, Te Pūkenga advises ākonga if the intended programme or course(s) within a programme is available at another location or in another delivery mode. If ākonga agree, they confirm in writing and Te Pūkenga assists them to transfer or modify their application.

2.13. Limits on Enrolments and Waitlisting

(1) Limits on enrolments may be applied to a programme due to health and safety reasons or the availability of resourcing or work experience places.
(2) If the number of applications for a programme exceeds the number of available places, ākonga are offered the opportunity to enrol at another location or by another delivery mode, or be placed on a waitlist, subject to programme regulations.
(3) Waitlisting takes place at the application stage and is clearly communicated to ākonga. While the default waitlisting prioritisation is the order in which complete applications are received, in recognition of Te Pūkenga commitment to inclusiveness and equity, preference may be given to priority equity groups in accordance with s255(4)(b) of the Education and Training Act 2020.

2.14. Application Acknowledgement and Offer of Place

(1) Te Pūkenga acknowledges receipt of applications as soon as possible and advises ākonga promptly and clearly about the outcome of their application.
(2) If successful, ākonga are sent an Offer of Place (or confirmation) for their programme.
(3) As soon as practicable, ākonga are provided with key information on their programme, including:
    a. Key programme dates
    b. Date(s) for withdrawal without financial implications
    c. Date(s) for withdrawal without implications for ākonga academic record
    d. Tuition fees, ākonga services levies, payment options and due dates, and information about any course-related costs
    e. Provisional timetable information
    f. Links to information required for compliance with the Education Code of Practice.
(4) If information is not available at the time of application, Te Pūkenga follows up with the remaining information as soon as practicable so that ākonga are well-informed before the programme start date.

2D: Provider-based Learning Enrolment for Ākonga nō Aotearoa

This section is about enrolment and payment for ākonga nō Aotearoa (domestic learners) in provider-based learning. For work-based learning, refer to 2B. For ākonga nō tāwāhi, refer to 2F.

2.15. Acceptance of Offer

(1) To be enrolled into their intended programme, ākonga accept the Offer of Place in writing (e.g., text, email, signature, as applicable) by the specified due date or their place may be offered to waitlisted ākonga.

2.16. Payment for Provider-based Learning

(1) Ākonga are liable for all fees related to their enrolment unless a fee waiver has been approved by the ~~Regional Finance Director or their~~ business division's delegated authority.
(2) By confirming their intention to study, ākonga undertake to pay or make arrangements to pay (e.g., by applying for StudyLink) their tuition fees, course-related costs, and any other applicable fees in full prior to the programme start date.

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(3) Ākonga follow the procedures relating to fees and resolving issues in relation to fees as set out in the relevant Fees & Refunds procedures.

2.17. Late Enrolment

(1) Ākonga can be accepted for late enrolment by the delegated authority up to ten working days or 10 per cent of the course duration (whichever is the lesser). In making the decision, a desire to be flexible is balanced against the likelihood of ākonga success following late enrolment.
(2) To be accepted for late enrolment, ākonga need to have completed the application and enrolment process and paid any fees.
(3) Ākonga are advised of the implications of a late start and confirm in writing that they have been advised:
    a. of course requirements, expectations, and any other relevant information applicable to a late start; and
    b. that the regular withdrawal date applies and ākonga are not entitled to a refund if they withdraw after this date.

2.18. Transfer of Enrolment

(1) Subject to availability, ākonga may transfer their enrolment between programmes; courses on a programme; campuses/sites; or delivery modes, normally within 10 working days of the new course/programme start date or 10 per cent of the course duration (whichever is the lesser) with the approval of the delegated authority.
(2) Ākonga completes any additional documentation required to transfer, including meeting any differing entry requirements.
(3) Ākonga are advised of the implications of a transfer and confirm in writing that they have been advised:
    a. of course requirements, expectations, and any other relevant information applicable to the transfer; and
    b. that the regular withdrawal deadline applies and ākonga are not entitled to a refund if they withdraw after this deadline.

2.19. Refusal or Cancellation of Enrolment

(1) Te Pūkenga may refuse to enrol or may cancel the enrolment of ākonga in accordance with s255(5) of the Education and Training Act 2020. The delegated authority may refuse to enrol or may cancel the enrolment of ākonga who:

    a. have breached any policies or regulations of Te Pūkenga or the conditions of their Training Agreement; or
    b. have a history of unpaid debt with Te Pūkenga; or
    c. have a history of repeated enrolments followed by withdrawal, non-completion, or unsuccessful completion.

2E: Provider-based Learning Withdrawals and Refunds for Ākonga nō Aotearoa

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This section refers to the 'withdrawal period', which is normally the lesser of one month (30 days) from the start date or 10 per cent of the duration of a programme, or a course within the programme. Other withdrawal timeframes may apply, refer 2.26.

2.20. Advice for Ākonga on Implications of Withdrawal

(1) Te Pūkenga advises ākonga contemplating withdrawal about possible consequences for loans and allowances, their academic record, and implications for those planning to enter professions governed by professional regulations.   Wherever possible, support is provided to ākonga to avoid withdrawal. Te Pūkenga recognises that, in some cases, withdrawal may be the appropriate option.

2.21. No-show

(1) If ākonga do not attend or otherwise engage within the withdrawal without penalty period (except waitlisted programmes) and do not respond to any communications, the delegated authority may cancel their enrolment.
(2) For waitlisted courses or programmes, ākonga may be treated as a no-show on the third working day following the start date of the programme or course, or after three attempted contacts, to allow waitlisted ākonga to join the programme.
(3) No academic record is created for no-show ākonga.
(4) The tuition fees of ākonga who do not attend within the withdrawal period of their programme/course are refunded (if applicable) to the person or organisation that paid their fees.

2.22. Withdrawal within the Withdrawal Period

(1) Ākonga may withdraw within the withdrawal period without financial or academic disadvantage.
(2) If ākonga withdraw from their first-course enrolment(s) in a multi-course programme, the withdrawal request is assumed to also apply to the second and subsequent course enrolments, unless ākonga advise otherwise.

2.23. Withdrawal after the Withdrawal Period

(1) If ākonga withdraw after the withdrawal period, they are not entitled to any refund, unless they can prove to the delegated authority that they were affected by exceptional circumstances (refer to 2.27).
(2) If ākonga withdraw after the withdrawal period, a 'Withdrawn' (WD) grade is recorded on their academic record.

2.24. Withdrawal after 80 per cent of Course Duration

(1) If ākonga withdraw after 80 per cent of the course duration, a Did Not Complete (DNC) grade is recorded on their academic record.
(2) If ākonga cease to attend or participate and cannot be contacted, a Did Not Complete grade is recorded for the relevant courses.

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2.25. Withdrawal by Te Pūkenga of Disengaged Ākonga

(1) Where ākonga have disengaged after the withdrawal period and have not responded to reasonable attempts to contact them, the delegated authority may treat their non-engagement as a withdrawal and withdraw them on their behalf.
(2) Te Pūkenga makes at least three attempts to contact ākonga who have disengaged before withdrawing their enrolment.
(3) Te Pūkenga notifies ākonga in writing that their enrolment has been withdrawn on their behalf and advises the person or organisation that paid the fees. Ākonga remain liable for fees except with the approval of the delegated authority.
(4) Ākonga receive Withdrawn grades or Did Not Complete grades, as applicable (refer to 2.23 and 2.24).

2.26. Other Withdrawals

(1) For distance online courses or programmes, the withdrawal period may be up to 28 days.
(2) Ākonga enrolled in a short course may withdraw without financial penalty until the start date.
(3) Ākonga enrolled in a micro-credential may withdraw without financial penalty until 10 per cent of the course duration, and without academic penalty until 80 per cent of the course duration.
(4) If enrolled ākonga withdraw after attending a workshop or accessing/engaging in online resources that form part of a funded micro-credential or full cost recovery course, they are not entitled to any refund.

2.27. Withdrawal due to Exceptional Circumstances

(1) If ākonga withdraw or are withdrawn on their behalf (refer to 2.25) and believe they have been affected by exceptional circumstances (i.e., circumstances beyond their control), they may apply for exceptional circumstances consideration using the business division exceptional circumstances process.
(2) If Under the Ākonga Appeals Policy, if ākonga are dissatisfied with the decision, they may appeal the decision as set out in the Ākonga Appeals Policyfollowing business division appeals procedures.

2F: Provider-based Learning for Ākonga nō Tāwāhi

In this section, 'ākonga nō tāwāhi' means an International Student as defined in the Education and Training Act 2020 (section 10) and refers to ākonga nō tāwāhi enrolled in provider-based learning. For ākonga nō tāwāhi in work-based learning, refer to 2B: Work-based learning.

2.28. Ākonga nō Tāwāhi Application and Offer of Place

(1) Te Pūkenga assesses applications from ākonga nō tāwāhi or their agents in accordance with Te Pūkenga general and programme regulations, including English language requirements, Education Code of Practice guidelines, and Immigration New Zealand requirements.
(2) Te Pūkenga may accept ākonga nō tāwāhi between 16 and 18 years of age subject to the approval of their parent, caregiver, or guardian and an assessment of ākonga support systems, in addition to the other assessment criteria stated above.

(3) Exemptions from proof of English language proficiency criteria comply with NZQA rules.

(4) If ākonga nō tāwāhi meet the relevant requirements, an international Offer of Place is provided to the ākonga and/or their agent, as applicable.

(5) The international Offer of Place and accompanying information covers:
    a. English language requirements
    b. tuition and other fees (fees may be indicative at the time the Offer of Place is made)
    c. ākonga nō tāwāhi withdrawal regulations (refer to 2.30)
    d. breaches of enrolment conditions and disciplinary action and the process to be followed in these circumstances
    e. key programme dates
    f. homestay and other accommodation options
    g. insurance
    h. other information required for compliance with the Education Code of Practice.

2.29. Acceptance of Offer of Place and Enrolment

(1) Ākonga accept their Offer of Place. Payment of the specified tuition fee is considered acceptance of the Offer of Place.

(2) Where ākonga nō tāwāhi are under 18, their parent, guardian, or other caregiver accept the Offer of Place on their behalf.

(3) To be fully enrolled, ākonga nō tāwāhi provide evidence of receipt of an appropriate visa and of meeting the terms of that visa.

2.30. Ākonga nō Tāwāhi Transfers and Withdrawals

(1) Ākonga nō tāwāhi may transfer their enrolment as specified in 2.18. In this case, ākonga on a Student Visa must apply for a Variation of Condition.

(2) If ākonga nō tāwāhi request withdrawal, Te Pūkenga responds promptly, fairly, consistently, and in accordance with Education Code of Practice guidelines.

(3) Ākonga nō tāwāhi who withdraw before their programme start date are entitled to a full refund of fees paid, minus an administration fee. The administration fee varies in relation to the proximity to the start date and is advised on the Offer of Place.

(4) If ākonga nō tāwāhi withdraw after the programme start date, no refund is payable by Te Pūkenga, unless ākonga can provide evidence they were subject to exceptional circumstances beyond their control (refer to 2.27).

(5) New ākonga nō tāwāhi who are not granted a visa by Immigration New Zealand receive a full refund of fees paid, minus an administration fee.

(6) Returning ākonga nō tāwāhi who are not granted a subsequent visa by Immigration New Zealand on the basis of poor attendance, a breach of academic integrity, unsatisfactory academic performance, and/or late submission of visa application may receive a partial refund, minus an administration fee. The delegated authority decides the amount to be refunded (if any). The agent commission is not refunded.

(7) Where Te Pūkenga withdraws an Offer of Place or is unable to provide the programme and there is no suitable alternative, the person or organisation that paid the fees receives a full refund.

(8) Refunds are not paid for any Te Pūkenga discounts, scholarships, or awards where ākonga nō tāwāhi withdraw from a programme.

(9) If ākonga nō tāwāhi withdraw because they believe that they have been affected by exceptional circumstances beyond their control, and can provide evidence of this, they

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may apply for a refund of their tuition fees. Tuition fees for a programme or course that has already started are seldom not refunded. The agent commission is not refunded.

(10) Ākonga nō tāwāhi who gain Permanent Residency after the programme start date are not eligible for a refund for courses they have already started. Domestic fees and charges apply to courses that they have not yet started and Te Pūkenga refunds the fee difference, minus agent commission.

(11) Ākonga nō tāwāhi with a valid work visa who are enrolled in provider-based courses are subject to the withdrawal and refund regulations of the relevant enrolment contract .

(12) Where ākonga nō tāwāhi are due a refund, the funds are paid to the account from which the fees were paid. The refund is denominated in New Zealand dollars, or the equivalent of the New Zealand dollar amount converted into foreign currency at the current exchange rate.

(13) Te Pūkenga is not liable for any exchange rate loss or bank fees charged upon repayment of a refund.

(14) Te Pūkenga may cancel or refuse the enrolment of ākonga nō tāwāhi as specified in 2.19.

2G: Programme Approval, Changes, and Cancellation

This section relates to programmes and courses offered by Te Pūkenga.

2.31. Programme Approval Pending

(1) The following applies to all ākonga:
   a. Ākonga may apply for programmes pending approval from the relevant regulatory and funding bodies; however, enrolments are only accepted into the programme after it has been approved.
   b. Where an existing programme is replaced by a new version programme or a new programme, Te Pūkenga gives ākonga appropriate advice and assistance either to complete their current programme or, where appropriate, to transition to the new programme, in accordance with the new programme regulations.
(2) The following applies to ākonga in provider-based learning:
   a. Ākonga applying for a programme for which regulatory approval is pending are informed of the pending status and assisted to submit an expression of interest and/or an application.
   b. As soon as the new programme becomes available, the expression of interest and/or application is transferred promptly to the new programme.
      i. Where ākonga submitted an expression of interest only, Te Pūkenga assists them to submit an application.
      ii. Where ākonga submitted an application, if the application meets the entry requirements, ākonga are sent the appropriate Offer of Place.
(3) If regulatory approval is not achieved before the intended programme start date(s), Te Pūkenga provides ākonga with information on alternative programmes, dates, or locations.

2.32. Cancellation or Postponement of a Programme or course

(1) Te Pūkenga may cancel or postpone a programme or course. Cancellation decisions are made by the delegated authority as early as possible to enable ākonga to make informed choices. Cancellation of programmes in which ākonga nō tāwāhi are enrolled must be discussed with the delegated authority prior to action.

(2) As far as is practically possible, Te Pūkenga avoids cancelling or making other significant changes to an advertised programme or course less than two weeks before it starts (or five working days for short courses).

(3) Te Pūkenga assists affected ākonga with other options, including, where appropriate, transferring their application to another offering, mode of delivery, employer, or campus/site, subject to any additional requirements specific to the alternative offering.

(4) Te Pūkenga advises and assists ākonga nō tāwāhi when changes to offerings affect their visa status.

(5) Te Pūkenga notifies Immigration New Zealand when programme changes affect ākonga nō tāwāhi.

(6) Ākonga unable to enrol in an alternative course or programme offered by Te Pūkenga are provided with a full refund to the account that paid their fees.

2.33. Change to Published Date or Time

(1) Te Pūkenga may reschedule the published date or time of a course or programme where there is a genuine need to do so, e.g., unavailability of kaiako, rooms, equipment, or placements.

(2) Where dates/times of a course or programme are altered, Te Pūkenga contacts all enrolled ākonga as soon as practically possible to inform them of the change.

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Part 3: Recognising Prior Knowledge and Skills

General

Recognising prior knowledge and skills (RPKS) allows credit to be granted towards a qualification, programme, micro-credential, course, or standard, where ākonga have already acquired, and can demonstrate, current relevant skills and/or knowledge.

3.1. Recognising Prior Knowledge and Skills

(1) Te Pūkenga recognises prior knowledge and skills through Credit Recognition and Transfer (CRT) which includes Credit Transfer, Cross Credit, Recognition of Prior Learning, and Advanced Standing processes.

(2) Ākonga are supported to provide evidence of their prior knowledge and skills relevant to the qualification they seek to achieve. Evidence may come from formal or self-directed study, workplace, community, or marae-based learning or experience, hobbies, or participation in rangahau and research.

(3) There are no limits on the number of credits that may be granted towards a qualification or programme from RPKS unless otherwise stated in the programme regulations.

(4) Where restrictions for credits are imposed, e.g., by legislative, industry and regulatory body requirements, they must be based on specific, documented, and clear academic, legal or industry requirements.

3.2. Applying for RPKS

(1) Ākonga are encouraged and supported to apply for RPKS either before the beginning of their intended programme or at any appropriate stage thereafter by completing the published forms and following relevant process.

(2) RPKS may be undertaken in te reo Māori. Assessment of such an application is undertaken and/or supported by a te reo Māori capable assessor.

(3) Decisions throughout the RPKS process are timely, transparent, robust, consistent, and defensible. The focus is for the maximum benefit of ākonga and to ensure that the quality, integrity, cohesion and standing of qualifications is upheld.

(4) The RPKS assessment process may incur fees, and these are detailed in RPKS information.

3.3. Awarding Credit

(1) Learning credited through RPKS has the same value as formal learning. Credit is recorded based on Te Pūkenga grade table, with the previous grade carried forward for any Cross Credit or Credit Transfer, and the Pass (P) grade given where a grade cannot be stated.

(2) Assessment standards that are recognised through RPKS are awarded a CT grade.

3.4. Appealing Decisions

(1) Where credit is not awarded, either in total or in part, clear reasons for the decision are recorded. Under the Ākonga Appeals Policy, Āākonga have the right to appeal the outcome or decision of an RPKS process following the business division appeals procedures set out in the Ākonga Appeals Policy.

3.5. Records

(1) Records of all RPKS applications, the resulting assessment outcome, and any appeal decisions are kept along with other ākonga records, in accordance with relevant legislation, NZQA rules, business division policy, and/or general disposal authority.

Part 4: Programme Regulations

General

Every Te Pūkenga programme leading to a qualification or micro-credential is supported by an approved programme document, including programme regulations, and programme and course information. Programme regulations outline the programme structure and direction, and requirements for entry, progress, completion, and award.

4.1. Transition

(1) Programme regulations for Te Pūkenga unified programmes set out the requirements from entry to award.
(2) Detailed requirements for legacy programmes may be located in programme regulations or in other programme information available in legacy systems.
(3) Work-based learning requirements may be set out in the training agreement and/or programme information.
(4) In all cases, full information on requirements is provided and easily accessible to ākonga.

4.2. Programme Regulations

(1) Te Kawa Maiorooro provides the minimum expected requirements for ākonga and kaimahi. Programme regulations may set specific requirements, e.g., for entry, require credits in specific subjects such as science, or higher requirements than Te Kawa Maiorooro to meet the expectations and requirements of an external regulatory or standard setting body.
(2) Programmes may include exceptions to, or restrictions on, provisions in Te Kawa Maiorooro, e.g., limits on RPKS. Any such exceptions or restrictions are clearly stated in approved programme regulations and/or relevant programme information, e.g., programme handbook or course outline.
(3) Where a higher standard is set or restrictions or exceptions apply, the programme regulations override the provisions in Te Kawa Maiorooro.
(4) Ākonga are enrolled and complete under the programme regulations in place when they first enrol, except where change is required by an external regulatory or standard setting body. In such cases, Te Pūkenga works with ākonga to ensure they are aware of the changes being made, the impact on their programme, and to ensure they are not disadvantaged by the change. All changes, discussions, and agreements are notified to ākonga in writing.

Te Pūkenga

Part 5: Learning, Teaching, and Training

General

Te Pūkenga aims to provide learning environments that help ākonga reach their full potential, empower them to be active in their own learning, and ensure they have access to the resources, and learning and pastoral supports necessary for their success.

5.1. Participation and Engagement

(1) Ākonga are expected to comply with their programme regulations and/or the conditions of their training agreement and participate in all learning activities that are part of their programme or course.

(2) Participation requirements, including any attendance requirements, are set out in the programme and/or course information provided to ākonga at the start of their programme or course.

(3) Where attendance is specified as a condition of a visa (for ākonga nō tāwāhi) or a requirement of an enrolment contract or training agreement, ākonga must notify ~~Te Pūkenga~~their business division or their learning advisor of any absence or non-participation.

5.2. Progress

(1) Te Pūkenga provides ākonga with timely, sufficient, and constructive feedback on their progress and connects ākonga with the appropriate supports where needed.

(2) Ākonga who have passed at least half of the courses in which they were enrolled in a year are considered to have made satisfactory progress and may proceed with their programme as set out in the programme regulations.

(3) Ākonga in provider-based learning who have not passed at least half of the courses in which they were enrolled, or who repeat a course and again do not pass are considered to have made unsatisfactory progress.

(4) Where ākonga in provider-based learning make unsatisfactory progress, they may be withdrawn from their programme and declined re-enrolment.

(5) Ākonga who have had their enrolment withdrawn or reenrolment declined and who wish to reenrol apply to the delegated authority prior to the programme or course start date. To be approved, they must satisfy the delegated authority that they have a reasonable chance of success. Te Pūkenga may put conditions or limitations on the reenrolment to ensure the ākonga has a reasonable chance of success.

(6) Ākonga who repeat a course and do not pass may not enrol for a third time, except with the permission of the delegated authority. Where a third enrolment in a course is allowed, Te Pūkenga may put conditions on the reenrolment to ensure the ākonga has a reasonable chance of success.

(7) Te Pūkenga aims to assist postgraduate ākonga to complete their studies by arranging extensions where appropriate and with the approval of the delegated authority. If this is not possible, a Did Not Complete grade is recorded.

5.3. Standards of Behaviour

Te Pūkenga

(1) To ensure a safe, inclusive, equitable, and effective learning environment, Te Pūkenga sets out the standards of behaviour in ākonga codes of conduct. The expectations in the codes of conduct apply to ākonga when they are on campus, when they are undertaking Te Pūkenga learning or social activities off-campus or online, and when they are representing or engaging with Te Pūkenga in the community or on social media. Ākonga in work-based learning comply with their employer's expected codes of conduct when in the workplace.

(2) Unacceptable behaviours include:
    a. Breaking any New Zealand laws
    b. Any form of violence or threat of violence
    c. Any form of harassment, bullying or discrimination (including on social media)
    d. Endangering yourself or others
    e. Being intoxicated or under the influence of drugs on Te Pūkenga premises or when involved in activities organised by Te Pūkenga (formal or informal)
    f. Smoking (including vaping) on any Te Pūkenga campus
    g. Showing disrespect for people's personal, social, and cultural differences
    h. Showing disrespect for the needs, rights, and freedoms of others
    i. Engaging in dishonest academic practices (e.g., cheating or plagiarism)
    j. Misusing technology, software, hardware, or communication systems provided by Te Pūkenga
    k. Vandalism or other misuse/abuse of Te Pūkenga facilities and buildings
    l. Disruptive or disrespectful behaviour in class that interferes with the ability of Te Pūkenga kaiako to provide a safe and respectful learning environment for all ākonga.

(3) Breaches of conduct and unacceptable behaviours are dealt with confidentially, fairly, and in a culturally appropriate manner in accordance with the relevant policy and procedures.

(4) Under the Ākonga Appeals Policy, ākonga may appeal a breach of conduct decision following the business division appeals procedures set out in the Ākonga Appeals Policy.

5.4. Concerns and Complaints

(1) Te Pūkenga takes ākonga concerns and complaints seriously and is committed to providing ākonga with access to fair, effective, and culturally appropriate procedures for raising and resolving issues.

(2) The process for raising and resolving concerns and complaints is set out in the Ākonga Concerns and Complaints Policy.

5.5. Appeals

(1) Under the Ākonga Appeals Policy, ākonga may appeal a decision, academic, non-academic, or disciplinary, that affects their study if:
    a. They have followed all relevant procedures to resolve the issue, and
    b. Additional information has become available since the decision was made or
    c. There is evidence of a flaw in the process followed

(2) The process for appealing a decision is set out in the business division appeals proceduresĀkonga Appeals Policy.

Te Pūkenga

Part 6: Rangahau and Research

General

Te Pūkenga is committed to providing ākonga engaged in rangahau or research with appropriate guidance, supervision, and support.

6.1. Rangahau and Research

(1) Where ākonga undertake rangahau or research as part of their learning activities, they obtain ethics approval if required following the relevant ethics approval process.

(2) Ākonga engaged in rangahau or research are entitled to appropriately qualified and experienced supervision and academic mentorship that supports them academically, culturally, and pastorally.

(3) Ākonga own the output and intellectual property arising from their rangahau or research unless there is an agreement to the contrary.

(4) Ākonga undertaking rangahau or research have access to resources including library resources, statistical advice, support in te reo Māori as required, additional specialist software, and subject matter expertise as required to support their progress and completion.

(5) Where needed and guided by their supervisors/mentors, ākonga undertake with relevant iwi stakeholders a consultation process that aligns with the kaupapa and methodology of their project.

(6) Ākonga engaged in rangahau or research are expected to comply with policies, procedures and processes relating to rangahau and research.

Te Pūkenga

Part 7: Assessment

General

Assessment provides information for ākonga and kaiako about ākonga learning progress; provides evidence of the achievement of learning outcomes and standards outcomes and requirements; and contributes to the attainment of competencies identified in graduate profiles.

7.1. Assessment Information

(1) Te Pūkenga provides ākonga with assessment information at the start of their course or work-based learning programme; where appropriate, information includes the number, types, and weightings of assessment, assessment requirements, conditions, and expectations, assessment dates, criteria for success, and how to access further assessment and appeal provisions.

(2) No changes may be made to summative assessment requirements and conditions after the course or training agreement start date unless approved by the delegated authority and notified in writing to all affected ākonga.

(3) It is the responsibility of each ākonga to ensure they are familiar and comply with all assessment requirements and conditions for their course or work-based learning programme.

(4) Ākonga must attempt and submit all summative assessment items within the timeframe or by the due date indicated in the course outline unless an extension has been granted (refer to 7.5 Variations to Assessment).

7.2. Assessment in te reo Māori

(1) Except where assessments require English or other language capability, Te Pūkenga supports ākonga to submit or undertake their assessment in te reo Māori. Other exceptions may apply, must be approved by the delegated authority, and indicated in the programme documentation and course outline.

(2) Marking or grading of an assessment in te reo Māori is undertaken or supported by a te reo Māori capable assessor.

7.3. Supported Assessment

(1) To ensure equitable assessment opportunities, Te Pūkenga makes alternative supported assessment arrangements for ākonga with particular needs, e.g., cultural or disability, wherever possible. Ākonga discuss their needs ahead of time with their kaiako or learning advisor and the relevant ākonga services unit (e.g., ākonga Māori and ākonga nō Te Moana-nui-a-Kiwa support, accessibility/ ākonga Whai Kaha support). Supported assessment arrangements may include:

   a. Adapted learning materials and assessments that enable fair and valid assessment, do not affect the integrity of the assessment, and meet the same learning outcomes

   b. Additional assessment time as necessary for a fair assessment to take place

   c. The services of a reader and/or writer

   d. New Zealand sign language communicators and interpreters

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    e.   Assistive technology
    f.   Specialised equipment and furniture
    g.   Alternative dates, spaces, and/or times for participating in assessment activity.

7.4. Conduct of Examinations

(1) Where examinations are subject to regulations set by external agencies, the examinations must be conducted according to the relevant regulations.
(2) In all cases, examinations are conducted under conditions that are fair, equitable, and ensure academic integrity.

7.5. Variations to Assessment

Variations to assessment are provided to support ākonga needs and circumstances[2], where needed. Kaiako and ākonga work together to determine the appropriate support or variation for their particular needs or circumstances. Variations to assessment are approved by the delegated authority.

(1) Due Date Extensions
    a.   Ākonga who anticipate difficulty in submitting assessments by the due time and date may request an extension. The extension must be agreed to prior to the assessment due date.
    b.   The kaimahi or kaiako with responsibility for the relevant course has the authority to approve extensions that are within the course dates.
    c.   Extensions that fall outside of the course end date can only be approved by the delegated authority.
(2) Alternative arrangements
    a.   Ākonga who have a particular need, e.g., a temporary or permanent disability or impairment, or an exceptional circumstance may request alternative arrangements.
    b.   Alternative arrangements enable fair and valid assessment without affecting the integrity of the assessment and may include an alternative assessment that meets the same learning outcomes, or an alternative time and/or location.
    c.   Requests for alternative arrangements should be made at least two weeks prior to the assessment date or due date.
(3) Resits or resubmission of assessment tasks
    a.   Unless otherwise indicated in the programme regulations or unit standard assessment conditions, and if appropriate for the programme level and assessment type, ākonga who have attempted and failed an in-course assessment task are allowed one resubmission or resit of the assessment task.
    b.   A request for a resit or resubmission is made to relevant kamahi no later than five working days after the marked assessment has been returned to the ākonga.
    c.   Unless otherwise indicated, the maximum mark or grade available for a resubmission or resit is the minimum pass mark or grade.
    d.   Any fees, restrictions, or limitations on resits or resubmissions of assessment are detailed in the programme regulations or programme handbook, and, where appropriate, in the relevant course outline.

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[2] This provision is to support ākonga who may need additional time, alternative arrangements, or who have failed their assessment and wish to request a resit or resubmission opportunity. Ākonga impacted by exceptional circumstances (e.g., illness, injury, bereavement) should apply for an Assessment Concession (refer 7.6).

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(4) If ākonga submit an assessment after the due date and/or time without an approved extension, the assessor may:
    a. Mark the assessment and apply a penalty to the mark for each day the assessment is late; or,
    b. After discussion with the programme manager, not accept the assessment and assign a Not Passed (NP) or equivalent failing grade.
(5) If ākonga do not attempt or submit an assessment by the due date and/or time without an approved extension, the assessor assigns a Not Passed (NP) or equivalent failing grade.
(6) Penalties for late submission of assessment are documented in the programme information and communicated to ākonga.

7.6. Assessment Concession

(1) Assessment concessions do not apply to ākonga in work-based learning covered by a training agreement. Ākonga who are affected by circumstances or situations beyond their control discuss and agree any variations required with their learning advisor.
(2) Ākonga in provider-based learning who are unable to complete a summative assessment or whose performance in or preparation for the assessment is affected by any circumstance or situation which could not have been reasonably prevented, e.g., illness, injury, bereavement, family crisis, or other unpredictable events, are eligible to apply for an assessment concession for impaired performance.
(3) Assessment concessions may include any of the variations set out in provision 7.5 or an Aegrotat.
(4) Where alternative arrangements are approved as an assessment concession, the mark given is the true mark the ākonga achieves for the assessment task.
(5) Assessment concession decisions are made using the ~~relevant~~ business division procedures and approved by the delegated authority.
(6) Any programme-specific restrictions or limitations on assessment concessions are detailed in the programme regulations, programme handbook, and, where appropriate, in the relevant course outline.

7.7. Academic Integrity

(1) Te Pūkenga requires ākonga to be honest and act with integrity in their learning and assessments. Ākonga are required to:
    a. present their own original work for assessment
    b. acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising, and the rearranging of, another person's words or idea/s
    c. not cheat in tests or examinations
    d. ensure they follow all instructions and the correct procedures (e.g., no use of mobile phones or personal electronic devices)
    e. not collude on assessments with other ākonga
    f. collaborate only as permitted
    g. not over- or misrepresent the individual contributions of members of any group assignment
    h. not knowingly help others to cheat

    i.   not present another person's assessment as their own (this includes purchased and AI-generated assessments)
    j.   not act or behave in a way that prevents others from completing their assessments
    k.   keep written and electronic work secure to prevent others from accessing and copying work.

(2) Any exceptions to the above are clearly stated in the information and requirements for the course.

(3) By enrolling at Te Pūkenga, ākonga agree to their work being reviewed by various means to confirm an assessment is their own work. This includes the use of similarity detection software.

(4) Any breaches of academic integrity follow the process set out in the ~~academic~~ Academic ~~integrity~~ Integrity ~~policy~~ Policy and business division procedures.

7.8. Notification of Assessment Results

(1) Te Pūkenga normally notifies summative assessment results to ākonga within 15 working days of the assessment due date, or, for ākonga in work-based learning covered by a training agreement, the submission date.

(2) Marking of postgraduate assessments and large assessments, such as capstone projects, may require more time. In such cases, timeframes for the return of assessment results are indicated in the course outline or programme handbook.

7.9. Access to Marked Assessments

(1) Ākonga are entitled to access to their written work submitted for assessment. Where assessed work is to be returned, time limits for collection may be set for individual programmes. Ākonga may view copies of their examinations but these are retained by Te Pūkenga. Any time or access limitations are set out in the programme information, e.g., programme handbook or course outline.

7.10.   Moderation of Summative Assessments

(1) Assessments are moderated in line with Te Pūkenga Moderation Policy and business division procedures.

7.11.   Retention of Assessment Evidence

(1) Te Pūkenga complies with relevant legislation and NZQA rules on retention of assessment.

(2) Te Pūkenga retains copies of marked assessment evidence for 12 months after the end of the course or training agreement unless a longer period is required by an external authority.

(3) Once no longer required by Te Pūkenga or any external agency, assessment evidence is securely destroyed except where:
    a.   The assessment is subject to an appeal or a disciplinary procedure
    b.   The ākonga has given permission for the assessment to be held by Te Pūkenga.

(4) Copies of ākonga assessment evidence may be retained by Te Pūkenga for moderation purposes.

(5) Moderation materials, including ākonga assessment evidence, are retained by Te Pūkenga for a period of no less than seven years.

7.12. Approval of Final Course and Programme Results and Outcomes

(1) Final results and outcomes for courses and programmes are approved through the relevant procedures.
(2) Course and programme decisions are based on ākonga performance in the summative assessment tasks in the course and the overall achievement across all courses in a programme.

7.13. Notification of Final Course or Programme Outcomes

(1) Final course and programme outcomes are normally provided to ākonga within 15 working days of the end date of the course or programme. Any exceptions to the return of outcomes timeframe are specified in the course outline or programme handbook, or approved by the delegated authority and ākonga are notified in writing.

7.14. Reassessment Opportunities

(1) Ākonga in work-based learning covered by a training agreement work with their learning advisor on reassessment opportunities where needed.
(2) Unless otherwise specified in the programme regulations, ākonga who gain a failing grade in a course with a mark of 40% or more, or have failed to achieve all learning outcomes or meet all competency-based assessment requirements, are provided with one opportunity to undertake a reassessment of the course at the discretion of the relevant programme committee.
(3) Ākonga are advised of the reassessment opportunity within one week of the final grade being known to kaiako and before the results are finalized.
(4) The reassessment takes place within one month of the course end date under an approved extension as in provision 7.5(1).c.
(5) Ākonga passing the reassessment gain the minimum grade available as a pass for the course.
(6) Any programme-specific restrictions or limitations on reassessment opportunities are detailed in the programme regulations, programme handbook, and, where appropriate, in the relevant course outline.

7.15. Grading

(1) The following tables set out the grades that are used for assessments and courses at Te Pūkenga

(2) TRANSITION ARRANGEMENTS:
    a. Legacy programmes continue to use their approved grade tables as set out in programme information.
    b. Te Pūkenga unified programmes use Te Pūkenga grades as set out in the following tables.

7.16. Assessment Grades

(1) The following tables set out the grades that are used for assessments within a course:

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a. Courses using competency-based assessment: In courses with competency-based assessment, grades against an assessment or assessment standard are recorded as follows:

GRADE	DESCRIPTION
A	Achieved The ākonga has demonstrated competency in the assessment.
N	Not Achieved The ākonga has not demonstrated competency in the assessment
CT	Credit Transfer The ākonga has completed the same assessment or assessment standard in another qualification or institution. In the case of an assessment standard, credit is not be reported to NZQA.
Exempt	Work-based Learning: Where an equivalent Assessment Standard is recognised by the programme and approved by WDC/NZQA

b. Courses using competency-based assessment: In courses with competency-based assessment that recognises higher levels of performance, grades against an assessment or assessment standard are recorded as follows:

GRADE	DESCRIPTION
A	Achieved The ākonga has met the criteria of the assessment at a satisfactory performance level.
M	Achieved with Merit The ākonga has met the criteria of the assessment at a very good performance level.
E	Achieved with Excellence The ākonga has met the criteria of the assessment at an outstanding performance level.
N	Not Achieved The ākonga has attempted but not met the criteria of the assessment
CT	Credit Transfer The ākonga has completed the same assessment or unit standard in another qualification or institution. In the case of a unit standard, credit is not reported to NZQA.
Exempt	Work-based Learning: Where an equivalent Assessment Standard is recognised by the programme and approved by WDC/NZQA

c. Courses using grade point marking for assessments: For each assessment in the course, a mark or a percentage is entered.

GRADE	MARK (%)	DESCRIPTION
A+	90 – 100	Pass
A	85- 89	Pass
A-	80 – 84	Pass

GRADE	MARK (%)	DESCRIPTION
B+	75 – 79	Pass
B	70 – 74	Pass
B-	65 – 69	Pass
C+	60 – 64	Pass
C	55 – 59	Pass
C-	50 – 54	Pass
D	40 – 49	Not Passed
E	0 – 39	Not Passed

7.17. Course Grades

(1) The following tables set out the grades that are used for reporting final course achievement.
   a. Competency-based courses result in the following course grades:

GRADE	DESCRIPTION
A	Achieved
N	Not Achieved

   b. Competency-based courses: In competency-based courses that recognise higher levels of performance, the following course grades apply:

GRADE	DESCRIPTION
A	Achieved
M	Achieved with Merit
E	Achieved with Excellence
N	Not Achieved

   c. Other grades: Other grades that may be awarded for particular circumstances in competency-based courses:

GRADE	DESCRIPTION
P	Ungraded Pass – course credit awarded through an RPKS process or where a graded level of achievement cannot be applied (Unit standards recognised through RPKS are awarded a CT grade.)

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GRADE	DESCRIPTION
DNC	Did not complete course, i.e., did not complete a compulsory requirement or formal withdrawal after 80% of the duration of the course or informal withdrawal at any time
WD	Withdrawn - Formal withdrawal after the no academic penalty period (10% of the duration of the course)
GP	Grade pending completion of assessment or course component beyond course end date with approved extension
AO	Met course attendance requirements

d. Courses using grade point marking: In courses in which grades are allocated on a specified grade point level of achievement, grades are awarded as follows:

GRADE	MARK (%)	DESCRIPTION
A+	90 – 100	Pass
A	85- 89	Pass
A-	80 – 84	Pass
B+	75 – 79	Pass
B	70 – 74	Pass
B-	65 – 69	Pass
C+	60 – 64	Pass
C	55 – 59	Pass
C-	50 – 54	Pass
D	40 – 49	Not passed
E	0 – 39	Not passed

e. Other grades that may be awarded for particular circumstances

GRADE	DESCRIPTION
P	Ungraded pass – may be used for the outcome of an RPKS process or anywhere a graded level of achievement cannot be applied
RP	Restricted pass – may be awarded instead of 'D' in the range 45%-49% to ākonga whose narrow fail has been compensated by good grades in their other courses in the same programme. Note: A course for which a Restricted Pass (RP) has been

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GRADE	DESCRIPTION
	awarded is not normally accepted as meeting the prerequisite requirements for any other course.
NP	Not passed
AS	Advanced Standing - award of a block of approved prior learning credits to allow entry to a programme with exemptions
AEG	Aegrotat - successful outcome of an Assessment Concession process
DNC	Did Not Complete - where a compulsory element of a course is not submitted, or the ākonga formally withdrew after 80% or informally withdrew at any time.
GP	Grade Pending - ākonga has an approved extension to complete an agreed portion of work or assessment beyond the course end date.
WD	Withdrawn - Formal withdrawal after the no academic penalty period (10%).
AO	Attendance Only - met course attendance requirements

7.18.   Reconsideration of Assessment Decisions

(1) Ākonga who believe their mark or grade for an assessment is incorrect should first discuss this with their kaiako or learning advisor within five working days of the return of assessment.
(2) The kaiako or learning advisor provides feedback to the ākonga to clarify why the grade or mark was awarded and may, if justified, amend the result.
(3) If the ākonga still believes that the mark or grade is incorrect, they may apply for a reconsideration following the complaints process set out in Te Pūkenga Ākonga Concerns and Complaints Policy.
(4) Reconsideration requests are investigated, and appropriate action decided by the delegated authority. Actions may include a recount, re-mark, reconsideration or review of evidence, reassessment, or no action. Reconsideration may lead to no change or to a raising of a grade or mark.

7.19.   Reconsideration of Course Final Grade

(1) Ākonga may request a reconsideration of their course final grade following the complaints process set out in Te Pūkenga Ākonga Concerns and Complaints Policy. There needs to be grounds for the reconsideration, e.g., an irregularity in the conduct of summative assessment or in the results reporting and approval process, and ākonga need to identify the grounds in their application.
(2) Final grade reconsideration requests are investigated, and the appropriate action or outcome decided by the delegated authority. This may include a reconsideration of one or more assessment grades or assessment evidence, or amendment of the final grade.

7.20.   Appeal of Reconsideration Decision

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(1) ~~If~~ Under the Ākonga Appeals Policy, if ākonga do not agree with a reconsideration decision, they may appeal that decision following the business division appeals procedures ~~set out in the Ākonga Appeals Policy~~.

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Part 8: Awards

General

Awards include Formal Awards, Micro-credentials, and Non-formal Awards.

8.1. Formal Awards

(1) Formal Awards are for NZQA-approved qualifications. Te Pūkenga offers the following formal awards:
   a. Doctoral Degree
   b. Master's Degree
   c. Postgraduate Diploma
   d. Postgraduate Certificate
   e. Bachelor Honours Degree
   f. Graduate Diploma
   g. Graduate Certificate
   h. Bachelor's Degree
   i. Diploma (Level 7)
   j. New Zealand Diploma (Levels 5 – 7)
   k. New Zealand Certificate (Levels 1 – 6)
   l. Micro-credential

8.2. Non-formal Awards

(1) Te Pūkenga offers a mix of assessed and non-assessed educational products or packages of learning that lead to the issuance of non-formal awards or recognition of achievement on successful completion. Te Pūkenga offers the following non-formal awards:
   a. Digital Badges – validated electronic recognition of ākonga accomplishment and achievement of knowledge, skills, experience, or competencies.
   b. Statement of Achievement or Certificate of Participation - given for Adult and Community Education (ACE) programmes, professional development or personal interest short courses, or other non-formal products.

8.3. Eligibility for Formal Awards

(1) A formal qualification is awarded to ākonga who successfully complete the programme requirements.
(2) Where completion of the programme leads to an award by another authority, the regulations of that authority apply.
(3) Formal qualification completion and award is confirmed and conferred through the qualification completion procedures.
(4) Ākonga who are awarded a formal qualification are eligible to receive their graduation certificate and record of learning/academic record upon confirmation and conferral. Ākonga can elect to have their graduation certificate mailed, picked up, or awarded at a graduation ceremony.

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(5) Ākonga with unpaid fees who are eligible for a formal award are eligible to have their award confirmed and conferred but their graduation certificate and record of learning/academic record is withheld until any outstanding fees have been paid.

8.4. Award of Merit, Distinction, or Honours

(1) Merit and distinction may be awarded for Bachelor degrees, graduate certificates, graduate diplomas, postgraduate certificates, postgraduate diplomas, and Master degrees.

(2) The programme regulations identify which degrees can be awarded with merit or distinction and the following criteria apply:
   a. Merit is awarded for an overall credit weighted grade average in the B to B+ grade range (70 – 79%)
   b. Distinction is awarded for an overall credit weighted grade average in the A- to A+ grade range (80-100%).

(3) No Distinction or Merit is awarded for Doctoral programmes.

(4) Where the programme regulations allow, a Master degree may be awarded with a level of Honours and the following criteria apply:
   a. First class pass is awarded for a credit weighted grade average in the A- to A+ grade range (80-100%)
   b. Second class pass is awarded for a credit weighted average in the B to B+ grade range (70-79%)
   c. Pass is awarded for a credit weighted average in the C- to B- grade range (50-69%).

8.5. Graduation Certificates and Academic Records

(1) Graduation certificates are issued in English and/or te reo Māori. In both cases, the name of the award being granted is printed as approved by NZQA.

(2) The format and wording of the graduation certificates is set out in ~~Te Pūkenga~~business division ~~A~~award ~~P~~procedures.

(3) The graduate's legal name, as recorded in Te Pūkenga records, appears on their graduation certificate and academic record.

(4) Ākonga may apply for reissue of their graduation certificate or academic record.

8.6. Posthumous Awards

(1) Te Pūkenga may award a qualification or otherwise recognise programme completion posthumously where ākonga have met all the requirements and are eligible for the award.

(2) If ākonga have not met all the requirements of the award, Te Pūkenga may award the qualification or recognise completion posthumously where ākonga:
   a. had completed at least 75% of the qualification; or
   b. were in the final year of a degree and had been progressing successfully toward completing all requirements of the award.

(3) Posthumous award decisions are made in discussion with whānau of the ākonga.

(4) Posthumous awards are approved on a case-by-case basis by the ~~Chief Executive of Te Pūkenga~~ business division academic committee under Te Pūkenga Council delegation and reported to Te Poari Akoranga via the business division academic committee report.

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8.7. Granting of Honorary Degrees and Recognition Awards

(1) ~~Honorary~~ Under Te Pūkenga Council delegation, honorary degrees and recognition awards may be granted ~~by Te Pūkenga Council~~ by the business division academic committee as a mark of esteem and to recognise outstanding contributions to Te Pūkenga, the business division, or the wider community as specified in ~~the rules made by Council for the purpose of this provision~~ the business division rules or policy.

~~(1)~~(2)   Business divisions report the granting of any such honorary degrees and recognition awards to Te Poari Akoranga through their academic committee reports.

8.8. Cancellation of Awards

(1) Te Pūkenga may refuse to confirm an award or may revoke an award if satisfied that
   a. the requirements were not fully met
   b. the award was affected by a learning integrity matter, serious breach or dishonest practice in relation to the award
   c. ākonga made a materially untrue or misleading statement related to gaining the award.
(2) Te Pūkenga may revoke any award conferred or issued in error.
(3) Revoking an award is regarded as final and ākonga records are amended.
(4) Cancellation of awards decisions are made by the ~~Chief Executive of Te Pūkenga~~ business division and reported to Te Poari Akoranga via the business division academic committee report.

Te Pūkenga

Part 9: Graduation

General

All ākonga who have successfully met the requirements of and been confirmed for a Formal Award (refer to Awards, provision 8.1) are eligible to celebrate the award of their qualification at a ~~Te Pūkenga~~ graduation event.

9.1. Graduation Events

(1) ~~Te Pūkenga g~~Graduation events are offered across ~~the~~ Te Pūkenga network following local traditions and practices and reflecting regional identity.
(2) Graduation events may include:
   a. Formal graduation ceremonies – offered on or off campus; academic dress required where appropriate. Cultural formal ceremonies for Māori and Pacific graduates are also offered.
   b. Industry training graduations for work-based learning ākonga, hosted or co-hosted with local Councils or other organisations from across Aotearoa New Zealand.
   c. Informal graduation celebrations for graduates of specific programmes, e.g., foundation and bridging programmes, English Language, etc.

(3) Te Pūkenga graduation ~~schedules are~~information is ~~published~~ available online.
(4) Graduates register to attend a ~~Te Pūkenga~~ graduation event normally within two years of their award being conferred.

9.2. Academic Dress

(1) Where applicable, graduates attending ~~a~~ Te Pūkenga graduation event_s_ wear the academic dress (regalia) associated with their award and/or as described in the ~~Graduation~~ business division graduation procedures.
(2) Graduates may wear clothing or garments of honour from their own traditions, cultures, or countries, e.g., korowai, ta'ovala. Where academic dress is required, the clothing or garments of honour are worn over or under the academic dress.

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Part 10: Glossary of Terms

Term	Description
Academic Integrity	Academic integrity is a belief in, and commitment to, the values of honesty, trust, fairness, respect, and courage in relation to learning, teaching, rangahau, research, and assessment.
Advanced Standing	Award of a set of pre-approved prior learning credits to allow entry to a programme with exemptions for identified courses.
Aegrotat	Successful outcome of an Assessment Concession process
Ākonga	A (current, past, and future) domestic tertiary learner, international tertiary learner, or industry trainee or apprentice. A person= who is involved in learning and/or assessment (at an education and training provider or in the workplace, etc.). Alternatives: Ākonga Māori | Māori learner Ākonga nō Aotearoa | Domestic learner Ākonga nō tāwāhi | International learner Ākonga nō Te Moana-nui-a-Kiwa | Pacific learner Ākonga Whai Kaha | Disabled learner
Ākonga nō Aotearoa (Domestic learner)	Ākonga nō Aotearoa (domestic learner) is someone who is either a) a New Zealand citizen, b) the holder of a residence class visa, or c) required by the Minister or Gazette notice to be treated as if they are not an international student.
Ākonga nō tāwāhi (International learner)	Ākonga nō tāwāhi (international learner) means an International Student as defined in the Education and Training Act 2020 (section 10)
Appeal	A formal application to a higher authority for a decision to be reversed.
Apprentice	A person receiving New Zealand Apprenticeship training.
Apprenticeship training	means a type of vocational education and training that— a) is provided for a person who is working in an industry while undertaking training in that industry; and b) is provided wholly or partly at the person's workplace, mainly by or on behalf of the person's employer; and c) consists of a programme or training, or both, leading to a qualification in the skills of an industry that provides entry into an occupation in that industry.
Assessment standard	Unit standards and achievements standards listed on the Directory of Assessment Standards. Refer to NZQA website.
Assessor	A person who evaluates the assessment evidence presented by ākonga
Award	Award means a certificate, diploma, degree, or other qualification that is listed on the ~~NZQF~~NZQCF; or a certificate or other document granted in recognition of ākonga achievement and completion of a micro-credential or other package of learning.
Bachelor's degree	A level 7 qualification with the purpose to provide individuals with systematic and coherent introduction to bodies of knowledge of a recognised major subject (or

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Term	Description
	subjects in the case of a double degree or double major) as well as problem-solving and associated basic techniques of self-directed work and learning.
Graduation Certificate	A document that shows a qualification has been awarded to an individual ākonga.
Certificate of Proficiency	Not an award, but a funding mechanism which enables ākonga who do not intend to complete an approved programme to take individual courses from that programme or programmes.
Competence	The ability to apply particular knowledge, skills, attitudes, and values to the standard of performance required in specified contexts.
Complaint	An expression of dissatisfaction where the ākonga seeks some form of redress or change in a situation; where the ākonga considers that they have been directly or adversely impacted, which requires a formal process of resolution.
Components	Parts of a programme or micro-credential (or "short course"), which together make up a coherent arrangement of learning or training. Components are usually courses but may sometimes be called papers, units, modules, and skill or assessment standards.
Concern	A matter where it is likely that resolution can be obtained by direct, informal consultation with the people concerned. A situation where the ākonga considers appropriate standards have not been met but the impact on them has not been great.
Confirmed (award)	A committee confirms that all programme requirements have been successfully completed and the ākonga is eligible for award of the qualification
Conferred (award)	A qualification is formally awarded to an ākonga
Course	The smallest component of a programme that contributes credit towards an award (qualification or micro-credential). Refer also to "Components"
Credit	One credit represents a notional 10 hours of learning, practice, and assessment time with respect to the outcomes and contexts of a course or standard. One full-time year of study (1 EFTS) equates to 120 credits.
Credit Recognition and Transfer (CRT)	A process where credit for outcomes already achieved by an ākonga through formal study is recognised as credit for comparable outcomes in another qualification. Encompasses both Credit Transfer and Cross Credit.
Credit Transfer (CT)	Credit for previous formal learning passed at Te Pūkenga or at another educational institution.
Cross Credit (CC)	Credit at course or standard level for a course or standard awarded towards another programme at Te Pūkenga or another educational institution.
Delegated authority	Kaimahi who has been given the right to make decisions on specific matters by Te Poari Akoranga Te Pūkenga Academic Board
Delivery	The various aspects of a provided learning experience, including the content and context of the programme, resources, kaimahi, teaching and learning strategies and assessment activities.

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Term	Description
Distance online	Delivery through an online learning management system [LMS] which may include webinars / virtual lectures (recorded or live), online tutorials and discussions (synchronous or asynchronous), individual and group work
Education Code of Practice	The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
EFTL	Equivalent full-time learner (EFTL) is a measure of the size or workload associated with a course, programme, or qualification. One EFTL unit is defined as the ākonga workload that would normally be carried out in a single academic year (12-month period) by an ākonga enrolled full-time, and generally equates to 120 credits. Replaced EFTS as the measure in 2023 TEC Funding Conditions
EFTS	Equivalent full-time student (EFTS) as above. Replaced by EFTL in 2023 TEC Funding Conditions
Formal Award	A Qualification or Micro-credential achieved on successful completion of a programme approved by NZQA.
Iwi	Extended kinship group or tribe or people. Often refers to a large group of people descended from a common ancestor and associated with a distinct territory.
Kaiako	Teacher or facilitator of learning
Kaimahi	Te Pūkenga staff member, includes kaiako, learning advisor (WBL), ākonga support, and allied services
Kaupapa	The purpose and goals of an organisation.
Kaupapa Māori	Initiatives, elements, or ideas, that reflect a Māori world view.
Learning Advisor	Te Pūkenga staff member employed to support ākonga undertaking an apprenticeship or work-based learning covered by a training agreement.
Legacy	Used to identify a programme or system or process developed and in use by individual business divisions of Te Pūkenga.
Level	The ten levels of the New Zealand Qualifications Framework. Levels are based on complexity, with Level 1 the least complex and Level 10 the most complex. All qualifications on the ~~NZQF~~ NZQCF are assigned on the 10 levels.
Mātauranga	Knowledge
Mātauranga Māori	Māori knowledge in its widest and broadest terms and includes all aspects of Māori culture.
Micro-credential	A stand-alone education product intended to enable ākonga to access specific knowledge and skills in a cost-effective and time-efficient way. They are smaller than qualifications, with a tight focus on developing skills to meet the immediate needs of industry, employers, iwi and/or community.
New Zealand Record of Achievement	An individual ākonga transcript of unit standards and achievement standards credited and national qualifications completed, provided by NZQA from a national database (More details).
Notional Learning Hours	Notional learning hours comprise all planned learning activities leading toward the achievement of programme or qualification learning outcomes. Ten notional learning hours equals one credit.

Te Pūkenga

Term	Description
NSI	National Student Index. The system maintained by the Ministry of Education that contains registration details for all ākonga known to the Ministry. The NSI assigns a lifetime identification number (NSN, National Student Number) to each ākonga.
NZQA	New Zealand Qualifications Authority
NZQCF	New Zealand Qualifications and Credentials Framework
Ohu Whakahaere	Subcommittees of Te Poari Akoranga Te Pūkenga Academic Board; each subcommittee has a specific focus which includes Ako, Appeals, Approvals, Quality, Ōritetanga, and Rangahau, Research, and Postgraduate.
Outcome	Refer to learning outcome.
Programme (of study)	A coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes, and assessment practices, and which leads to a qualification on the ~~NZQF~~NZQCF.
Provider-based Learning	Provider-based learning comprises learning mainly delivered on a campus or other educational setting, or online. It may include work-integrated learning
QMS	Quality Management System
Qualification	A certificate, diploma, or degree approved and accredited by NZQA and listed on the ~~NZQF~~ NZQCF.
Rangahau	Kaupapa Māori research that challenges the 'ordinary' or notion of normal that has been constructed by the dominant culture, and seeks to identify and uphold Māori views, solutions, and ways of knowing. It is about empowering Māori people, voice, processes, and knowledge.
Recognising Prior Knowledge and Skills (RPKS) **Recognition of Prior Knowledge and Skills**	Te Pūkenga overarching term for assessing and recognising prior knowledge, skills, and learning to award credit towards a qualification, course or standard. The credit may be from previously credited learning or non-credited learning. Recognising prior knowledge, skills, and learning and awarding credit is undertaken by evaluating ākonga skills and knowledge in relation to the graduate profile or other learning outcomes of a programme, component of learning, or assessment standard.
Recognition of Prior Learning (RPL)	A process of assessing and awarding credit at qualification, course, or standard level for learning which is current and relevant, regardless of where and how that learning has occurred, e.g., through self-directed study, workplace learning, life experience, hobbies, marae-based learning, within community wānanga or participation in rangahau projects.
Regional Executive Director	With respect to each business division, the Regional Executive Director is the business division lead. This includes the following roles: • Regional Executive Director • Work-based Learning Director/Executive Director • Open Polytechnic Executive Director. • Operations Lead • Interim Operations Lead.
Stakeholders	Individuals, groups, or organisations with an interest (or 'stake') in the outcome of a qualification.
Summative Assessment	Assessment activities that contribute to ākonga final results for a course. Summative assessment provides students with a specific measure of their achievement in

Term	Description
	relation to course learning outcomes. Successful completion of a summative assessment demonstrates that students have met the requirements for specific learning outcomes which may lead to progression and/or completion within the programme.
Te Kawa Maiorooro	Educational Regulatory Framework for Te Pukenga
Te Poari Akoranga	Te Pūkenga Academic Board established by Te Pūkenga Council in accordance with Section 324(2) of the Education and Training Act 2020
TEC	Tertiary Education Commission (Go to the TEC website).
Training Agreement	An agreement between an employer, an employee, and Te Pūkenga that relates to the employee's receipt of, or provides for the employee to receive, vocational education and training (whether provided by the employer or some other person)
Transcript	A formal record of enrolment and/or achievement issued by an education or training provider.
Unified programme	A single programme delivered in multiple locations or delivery modes across the network.
Unit standard	A nationally registered, coherent set of learning outcomes and associated evidence requirements, together with technical and management information that supports delivery and assessment. All unit standards are registered on the Directory of Assessment Standards assigned a level and a credit value, and may contribute to the award of a qualification.
Withdrawal Period	The lesser of one month (30 days) from the start date or 10 per cent of the duration of a programme, or a course within the programme.
Work-Based Learning (WBL)	Work-based learning comprises varying proportions of on- and off-job learning developed via a partnership between the Employer, the Ākonga and Te Pūkenga. Work-based learning is normally covered by a Training Agreement.
Workforce Development Councils (WDC)	Six Workforce Development Councils (WDCs) provide skills leadership in New Zealand. Each WDC represents a set of related industries, with a WDC working within their industries to develop and maintain a strategic view of vocational skills and training. The key functions of WDCs are set out in section 366 of the Education and Training Act 2020.
Work-Integrated Learning (WIL)	An umbrella term that describes a range of approaches that facilitate learning by connecting or integrating experiences across educational and workplace contexts in which feedback from clients and others from industry and community is integral to the experience.

Te Pūkenga

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Ohu Whakahaere Academic Quality Report

13 February 2025

Title	Open portion of January 2025 Te Poari Akoranga hui
Provided by	Deborah Young and Fionna Moyer, Co-Chairs, Te Ohu Whakahaere Academic Quality
Author	Haley Passmore, Governance Advisor
For	Noting

Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Academic Quality:

a)	Receives the report titled 'Open portion of January 2025 Te Poari Akoranga hui'.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 28 January 2025 online via Microsoft Teams. Kieran Hewitson and Adele McLean provided apologies for the meeting. The summary below provides an overview of some key discussions and decisions by Te Poari during the open portion.

Te Poari Akoranga sub-delegations to Te Pūkenga business divisions

Following approval from Te Pūkenga Council on 11 December 2024 to remove limitations on some sub-delegations, Te Poari approved sub-delegations to:

- Local Business Divisions Leads in respect of unresolved learner complaints or appeals.
- Te Ohu Whakahaere Academic Quality to make recommendations about national policies, procedures, or the provision of services of appeals.
- Local Academic Committees to grant formal awards of Te Pūkenga.

Te Poari Akoranga Terms of Reference

Te Poari provided feedback on the proposed changes to the Terms of Reference and recommended that Te Pūkenga Council approve the revised Terms of Reference in Appendix 2. The amendments are:

- In Section 3 (Powers and Authority), the ability to sub-delegate appeals beyond ngā ohu whakahaere has been reflected, and a new delegation from Te Pūkenga Council to grant formal awards has been added; and
- In Section 5 (Ngā ohu whakahaere o te Poari Akoranga) Te Ohu Whakahaere Appeals has been removed.

Pūrongo Kaunihera a Te Pūkenga | Te Ohu Whakahaere Quality Report – Open portion of January 2025 Te Poari Akoranga hui   Page 1 of 2

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Te Pūkenga

Local Academic Committee reports

Te Poari received reports from nine business divisions and noted that ServiceIQ had identified a risk relating to storage of assessments, and that assessment documents should be kept for seven years. Te Poari asked the Ako Excellence to further discuss this risk with Service IQ.

Ngā Tāpiritanga | Appendices

Appendix 1: Te Poari Akoranga 28 January 2025 hui – open portion

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)
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**

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

Te Pūkenga

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

Māku e whakakapi te wānanga nei.
I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.
May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi
Closing incantation

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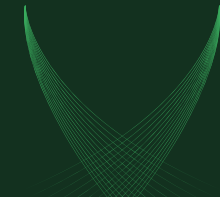**Tīna!** *(everybody)*
Hui e, Tāiki e!

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,
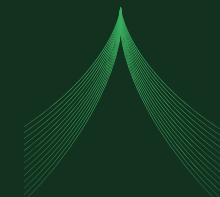Firmly!

Our values
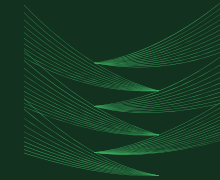
Manawa nui
We reach out and welcome in

Manawa roa
We learn and achieve together

Manawa ora
We strengthen and grow the whole person