

Te Poari Akoranga | Academic Board November hui



22 November 2023 09:00 AM - 03:00 PM

Agenda Topic	Presenter	Time	Page
Open Agenda			
Karakia tīmatanga			6
1. Welcome and apologies			
2. Administration		09:00 AM-09:10 AM	7
2.1 Te Poari Akoranga membership and meeting schedule calendar 2023			7
For information			
2.2 Register of Interests			
Please raise any interests related to your role, or to items on the agenda.			
2.3 Open minutes of hui 25 October 2023.			11
For approving			
RECOMMENDATION: That Te Poari Akoranga accept as a true and accurate record the minutes of the open portion of the Te Poari Akoranga meeting held 25 October 2023.			
2.4 Action List			17
Update on progress and close off complete actions.			
3. Academic Monitoring		09:10 AM-09:40 AM	18
3.1 NZQA Monitoring Concerns at Te Pūkenga			18
For noting.			
3.2 New Zealand Diploma of IT Technical Support (Level 5) - Whitireia WelTec			23
For receiving and noting.			
3.3 New Zealand Diploma in Web Development and Design (Level 5) - NMIT			31
For receiving and noting.			

3.4	New Zealand Certificate in Health and Wellbeing (Social and Community Services) Level 4 - NorthTec			44
	For receiving and noting.			
3.5	New Zealand Certificate in English Language (Academic) Level 4 - NorthTec			53
	For receiving and noting.			
3.6	Core Skills National External Moderation - WITT			78
	For receiving and noting.			
4.	Review of Te Kawa Maiorooro	Fionna Moyer	09:40 AM-09:50 AM	80
	For approval. RECOMMENDATION: THAT Te Poari Akoranga:			
	a. Receive the report titled 'Review of Te Kawa Maiorooro', reviewed and updated Te Kawa Maiorooro document, and spreadsheet of proposed delegations;			
	b. Review the updated Te Kawa Maiorooro document and spreadsheet of proposed delegations;			
	c. Approve the revised version of Te Kawa Maiorooro and proposed release date of January 2024;			
	d. Provide feedback on the proposed delegations for Te Kawa Maiorooro, noting commentary from Te Ohu Whakahaere Quality for the consideration by Te Poari Akoranga;			
	e. Note that delegations will be added into Te Kawa Maiorooro once appointments have been made;			
	f. Note the document version will be amended to 24.02 when the delegations have been updated.			
5.	Ngā Ohu Whakahaere o Te Poari Akoranga			129
5.1	Te Ohu Whakahaere Appeals	Marama Rawiri and Glynnis Brook	09:50 AM-10:00 AM	129
5.1.1	Minutes of meeting held 1 November 2023			129
	For noting.			
5.1.2	Te Ohu Whakahaere Appeals Self-Assessment for 2023			132
	For information. RECOMMENDATION: THAT Te Poari Akoranga:			
	a. the "Te Ohu Whakahaere Appeals Annual Report";			
	b. Determine the function and purpose of Te Ohu Appeals and if this is to retain an operational function, to determine and set in place the appropriate resourcing;			
	c. Reflect on the interrelationship between te ohu and the mechanisms that ensure clear messaging across and between these committees, and up and down to Te Poari itself, so to avoid undue delays and lack of clarity of current decisions.			
5.2	Te Ohu Whakahaere Quality	Deborah Young & Fionna Moyer	10:00 AM-10:05 AM	138
5.2.1	Minutes of meeting held 8 November 2023			
	For information.			

5.2.2	<u>Te Ohu Whakahaere Quality Self-Assessment for 2023</u>			138
	For information. RECOMMENDATION: THAT Te Poari Akoranga receive the "Receive Te Ohu Whakahaere Quality 2023 Annual Report"			
5.3	Te Ohu Whakahaere Approvals	Diane Lithgow & Doug Pouwhare	10:05 AM-10:10 AM	143
	5.3.1 Verbal update of a meeting held 15 November 2023 For information.			
	5.3.2	<u>Te Ohu Whakahaere Approvals Self-Assessment for 2023</u>		143
	For information. RESOLUTION: THAT Te Poari Akoranga receive Te Ohu Whakahaere Approvals Annual Report.			
5.4	Te Ohu Whakahaere Ako	Te Wai Collins & Michael Alsford	10:10 AM-10:15 AM	148
	5.4.1 Verbal update. For information.			
	5.4.2	<u>Te Ohu Whakahaere Ako Self-Assessment for 2023</u>		148
	For information. RECOMMENDATION: THAT Te Poari Akoranga receive the "Te Ohu Whakahaere Ako Annual Report"			
5.5	Te Ohu Whakahaere Ōritetanga	Janine Kapa	10:15 AM-10:20 AM	153
	5.5.1 Verbal update.			
	5.5.2	<u>Te Ohu Whakahaere Ōritetanga Self-Assessment for 2023</u>		153
	For information. RECOMMENDATION: THAT Te Poari Akoranga: a. Receive the "Te Ohu Whakahaere Ōritetanga Annual Report"; b. Note the Continuous Quality Improvement Plan for 2024.			
5.6	Te Ohu Whakahaere Rangahau, Research and Postgraduate	Fiona Beals & Annemarie Gillies	10:20 AM-10:30 AM	158
	5.6.1 Verbal update. For information.			

5.6.2	Te Ohu Whakahaere Rangahau, Research & Postgraduate Self-Assessment for 2023			158
	For information. RECOMMENDATION: THAT Te Poari Akoranga: a. Receive the "Te Ohu Whakahaere Rangahau Research and Postgraduate Annual Report"; b. Consider the appointment of the Rangahau & Research Director as a co-chair for this Ohu.			
6.	Te Pūkenga Council update	Tagaloatele Peggy Fairbairn-Dunlop	10:30 AM-10:35 AM	162
	For information.			
7.	Resolution to exclude the public			164
	For approval Agenda - Public Excluded			
8.	Administration - Public Excluded		10:35 AM-10:40 AM	166
8.1	Minutes of the public excluded portion of the Te Poari Akoranga 25 October 2023 hui			166
	For approval RECOMMENDATION: THAT Te Poari Akoranga accept as a true and accurate record, the minutes of the public excluded portion of the Te Poari Akoranga meeting held 25 October 2023.			
8.2	Action List - Confidential			169
	Update on progress and close off complete actions.			
9.	Te Pūkenga Council update (public excluded portion)	Tagaloatele Peggy Fairbairn-Dunlop	10:40 AM-10:45 AM	170
	For information.			
10.	Ngā Ohu Whakahaere o Te Poari Akoranga (public excluded)			174
10.1	Te Ohu Whakahaere Rangahau Research and Postgraduate - 3 October 2023	Janine Kapa	10:45 AM-10:55 AM	174
	For approval. RECOMMENDATION: THAT Te Poari Akoranga: a. Receive the written update from Te Ohu Whakahaere Rangahau Research and Postgraduate of the meeting held on 3 October 2023 by Zoom; b. Approve the appointment of three new members to Te Ohu Whakahaere Rangahau Research and Postgraduate; namely Louise Rummel, Christine Cheyne and Waireti Roestenburg, as well as the co-opting of a Pacifica member through the Pacific Leadership Group.			
10.2	Te Ohu Whakahaere Appeals 1 November 2023 public excluded minutes	Glynnis Brook & Marama Rawiri	10:55 AM-11:00 AM	187
	For noting.			
11.	Work programme 2023 and 2024	Megan Gibbons	11:00 AM-11:10 AM	188
	For reflection and feedback, items that Te Poari Akoranga have covered in 2023.			

[Karakia whakakapi](#)

191

Next scheduled meeting
2024

Karakia tīmatanga

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

Māku e huaki te wānanga nei.

I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.

May our shared space be opened with karakia.

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

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

Karakia tīmatanga Opening incantation

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

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

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

Tēnā koe i tō karakia mai.

Thank you for delivering karakia.

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

With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e 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.

2023 Schedule of Te Poari Akoranga and Ngā Ohu Whakahaere meetings

As at 8 November 2023

Te Poari Akoranga

Name	Role	Meeting dates
Megan Gibbons	Co-Chair	22 February 2023
Kieran Hewitson	Co-Chair	29 March 2023
Michael Alsford	Member (Co-Chair Te Ohu Whakahaere Ako)	10 May 2023
Linda Aumua	Member (IKAC Rep)	12 July 2023
Fiona Beals	Member (Co-Chair Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate)	16 August 2023
Mary-Liz Broadley	Member (IKAC Rep)	27 September 2023
Glynnis Brook	Member (Co-Chair Te Ohu Whakahaere [Academic] Appeals)	25 October 2023
Te Wai Collins	Member (Co-Chair Te Ohu Whakahaere Ako)	22 November 2023
Henry Geary	Member (ILAC Rep)	
Annemarie Gillies	Member (Co-Chair Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate)	
Diane Lithgow	Member (Co-Chair Te Ohu Whakahaere Approvals)	
Fionna Moyer	Member (Co-Chair Te Ohu Whakahaere Quality)	
Doug Pouwhare	Member (Co-Chair Te Ohu Whakahaere Approvals)	
Jasmine Te Hira	Member (Komiti Māori Rep)	
Deborah Young	Member (Co-Chair Te Ohu Whakahaere Quality)	
Peggy Fairbairn-Dunlop	Non-speaking member	
Marama Rawiri	Member (Co-Chair Te Ohu Whakahaere Appeals)	

Te Ohu Whakahaere Ako

Name	Role	Meeting dates
Michael Alford	Co-Chair	31 August 2023 (cancelled)
Te Wai Collins	Co-Chair	5 October 2023
Maria Aabjerg	Member	2 November 2023
Jon Bailey	Member	
Peter Bayliss	Member	
Selena Chan	Member	
Damon Harrison	Member	
Melanie Katu	Member	
Judy Magee	Member	
Mark Nichols	Member	
Paul Neumann	Member	
Joce Williams	Member	

Te Ohu Whakahaere Appeals

Name	Role	Meeting dates
Glynnis Brook	Co-Chair	18 August
Marama Rawiri	Co-Chair (interim)	27 September
Sue Crossan		1 November 2023
Julie McDonald		29 November 2023
Dell Raerino		
Logan Bannister		
Melanie Baynes		
Lulu Lutui		
Adele McLean		
Robyn McNaught		
Margaret Naufahu		
Aine Whelan-Kopa		
Cheryl Little		

Te Ohu Whakahaere Approvals

Name	Role	Meeting dates
Diane Lithgow	Co-Chair	23 August 2023
Doug Pouwhare	Co-Chair	27 September 2023
Kim Davies	Member	18 October 2023
Harry Leder	Member	15 November 2023
Liz McKenzie	Member	
Veraneeca Taiepa	Member	
Denise Williams	Member	
Shelley Wilson	Member	
Leoni Drew	Member	
Rose Marsters	Member	
Paul Neumann	Member	
Paula Simeon	Member	
Ginny Vincent	Member	
Maggie Wells	Member	

Te Ohu Whakahaere Ōritetanga

Name	Role	Meeting dates
Janine Kapa	Interim Chair	7 September
Donna Cavell	Member	18 October 2023
Matiu Julian	Member	16 November 2023
Erin Lincoln	Member	
Megan Potiki	Member	
Merirangitiria Rewi	Member	
Helen Taimarangi	Member	
Simone Anderson	Member	
Warwick Pitts	Member	

Te Ohu Whakahaere Quality

Name	Role	Meeting dates
Deb Young	Co-Chair	9 August 2023
Fionna Moyer	Co-Chair	13 September
Greg Durkin	Member	11 October 2023
Carmel Haggerty	Member	8 November 2023
Gianetta Lapsley	Member	13 December 2023
Sue Roberts	Member	
Joan Taylor	Member	
Carolyn Terpstra	Member	
Fiona Campbell	Member	
Malama Saifoloi	Member	

Te Ohu Whakahaere Rangahau, Research and Postgraduate

Name	Role	Meeting dates
Fiona Beals	Co-Chair	15 August 2023
Annemarie Gillies	Co-Chair	5 September 2023
Ruth Crawford	Member	20 September 2023
Tepora Emery	Member	3 October 2023
Marrin Haggie	Member	17 October 2023
Suzanne Miller	Member	7 November 2023
Michael Shone	Member	21 November 2023
Jonathan Sibley	Member	5 December 2023
John Stansfield	Member	
Natalie Waran	Member	
Federico Freschi	Member	
Allen Hill	Member	



Minutes for Te Poari Akoranga | Academic Board October hui

25/10/2023 | 10:00 AM - Auckland, Wellington New Zealand Standard Time

Ara | Te Pūkenga kei Ōtautahi | Christchurch

Attendees (13)

Megan Gibbons; Kieran Hewitson; Linda Aumua; Fiona Beals; Mary-Liz Broadley; Glynnis Brook; Te Wai Collins; Henry Geary; Annemarie Gillies; Diane Lithgow; Doug Pouwhare; Deborah Young; Marama Rawiri

In attendance: Tagaloatele Peggy Fairbairn-Dunlop (arrived 10:09am during item 2.3), and Simone Andersen (online during item 4.1.1 only)

Apologies: Michael Alsford, Jasmine Te Hira, and Janine Kapa.

Minutes: Louise Courtney

Open Agenda

Karakia tīmatanga

The hui opened with karakia from K. Hewitson at 10:05am.

1.0 Welcome and apologies

Apologies were received and accepted from M. Alsford, J. Kapa and J. Te Hira for absence, and H. Geary for lateness.

2.0 Administration

Acknowledged role changes for:

- G. Brook as Operations Lead for Ara | Te Pūkenga.
- M. Gibbons as Director of Learnings Works Limited.
- K. Hewitson as trustee on ??

2.1 Te Poari Akoranga membership and meeting schedule calendar 2023

The members noted the schedule of meetings for the remainder of 2023.

2.2 Register of Interests

Noted.

2.3 Open minutes of hui 27 September 2023.

RESOLVED (M-L. Broadley / D. Young)

THAT Te Poari Akoranga accept as a true and accurate record, the minutes of the open portion of the Te Poari Akoranga meeting held 27 September 2023.

CARRIED

2.4 Action List

- Mapping document can now be closed.
- Te Ohu Governance is being discussed. This item can now be closed.
- Pacific membership and Committee edits have been completed. These items can now be closed.
- Education Forum item is on-going.

4.0 Ngā Ohu Whakahaere o Te Poari Akoranga

4.1 Te Ohu Whakahaere Quality

4.1.1 Ākonga Rights and Responsibilities

Simone Andersen provided an overview of the framework and explained that it will come into effect in 2024 for unified programmes, and that the intent is to express, for learners, the tone of the relationship with Te Pūkenga, as well as code of conduct.

Te Poari discussed the following kaupapa:

- How the framework would work alongside work integrated learning in relation to contracts.
- Being mindful of cultural safety and wellbeing until the organisation structure is in place.
- Communicating how the framework is related to other policies and frameworks within Te Pūkenga.
- How representation will be defined.
- Access to policies and frameworks and ensuring that they are not too difficult to find.
- How Māori were consulted through ILAC and Kāhui Mātauranga, noting the initial draft was part of the Teaching and Learning team at Te Kawa Maiorooro.
- Alignment of qualified and competent kaiako with the Pastoral Code.

Te Poari made editorial recommendations to move the document control panel to the end of document and that an approval date is not required.

RESOLVED (K. Hewitson / TW. Collins)

THAT Te Poari Akoranga:

- a. Receive the report titled 'Ākonga Rights and Responsibilities';*
- b. Approve the draft Ākonga Rights and Responsibilities subject to the editorial changes recommended;*
- c. Note the next steps; and*
- d. Implement the framework from Semester 2, 2024 to allow for the Te Pūkenga organisation structure to be established.*

CARRIED

4.1.2 Minutes of meeting held 11 October 2023

Te Poari noted the minutes of Te Ohu Whakahaere Quality held 11 October 2023.

4.2 Te Ohu Whakahaere Rangahau, Research and Postgraduate

4.2.1 Minutes of meeting held 3 October 2023

The Co-Chair of Te Ohu Whakahaere Rangahau Research and Postgraduate provided an update in relation to Te Ohu's Terms of Reference (ToR) that:

- a subcommittee is working on a proposal to the ELT regarding Performance Based Research Funds (PBRF).
- te Ohu will recommend that the ToRs include membership of a Postgraduate student in a research programme.
- te Ohu is following up feedback from the last Te Poari Akoranga hui.
- the Co-Chairs are approaching potential members to ensure representation across all equity areas is ensured, as culture is not just about ethnicity.
- a letter of recommendation coming to TPA from te Ohu relating to membership.

The Co-Chairs noted that Te Matarau Whānui Ethics Framework was not socialised as well as it could have been, as it's being referred to as the Māori Research Framework, which is incorrect. Te Ohu is keen to drive the process around ethics but need to wait for the Director of Rangahau and Research to be appointed.

4.3 Te Ohu Whakahaere Appeals

4.3.1 Minutes of meeting held 4 October 2023

Te Poari noted the minutes of Te Ohu Whakahaere Appeals held 4 October 2023.

4.4 Te Ohu Whakahaere Ako

4.4.1 Verbal update of meeting held 5 October 2023

The Co-Chair of Te Ohu Whakahaere Ako provided a verbal update on the meeting held 5 October 2023 noting that:

- Te Whatu Kairangi endorsements continue.
- Ex-officio members are still in place from Whiria te Ako team, while awaiting Te Pūkenga organisation structure to be in place.
- Te Ohu noted an EOI for the Fibre programme.
- There have been developments in the AI positional statements.

4.5 Te Ohu Whakahaere Approvals

4.5.1 Verbal update of a meeting held 18 October 2023

The Co-Chairs of Te Ohu Whakahaere Approvals provided a verbal update on the meeting held 18 October 2023 noting that:

- Te Ohu Whakahaere Approvals is getting stronger, noting eight programmes for approval, with one submitted late to NZQA.
- Need to look at a better flow of approvals, so they are spread out.
- The unification team has finished for the year, so November will be the final hui for 2023.

The Co-Chairs reflected on 2023 and summarised that they have assessed:

- 27 unified programmes for approval:
 - 18 approved; 6 approved for submission; 2 in progress.
- 16 Work Based Learning:
 - 7 approved; 2 withdrawn; 7 in progress.

ACTION: Each Ohu do a self-assessment for 2023 (Assignee(s): Ngā Ohu Whakahaere Co-Chairs, Haley Passmore; Due Date: 22/11/2023)

4.6 Te Ohu Whakahaere Ōritetanga

4.6.1 Minutes of meeting held 18 October 2023

Te Poari noted the minutes of Te Ohu Whakahaere Ōritetanga held 4 October 2023.

5.0 General Business

No general business was raised.

6.0 Resolution to Exclude the Public

RESOLVED: (K. Hewitson)

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

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

Item	General subject of each matter to be considered	Section(s)
7.	Verbal update on Te Pūkenga Council update (public excluded portion)	Section 9(2)(a) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
8.	Ngā Ohu Whakahaere o Te Poari Akoranga (public excluded)	
8.1	Te Ohu Whakahaere Quality	
8.2	Te Pūkenga Self-Assessment Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
9.	Administration – Public Excluded	
9.1	Minutes of the public excluded portion of Te Poari Akoranga September 2023	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
10.	General Business (Public Excluded)	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
11.	DRAFT Terms of Reference for Te Poari Akoranga	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
12.	Work programme 2023	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

Interests

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

CARRIED

The open portion of the hui concluded at 11:32am.

Karakia whakakapi

The hui closed with karakia from K. Hewitson at 2:35pm.

Te Poari Akoranga | Academic Board November hui - Administration

Consolidated Actions Report									
Report generated on 07/11/2023									
GROUP	TITLE	MEETING DATE	STATUS	DUE DATE	ACTION ITEM	ASSIGNEES	SECTION	NOTIFICATION SENT	NOTES
Te Poari Akoranga	Minutes for Te Poari Akoranga Academic Board October hui	25/10/2023	Completed	27/10/2023	Provide individual feedback to Deb Young by Friday 27 October, as document needs to go to NZQA.	Te Poari Akoranga Members	8.1.1 Te Pūkenga Self-Assessment	Unsent	
Te Poari Akoranga	Actions from August 2023	16/08/2023	Pending	22/11/2023	Kieran check in with Ohu Whakahaere co-chairs about including academic risk in their risk registers	Keiran Hewitson	Delegations Policy and what it means for Te Poari Akoranga (CONFIDENTIAL)	Sent	
Te Poari Akoranga	Minutes for Te Poari Akoranga Academic Board October hui	25/10/2023	Pending	22/11/2023	Each Ohu do a self-assessment for 2023	Ngā Ohu Whakahaere Co-Chairs, Haley Passmore	4.5.1 Verbal update of a meeting held 18 October 2023	Sent	
Te Poari Akoranga	Minutes for Te Poari Akoranga Academic Board September hui	27/09/2023	Pending	22/11/2023	Get on agenda for Education Quality Forum and include delegations memo	Kieran Hewitson	4.0 Draft Reporting Template for Regional Academic Boards	Sent	
Te Poari Akoranga	Minutes for Te Poari Akoranga Academic Board September hui	27/09/2023	Overdue	20/10/2023	M Gibbons to follow up giving access to TPA members to all the programmes going to NZQA for approval.	Megan Gibbons	2.4 Action List	Sent	
Te Poari Akoranga	Actions from July 2023	12/07/2023	Pending	06/03/2024	Request Stephen provide material for the Programme Advisory Committee.	Te Ohu Whakahaere Appeals	Items to include in Te Poari Akoranga Agenda - August 2023 (CONFIDENTIAL)	Sent	To be brought back to Te Poari for clarification
Te Poari Akoranga	Actions from July 2023	12/07/2023	Pending	06/03/2024	Work on the concerns and complaints processes for the organisation with Learner and Employer Experience and Attraction team.	Te Ohu Whakahaere Appeals	Te Ohu Whakahaere Appeals expectations in respect of the appeal policy principles, whole of organisation approach to concerns, complaints and appeals (CONFIDENTIAL)	Sent	Appeals to work through with LEEA Then to Quality for next steps
Te Poari Akoranga	Actions from August 2023	16/08/2023	Pending	03/04/2024	Kieran to communicate with Ohu Whakahaere co-chairs to identify what reports are required from Academic Committees across the network for delegation assurances.	Keiran Hewitson	Delegations Policy and what it means for Te Poari Akoranga (CONFIDENTIAL)	Unsent	
Te Poari Akoranga	Actions from May 2023	23/05/2023	Pending	03/04/2024	Keep English language entry criteria on the agenda to have further conversations. M Gibbons will investigate further and seek clarification of Te Pūkenga requirements, what has been place in templates, processes and bring back to Te Poari Akoranga.	Megan Gibbons	General Business (Public Excluded)	Unsent	

For Te Poari Akoranga: Summary of Providers- NZQA Monitoring Concerns

Document provided: NZQA Letter outlining concerns

MOE	Trading Name	Case Opened	Non-compliance issue	Actions in place	Updates and documents
6012	NorthTec	25/03/2019	Poor programme monitoring results – NZC in English Language (Academic) (Level 4)	Conditions on accreditation Follow up moderation in progress	Docs provided: <ul style="list-style-type: none"> NZQA Final Re-monitoring Report NZQA Cover letter NorthTec Action Plan
6009	UCOL	20/06/2022	Poor national external moderation results in the numeracy moderation system	Requirements letter National external moderation in progress	Pending update from UCOL
6017	WITT	20/06/2022	Poor national external moderation results in the numeracy moderation system	Requirements letter National external moderation in progress	NZQA requirements letter provided Re-moderation scheduled – submission deadline: 30 Nov 2023
6007	EIT	7/12/2022	Poor moderation results for the NZC in Health and Wellbeing (Level 4)	Requirements letter Follow up moderation scheduled for late 2023/early 2024	Followed up with BD for update
6011	NMIT	7/2/2023	Poor moderation results for the NZD in Web Development and Design (Level 5)	Requirements letter Follow up moderation scheduled for January 2024	NMIT Action plan provided
6008	WelTec	19/05/2023	Poor programme monitoring results – NZD in Information Technology Technical Support (Level 5)	Conditions on accreditation Follow up monitoring scheduled for late 2024/early 2025	Docs provided: <ul style="list-style-type: none"> WelTec Memo for Te Poari Akoranga WelTec Action Plan Updated 25 Oct WelTec Action Plan for Conditions on Accreditation
6012	NorthTec	30/06/2023	Poor programme monitoring results – NZC in Health and Wellbeing (Level 4)	Requirements letter Follow up moderation scheduled for late 2024/early 2025	Docs provided: <ul style="list-style-type: none"> NZQA Requirements letter NorthTec Action Plan



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

30 August 2023

Dr Megan Gibbons
Deputy Chief Executive Academic Centre and Learning Systems
Te Pūkenga

Via email: megan.gibbons@tepukenka.ac.nz

Tēnā koe Megan

NZQA monitoring

With the recent imposition of conditions on Te Pūkenga's accreditation to deliver the WelTec New Zealand Diploma in Information Technology Technical Support (Level 5), I wanted to make you aware of future programme monitoring coming up and outline our expectations of Te Pūkenga going forward.

Current programme/assessment concerns

We have seven open 'investigations' into six different Te Pūkenga business divisions, following programme monitoring or national external moderation activities which have identified concerns of some kind.

Please see Appendix 1 for details.

NZQA has scheduled repeat monitoring activities for each of these cases. It is our expectation that the repeat monitoring activities will confirm that Te Pūkenga has made the necessary improvements to its assessment practices. If this does not eventuate, NZQA will consider the most appropriate form of statutory intervention, which may be either imposing conditions or withdrawing accreditation (or consent to assess against standards, as applicable).

More generally, we expect Te Pūkenga to be proactively acting on feedback from monitoring or moderation across all business units delivering similar programmes, in order to confirm that any poor practices are isolated and/or are being addressed.

NZQA actions to address poor performance

When NZQA monitors a programme for the first time, with poor results, we provide a letter setting out specific actions that are required to be taken (a 'requirements letter'). The requirements usually include a review of the assessment materials, pre- and post-assessment moderation, and professional development for staff. We then schedule a follow up monitoring activity in about a year's time to confirm that these actions have resulted in improved performance.

If the follow up monitoring activity finds there has been little or no improvement, NZQA is likely to issue stronger requirements by way of conditions imposed on the accreditation with a

summary published on our website, and schedule another follow up monitoring activity. In cases where the follow up monitoring activity finds that assessment practice has become worse, NZQA would likely consider withdrawing accreditation.

If a third monitoring activity for a programme (micro-credential, or standard) continues to show little or no improvement, withdrawal of accreditation would be the likely outcome.

Upcoming monitoring activities

We have attached a schedule of upcoming programme monitoring activities for Te Pūkenga for July 2023 to June 2024 (Appendix 2).

We have highlighted the activities that are repeats – where we expect to see that Te Pūkenga’s oversight has resulted in the necessary improvement. Some repeat monitoring activities will be taking place in the 2024/25 financial year.

Many of the programmes being monitored lead to qualifications necessary for employment in the health and construction sectors. We expect the monitoring results to give assurance that students are suitably prepared to work in these fields, and uphold public safety.

We acknowledge the work that Te Pūkenga and the individual business units are already doing in this space. A recent example is Open Polytechnic’s improved national external moderation results for the numeracy standards, following NZQA issuing a requirements letter. We hope all the programmes and standards listed in Appendix 1 will show similar improvement.

If you have any questions about the current investigations, please contact Virginia Barker by email at Virginia.Barker@nzqa.govt.nz.

If you have any questions about the upcoming monitoring activities, please contact Michelle Ronduen by email at Michelle.Ronduen@nzqa.govt.nz.

Nāku noa, nā



Ian Funnell
Deputy Chief Executive (Acting)
Quality Assurance Division

cc. Peter Winder, Te Pūkenga Chief Executive
Grant Klinkum, NZQA Chief Executive

Appendix 1

Open investigations

MOE	Trading Name	Case opened	Non-compliance issue	Actions in place
6012	NorthTec	25/03/2019	Poor programme monitoring results – New Zealand Certificate in English Language	Conditions on accreditation Follow up moderation in progress
6009	UCOL	20/06/2022	Poor national external moderation results in the numeracy moderation system.	Requirements letter National external moderation in progress
6017	WITT	20/06/2022	Poor national external moderation results in the numeracy moderation system.	Requirements letter National external moderation in progress
6007	EIT	7/12/2022	Poor moderation results for the New Zealand Certificate in Health and Wellbeing (Level 4)	Requirements letter Follow up moderation scheduled for late 2023/early 2024
6011	NMIT	7/02/2023	Poor moderation results for the New Zealand Diploma in Web Development and Design (Level 5)	Requirements letter Follow up moderation scheduled for January 2024
6008	WelTec	19/05/2023	Poor programme monitoring results – New Zealand Diploma Information Technology Technical Support Level 5	Conditions on accreditation Follow up monitoring scheduled for late 2024/early 2025
6012	NorthTec	30/06/2023	Poor programme monitoring results - New Zealand Certificate in Health and Wellbeing (Level 4)	Requirements letter Follow up moderation scheduled for late 2024/early 2025

Appendix 2

Programme monitoring scheduled for July 2023 – June 2024

MOE	Trading Name	Prog. number	Programme	Qual. number	Qualification
6012	NorthTec (in progress)	115904	New Zealand Certificate in English Language (Academic) (Level 4)	1883	New Zealand Certificate in English Language (Academic) (Level 4)
6004	Unitec (notified)	124034	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)	2992	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)
6009	UCOL (notified)	127042	New Zealand Diploma in Early Childhood Education and Care (Level 5)	2851	New Zealand Diploma in Early Childhood Education and Care (Level 5)
6019	Wintec	122342	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)	2992	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)
6007	EIT	121341	New Zealand Certificate in Health and Wellbeing (Social and Community Services) Level 4 with strand in Mental Health and Addiction Support	2992	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Health Work; Disability Support; Diversional Therapy; Mental Health and Addiction Support; and Whānau, Community and Social Services
6022	Open Polytechnic of New Zealand	117676	New Zealand Diploma in Construction (Level 6) with strands in Construction Management and Quantity Surveying	2420	New Zealand Diploma in Construction (Level 6) with strands in Construction Management, and Quantity Surveying
6024	Tai Poutini Polytechnic	120078	New Zealand Certificate in Foundation Skills (Level 2)	2862	New Zealand Certificate in Foundation Skills (Level 2)
6019	Wintec	118504	New Zealand Diploma in Enrolled Nursing	2889	New Zealand Diploma in Enrolled Nursing (Level 5)
6006	Ara Institute of Canterbury	118504	New Zealand Diploma in Enrolled Nursing	2889	New Zealand Diploma in Enrolled Nursing (Level 5)
6012	NorthTec	118504	New Zealand Diploma in Enrolled Nursing	2889	New Zealand Diploma in Enrolled Nursing (Level 5)
6009	UCOL	118504	New Zealand Diploma in Enrolled Nursing	2889	New Zealand Diploma in Enrolled Nursing (Level 5)
6015	SIT	118504	New Zealand Diploma in Enrolled Nursing	2889	New Zealand Diploma in Enrolled Nursing (Level 5)
6011	NMIT	121292	New Zealand Diploma in Web Development and Design (Level 5)	2598	New Zealand Diploma in Web Development and Design (Level 5)
6006	Ara Institute of Canterbury	118749	New Zealand Diploma in Construction (Level 6) with strands in Construction Management and Quantity Surveying	2420	New Zealand Diploma in Construction (Level 6) with strands in Construction Management, and Quantity Surveying
6010	Manukau Institute of Technology	118504	New Zealand Diploma in Enrolled Nursing	2889	New Zealand Diploma in Enrolled Nursing (Level 5)
6014	Whitireia	118504	New Zealand Diploma in Enrolled Nursing	2889	New Zealand Diploma in Enrolled Nursing (Level 5)
6013	Otago Polytechnic	118504	New Zealand Diploma in Enrolled Nursing	2889	New Zealand Diploma in Enrolled Nursing (Level 5)
6013	Otago Polytechnic	121036	New Zealand Diploma in Construction (Level 6) (Construction Management) (Quantity Surveying)	2420	New Zealand Diploma in Construction (Level 6) with strands in Construction Management, and Quantity Surveying
6012	NorthTec	122145	New Zealand Certificate in Health and Wellbeing (Level 4)	2992	New Zealand Certificate in Health and Wellbeing (Level 4)



AGENDA ITEM

TO	Te Poari Akoranga
FROM	Mary-Claire Proctor
AUTHOR	Chalinor Baliuag
DATE PREPARED	31/10/2023
TOPIC TO BE DISCUSSED	Action Plan

1 Purpose

For Te Poari Akoranga to receive and note the updated Action Plans for NZ2596 New Zealand Diploma in IT Technical Support (Level 5).

2 Background

The Academic Committee approved the Type 1 Changes for NZ2596 presented on 5 October. Due to some ambiguity, particularly on the use of a continuous improvement plan, the Academic Committee requested an update on the Action Plans for clarification. Additionally, it was advised that a new action plan be included specifically addressing the imposed accreditation conditions. These were approved through an e-meeting held from 25 – 31 October 2023.

3 Recommendations

That Te Poari Akoranga:

- a) Receive and note the Action Plan for NZQA programme monitoring and Action Plan for the imposed conditions on programme accreditation.

Action Plan – NZ2596 NZ Diploma in IT Technical Support

2023 Action Plan (programme review period: 2022 delivery)

(Submitted to NZQA as part of WelTec Response to NZQA Programme Monitoring Report document in April 2023)

NOTE: The programme monitoring review in this period covered Version 2 of the NZ2596.

Issues Identified	Requirement	Action	Completion Date
Assessment Design	Course assessments must cover all prescribed learning outcomes.	Assessment Design Workshops – in response to the assessment design issues identified, the school will collaborate closely with the Teaching, Innovation, & Research (TIR) team to organise a series of workshops. A primary objective of these workshops is to conduct a comprehensive review of the assessment questions to ensure that all learning outcomes are evaluated, allowing learners to effectively demonstrate their competencies. Additionally, the team will leverage these workshops to provide training for new Kaiako and offer refresher courses for existing ones.	Completed in May 2023.
Moderation	A clearer and stronger moderation process within the programme.	The diploma Kaiako will enhance the moderation process to facilitate a more focused approach.	To be completed in November 2023
Programme Design	A review process will be implemented to improve the current NZ2596 Diploma in IT Tech Support programme.	In order to evaluate the distribution of learning outcomes (LOs) across assessments, a revisit of the program documentation will be conducted. The team will identify the courses that require further review to ensure that the LOs are adequately assessed more than once. This activity will be in collaboration with the TIR team.	Completed in June 2023
Assessment Retention	Creation of an assessment repository to ensure that Kaiako will keep the ākongā's assessments for at least 12 months.	To establish a repository for assessments, the school plans to collaborate with other teams within the organisation. Additionally, we will leverage available technology to ensure the proper safekeeping of the assessments and reduce/eliminate the reliance on Moodle for assessment repositories.	Completed in June 2023

2022 Action Plan (programme review period: 2021 delivery)

NOTE: The programme monitoring review in this period covered Version 1 of the NZ2596.

Issues Identified	Requirement	Action Performed	Completion date/notes
Assessor decisions are inaccurate/inconsistent.	Assessor judgements are confirmed as accurate and consistent through internal and external moderation.	<p>The Programme Manager has organised a workshop with IT staff on our moderation procedures and the process of carrying out moderation.</p> <p>Internal moderation has been completed on all assessment materials prior to delivery to ensure that the assessment design and marking schedules support accurate and consistent marking.</p> <p>The check-marking (core moderation) process was carried out after the assessor marked the assessment to validate the assessor's judgement. This process was carried out by senior Kaiako within the school.</p>	Completed in 2022
Lack of feedback to learners	Quality and frequency of feedback to students are consistent across the programme.	<p>This was picked up during the check-marking (core moderation) activities.</p> <p>Tutors have released assessment marking feedback to students on time.</p> <p>Moodle displays some feedback, but other tutors return students' work for their feedback and grades.</p>	Completed in 2022
Inappropriate assessment conditions	Ensure that the type of assessment component allows the learner to provide sufficient evidence at the required level on the NZQF when the learning outcomes require learners to	<p>This has been picked up in the moderation of assessment materials.</p> <p>The team also made this as part of the continuous improvement.</p> <p>The team had a workshop with the TIR senior staff in August 2022. The workshop covered the assessment design</p>	Completed in 2022

Action Plan – NZ2596 NZ Diploma in IT Technical Support

	<p>“problem solve”, “deploy”, “apply”, “manage”, “select”, “monitor”, and “maintain”.</p> <p>Ensure the authenticity of learner evidence (Networking)</p>	<p>process. However, due to the change in staffing in this programme, some new staff will have to be retrained in assessment design. The team understands this will require additional support and should become a continuous practice.</p> <p>On the authenticity of learner evidence - this has been addressed, and all networking assessments were mostly performed in class.</p>	
Additional Issues that the school has identified during the 2022 programme monitoring activity			
Some Learning Outcomes (LOs) were not covered in the assessments for courses.	The assessment set for each course must cover all the LOs specified in the Course Descriptor.	Tutors to develop the course assessments, ensuring that the approved LOs will be covered. Team Leader and Programme Manager to sign off. As outlined in our moderation procedures, all assessments are to be moderated before delivery. Institutional templates are to be used to ensure that assessments meet all requirements before delivery.	Completed in 2022
Some assessments included components that assessed learning outside of the specified LOs	Assessment components must directly link to a LO as specified in the Course Descriptor.	Assessments only address the required LOs.	Completed in 2022
Over-assessment - several courses had too many assessments	Assessments need to follow the assessment schedules in the course descriptor. The assessment breakdown in the course outline must match the course descriptor, and assessment weightings must be consistent.	Prior to each delivery, the course descriptor is downloaded and used as the basis for course design and course outline, including the number and type of assessments. All courses are to be reviewed to ensure that over-assessment is not occurring, and where it is, Type One changes are implemented to ensure that an appropriate number of assessments are used, and ākongā are given at least two opportunities to demonstrate a learning outcome.	Completed in 2022

Action Plan – NZ2596 NZ Diploma in IT Technical Support

Typographical errors /contradictions in some assessments/course outlines	Error-free	As part of the moderation of assessment materials, internal moderators must pay attention to typographical errors/contradictions across course documentation.	Completed in 2022
Some APlus+ assessment distributions do not match the course descriptor	Kaiako to ensure that the basis of APlus+ is the course descriptor. Assessment subcomponents may be considered but are subject to approval by the Programme Manager.	A thorough review of the current courses is in place. This includes checking that the descriptors, course outlines, Moodle and APlus+ are consistent. The Programme Manager signs off on Moodle, APlus+ and Course Outlines to ensure consistency and alignment with the approved curriculum.	Completed in 2022
Missing evidence (learner samples) Some ākonga assessments were not collected and stored, and others have only been marked by the tutor in class.	All assessments must be kept for one year. Practical assessments must be recorded in some way to allow for the moderation of assessment.	Set up a SharePoint structure to store course documents and ākonga assessments. Moodle course pages are also in place to ensure that learner assessments are submitted accordingly. Student assignments need to be downloaded and stored on SharePoint	Completed in 2022
Missing moderation documents. Some papers in NZ2596 don't have moderation reports (internal and external).	Tutors to ensure that they follow proper moderation guidelines. All assessments must be moderated before being released to learners. All necessary samples must be collated at the end of the term for external post-moderation.	A moderation guideline is put in place for all tutors to follow, including those teaching in the Diploma programme. The moderation coordinator works alongside the programme managers and admin staff to keep track of this moderation exercise.	Completed in 2022

Action Plan in response to the Conditions Imposed for WelTec’s delivery of NZ2596 NZ Diploma in IT Technical Support

NZQA has imposed the following conditions on Te Pūkenga’s accreditation to deliver the WelTec NZDITTS:


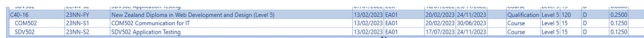
Conditions	Action Plan	Completion Date	Status
<p>1. Conduct a review of its assessment materials to:</p> <ul style="list-style-type: none"> • Ensure assessment tasks align with the approved learning outcomes. • Ensure tasks for individual learner assessments provide appropriate opportunities to achieve the attributed outcomes. • Redesign and write assessment tasks and marking guidance that sufficiently addresses the requirements of the learning outcomes and general conditions specified in the qualification document. 	<p>All assessments in eight courses are to be reviewed and revised. This process will involve checking learning outcome alignment with assessment tasks and ensuring the appropriateness of assessment tasks to give ākonga the right opportunities to achieve the required outcomes and general qualification conditions.</p> <p>The programme manager, with the help of the Teaching, Innovation, and Research team, will conduct a thorough review of all assessments and externally moderate them before the start of Trimester 1.</p>	<p>February 2024</p>	
<p>2. Ensure that the review of assessment materials, and pre-assessment moderation for those assessment materials, required under condition 1 above, is completed before delivery to the next cohort of Te Pūkenga’s students (Trimester 1, 2024).</p>	<p>The school conducted the above undertakings to ensure compliance with condition item 1. The reviewed and revised assessments were scheduled to be moderated before the next delivery date (Trimester 1, 2024). External Moderation Reports will be made available.</p>	<p>February 2024</p>	

<p>3. Conduct post-assessment moderation for every assessment task issued after the date of notice.</p>	<p>The notice of conditions imposed was received on 18 August 2023. Thereafter, all assessments issued after the date of notice will be post-moderated. This includes assessments in Trimester 2, 2023.</p> <p>For the next cohort, assessments for IT5115, IT5116, IT51117, and IT5118 will be post-moderated after Trimester 1, 2024. The assessments for IT5119, IT5120, IT5121, and IT5122 will be moderated by the end of Trimester 2, 2024.</p>	<p>End of Trimester 2 2024</p>	
<p>4. Within 18-24 months after the date of this notice, provide to NZQA within 10 working days of any such request by NZQA marked assessment samples selected by NZQA for moderation together with the corresponding assessment tasks, marking schedules, and any other assessment materials requested by NZQA.</p>	<p>Assessment samples, assessment tasks, marking schedules, and any other assessment materials to be requested by NZQA will be made available upon request within 18-24 months after August 2023.</p>	<p>TBC</p>	
<p>5. Have the majority of its assessor decisions, supplied under condition 4 above, agreed by the NZQA moderators.</p>	<p>Careful assessor decision is to be practised following the approved marking schedules.</p> <p>A core moderation process, particularly check-marking, will be put in place to ensure marking consistency and to ensure that the marking schedules are followed.</p>	<p>TBC</p>	

	All assessments will be check-marked before issuing the results to ākongā.		
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NMIT | Te Pūkenga New Zealand Diploma in Web Development and Design (Level 5)

ACTION PLAN

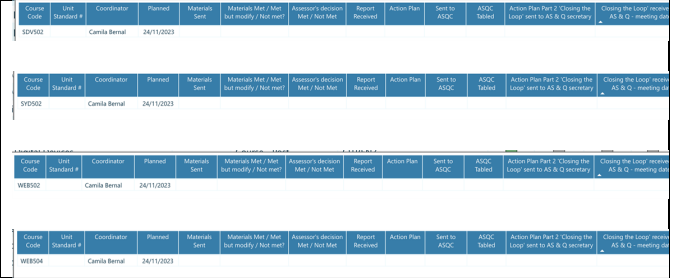
	Action to address the requirement	Responsibility	Date for action to be completed	Date completed	Evidence that Action has been effectively implemented
NZQA Requirements					
Transition					
Transition to version 3 of the Diploma and withdraw accreditation for previous versions	Academic Committee approval to discontinue Version 2 of the programme, and all ākongā to move to Version 3 of this programme	Academic Integrity Team Leader	30 June 2023	19 July 2023	
	Request to NZQA to Discontinue Programme of Study Version - NZ Diploma in Web Development and Design L5 [121290-2]	Academic Integrity Team Leader	30 June 2023	21 August 2023	
	Develop a transition plan for returning ākongā	Programme Support Coordinator	20 February 2023	20 February 2023	<p>Only one learner left to complete, who is due to complete at the end of 2023. Enrolment details:</p> 
Assessment and moderation					
Prior to using assessment materials:					
<ul style="list-style-type: none"> Conduct pre-assessment moderation of those 	Carry out moderation of assessment materials prior to course start dates.	Academic Coordinator	Semester 1 courses: 20 February 2023	Semester 1 courses: June 2023	Please refer Moderation Schedule below

assessment materials.			Semester 2 courses: 17 July 2023	Semester 2 courses: October 2023																
<ul style="list-style-type: none"> Ensure that the pass criteria requires that learners meet all the approved learning outcomes for that assessment. 	<p>Make an NZQA Type 1 / NMIT Class 3 change to all Level 5 Course Descriptors to add "Meet all Learning Outcomes".</p> <p>Update Course Guides to reflect change in pass criteria.</p>	Proposed by Curriculum Area Manager	17 July 2023	18 July 2023	<table border="1"> <thead> <tr> <th data-bbox="1327 423 1459 467">Version</th> <th data-bbox="1459 423 1591 467">Date approved</th> <th data-bbox="1591 423 1703 467">Approved by</th> <th data-bbox="1703 423 1814 467">Effective from</th> <th data-bbox="1814 423 1969 467">Brief Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="1327 475 1459 857">16104 NZC IT L5 121290-3 POS 2595-2 Qual NZD IT(TS) L5 121291-3 POS 2596-2 Qual NZD Web L5 121292-3 POS 2598-2 Qual</td> <td data-bbox="1459 475 1591 857">20 February 2023</td> <td data-bbox="1591 475 1703 857">Dir A&Q</td> <td data-bbox="1703 475 1814 857">20 February 2023</td> <td data-bbox="1814 475 1969 857"> - Update for 2023 delivery adding reference to Te Kawa Maiooro policies on page - NZQA Type 1: Assessment changes in LO alignment and weighting for courses TEC501, CSA502, DES502, COM502, SDV502 </td> </tr> <tr> <td data-bbox="1327 865 1459 909">16105 NZC IT L5 121290-3 POS 2595-2 Qual NZD IT(TS) L5 121291-3 POS 2596-2 Qual NZD Web L5 121292-3 POS 2598-2 Qual</td> <td data-bbox="1459 865 1591 909">02 August 2023</td> <td data-bbox="1591 865 1703 909">A&Q</td> <td data-bbox="1703 865 1814 909">17 July 2023</td> <td data-bbox="1814 865 1969 909"> - Assessment changes in courses DAT502, SDV502, SYD502, WEB504, WEB505 - Error correction of Learning Outcomes in course WEB502 - Add 'Meet all Learning Outcomes' to all Level 5 course descriptors - Amend to one resubmission/reassessment opportunity available for each genuinely </td> </tr> </tbody> </table>	Version	Date approved	Approved by	Effective from	Brief Description	16104 NZC IT L5 121290-3 POS 2595-2 Qual NZD IT(TS) L5 121291-3 POS 2596-2 Qual NZD Web L5 121292-3 POS 2598-2 Qual	20 February 2023	Dir A&Q	20 February 2023	- Update for 2023 delivery adding reference to Te Kawa Maiooro policies on page - NZQA Type 1: Assessment changes in LO alignment and weighting for courses TEC501, CSA502, DES502, COM502, SDV502	16105 NZC IT L5 121290-3 POS 2595-2 Qual NZD IT(TS) L5 121291-3 POS 2596-2 Qual NZD Web L5 121292-3 POS 2598-2 Qual	02 August 2023	A&Q	17 July 2023	- Assessment changes in courses DAT502, SDV502, SYD502, WEB504, WEB505 - Error correction of Learning Outcomes in course WEB502 - Add 'Meet all Learning Outcomes' to all Level 5 course descriptors - Amend to one resubmission/reassessment opportunity available for each genuinely
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Authorised by Curriculum Director	17 July 2023	18 July 2023																		
Endorsed by Academic Standards and Quality Committee	17 July 2023	1 August 2023																		
Approved by Academic Integrity Team Leader (Director of Academic and Quality)	17 July 2023	2 August 2023																		

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Requirements	<ul style="list-style-type: none"> Genuinely attempt all assessments Meet all learning outcomes Gain a course result of C (50%) or higher 											
<ul style="list-style-type: none"> Ensure that the minimum pass criteria in the marking rubrics align with the minimum performance necessary to meet the approved learning outcome(s). 	Restructure Marking Rubrics to ensure the minimum pass criteria aligns with the performance necessary to meet all Learning Outcomes	Kaiako / Curriculum Design Advisor (LIIT)	<p>Semester 1 courses: 20 February 2023</p> <p>Semester 2 courses: 17 July 2023</p>	<p>Semester 1 courses: June 2023</p> <p>Semester 2 courses: October 2023</p>	<p>Assessment rubrics restructured to show what constitutes the minimum performance and a requirement that all learning outcomes need to be achieved in each assessment from S2 2023.</p> <p><i>Please refer Development Schedule below.</i></p> <p><i>Refer Marking Schedules</i></p>							
<ul style="list-style-type: none"> Ensure that assessment conditions and assessment tasks give learners the opportunity to meet all the approved 	Restructure assessments to align with approved LOs	Kaiako / Curriculum Design Advisor (LIIT)	<p>Semester 1 courses: 20 February 2023</p> <p>Semester 2 courses: 17 July 2023</p>	<p>Semester 1 courses: June 2023</p> <p>Semester 2 courses: October 2023</p>	<p>Assessments restructured to show alignment of tasks with learning outcomes.</p> <p><i>Please refer Development Schedule below.</i></p>							

<p>learning outcomes, at the appropriate level.</p>	<p>Make an NZQA Type 1 / NMIT Class 3 change for Semester 1 (S1) courses – COM502, CSA502, DES502, SDV503. Make assessment changes in LO alignment and weighting. Update Programme Regulations, Graduate Profile Outcomes and Assessment Maps, and Course Descriptors. Make an NZQA Type 1 / NMIT Class 3 change for Semester 2 (S2) courses – SDV502, SYD502, WEB502, WEB504. Update Programme Regulations and Course Descriptors.</p>	<p>Proposed by Curriculum Area Manager Authorised by Curriculum Director Endorsed by Academic Standards and Quality Committee Approved by Academic Integrity Team Leader (Director of Academic and Quality)</p>	<p>20 February 2023 (S1) 17 July 2023 (S2) 20 February 2023 (S1) 17 July 2023 (S2) 20 February 2023 (S1) 17 July 2023 (S2)</p>	<p>15 February 2023 (S1) 18 July 2023 (S2) 15 February 2023 (S1) 18 July 2023 (S2) 20 February 2023 (S1) 1 August 2023 (S2) 20 February 2023 (S1) 2 August 2023 (S2)</p>	<p>Semester 1 courses – changes in LO alignment</p> <p>COM502 COMMUNICATION FOR IT ASSESSMENTS</p> <table border="1"> <thead> <tr> <th>Basis of assessment</th> <th colspan="2">Achievement based assessment</th> </tr> <tr> <th>Assessment A</th> <th>Learning Outcomes</th> <th>% Weightings</th> </tr> </thead> <tbody> <tr> <td>Assessment 1</td> <td>2, 3, 1, 3, 4</td> <td>2520%</td> </tr> <tr> <td>Assessment 2</td> <td>1, 3, 2, 3, 4</td> <td>2540%</td> </tr> <tr> <td>Assessment 3</td> <td>1, 2, 4, 1, 3, 4</td> <td>2540%</td> </tr> <tr> <td>Assessment 4</td> <td>1, 4</td> <td>25%</td> </tr> </tbody> </table> <p>CSA502 COMPUTER SYSTEMS ARCHITECTURE ASSESSMENTS</p> <table border="1"> <thead> <tr> <th>Basis of assessment</th> <th colspan="2">Achievement based assessment</th> </tr> <tr> <th>Assessment</th> <th>Learning outcomes</th> <th>% Weighting</th> </tr> </thead> <tbody> <tr> <td>Assessment 1</td> <td>1, 2, 3, 4</td> <td>2530%</td> </tr> <tr> <td>Assessment 2</td> <td>2, 3, 4, 1, 3</td> <td>2030%</td> </tr> <tr> <td>Assessment 3</td> <td>1, 5, 3, 4, 5</td> <td>2540%</td> </tr> <tr> <td>Assessment 4</td> <td>2, 3, 4, 5</td> <td>30%</td> </tr> </tbody> </table> <p>DES502 SYSTEMS, PROCESSES AND DESIGN ASSESSMENTS</p> <table border="1"> <thead> <tr> <th>Basis of assessment</th> <th colspan="2">Achievement Based assessment</th> </tr> <tr> <th>Assessment</th> <th>Learning outcomes</th> <th>% Weighting</th> </tr> </thead> <tbody> <tr> <td>Assessment 1</td> <td>1, 2, 4</td> <td>30%</td> </tr> <tr> <td>Assessment 2</td> <td>1, 3, 2</td> <td>4030%</td> </tr> <tr> <td>Assessment 3</td> <td>4, 1, 3</td> <td>3040%</td> </tr> </tbody> </table> <p>SDV503 INTRODUCTION TO SOFTWARE DEVELOPMENT (error correction) ASSESSMENTS</p> <table border="1"> <thead> <tr> <th>Basis of assessment</th> <th colspan="2">Achievement based assessment</th> </tr> <tr> <th>Assessment</th> <th>Learning outcomes</th> <th>% Weighting</th> </tr> </thead> <tbody> <tr> <td>Assessment 1</td> <td>1, 2, 3</td> <td>30%</td> </tr> <tr> <td>Assessment 2</td> <td>1 - 4</td> <td>15%</td> </tr> <tr> <td>Assessment 3</td> <td>1 - 4</td> <td>55%</td> </tr> </tbody> </table>	Basis of assessment	Achievement based assessment		Assessment A	Learning Outcomes	% Weightings	Assessment 1	2, 3, 1, 3, 4	2520%	Assessment 2	1, 3, 2, 3, 4	2540%	Assessment 3	1, 2, 4, 1, 3, 4	2540%	Assessment 4	1, 4	25%	Basis of assessment	Achievement based assessment		Assessment	Learning outcomes	% Weighting	Assessment 1	1, 2, 3, 4	2530%	Assessment 2	2, 3, 4, 1, 3	2030%	Assessment 3	1, 5, 3, 4, 5	2540%	Assessment 4	2, 3, 4, 5	30%	Basis of assessment	Achievement Based assessment		Assessment	Learning outcomes	% Weighting	Assessment 1	1, 2, 4	30%	Assessment 2	1, 3, 2	4030%	Assessment 3	4, 1, 3	3040%	Basis of assessment	Achievement based assessment		Assessment	Learning outcomes	% Weighting	Assessment 1	1, 2, 3	30%	Assessment 2	1 - 4	15%	Assessment 3	1 - 4	55%
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<p>accuracy of assessor decisions.</p>	<p>reviewing Semester 1 assessments.</p> <p>NMIT Principal Academic Staff Member to run workshop for kaiako on consistency and accuracy of assessment marking</p>	<p>Curriculum Area Manager</p>	<p>August 2023</p>	<p>25 October 2023</p>	<p>From: Claire Dalton <Claire.Dalton@nmit.ac.nz> Sent: Thursday, September 28, 2023 9:56 AM To: Camilla Bernal <Camilla.Bernal@nmit.ac.nz>; Trihaa Krishnaasamy <Trihaa.Krishnaasamy@nmit.ac.nz> Subject: RE: Any suggestion please on training for the staff</p> <p>YIP</p> <p>From: Camilla Bernal <Camilla.Bernal@nmit.ac.nz> Sent: Thursday, September 28, 2023 9:55 AM To: Trihaa Krishnaasamy <Trihaa.Krishnaasamy@nmit.ac.nz>; Claire Dalton <Claire.Dalton@nmit.ac.nz> Subject: RE: Any suggestion please on training for the staff</p> <p>Kia ora Claire</p> <p>Are you OK if we organise the session on Wednesday 25th October from 3:15 to 4:15pm?</p> <p>Ngā mihi</p> <p>Camilla Camilla Bernal Programme Support Coordinator – Digital Technology</p>																																																																	
<p>Conduct post-assessment moderation for all assessments used in the Diploma, before results are released to learners.</p>	<p>Carry out moderation of assessor judgements during the marking of course assessments, prior to releasing marks to learners.</p>	<p>Academic Coordinator</p>	<p>Semester 1 courses: 30th June in alignment with assessment due dates / marking</p> <p>Semester 2 courses: 30th November to align with assessment due dates / marking</p>	<p>Semester 1 courses: 30th June</p>	<p>Please refer Moderation Schedule below</p>																																																																	
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			<p>Semester 2 Courses: 24 November 2023</p>		
<p>Identify Areas for Improvement in Moderation Process, Practice and Capability</p>	<p>Develop an organisational Moderation Improvement Plan (MIP), track progress against Actions, and impact of completed Actions.</p> <p>Report to Academic Standards and Quality Committee on outcomes of moderation activities,</p> <p>and</p> <p>trends over time (including reporting to Academic Committee)</p>	<p>Quality Enhancement Manager</p> <p>Quality Enhancement Manager</p> <p>Quality Enhancement Manager</p>	<p>30 June 2023</p> <p>Monthly, from March 2023</p> <p>Quarterly, from May 2023</p>	<p>MIP submitted to Academic Standards and Quality Committee 22 August 2023</p> <p>From March 2023</p> <p>From May 2023</p>	<p><i>Please refer Moderation Improvement Plan below</i></p>

DEVELOPMENT SCHEDULE

NZ Diploma in Web Design and Development (Level 5)										
Tutor	Course	Title	Learning Outcome changes	Assessment changes	Content changes	Total hrs	SME	LD	Dev date	Run date
SEMESTER 1 2023 COURSES										
Shaw James / Andi Jones	COM502	Communication for IT	Rewritten to capture the intent of NZCIT GPO 5,6 and 7 which are not assessed elsewhere	New assessments /rubrics. Proposed: Assessment 1 (Group) & 2 (Ind) - Customer Service tasks (e.g. from IT and LIIT Moodle support). Assessment 3 (Group) & 4 (Ind) - Problem-solving tasks Start with existing Assessment 3 and 4.	New content plan needed. New content on customer service skills needed. Approx. 50% content can be reused.	120	70	50	S2 22	S1 23
Matt Hamilton	CSA502	Computer Systems Architecture	Number of LOs reduced from 7 to 5 and clarified	Keep existing. Update LO references.	N/A Update LO references.	10	N/A	10	S2 22	S1 23
Ali Kahwaji	DES502	Systems, Processes and Design	Rewritten to better capture the intent of NZCIT GPO 2 and 3	Assessment 2 and 3 need stripping back. Remove requirement to identify a range of dev life cycles or describe information management.	Updates to align to revised LO/Assessment	80	50	30	S2 22	S1 23
Ali Kahwaji	SDV503	Introduction to Software Development	LO3 clarified LO5 removed	Revise to remove assessment of LO5.	Minor updates to reflect change / Update content on fundamental maths	20	10	10	S2 22	S1 23

Tutor	Course	Title	Learning Outcome changes	Assessment changes	Content changes	Total hrs	SME	LD	Dev date	Run date
SEMESTER 2 2023 COURSES										
Ali Kahwaji	SDV502	Application Testing	LO1 removed (requirement to determine client needs) LO4 added (requirements to implement tested solution) Minor rewording of other LOs	Rewrite assessments and rubrics to reflect LO change and to address audit feedback.	Update LO references. Review and improve existing content for alignment to assessment/LOs. Update presentation and structure to match new template.	130	80	50	S1 23	S2 23
Carl Cerecke	SYD502	Introduction to Systems Analysis and Design	LOs clarified to better meet GPOs. Requirement for students to implement their design added (LO4)	Revise Assessment 1/rubric. Revise Assessment 3/rubric. Create a database for students to use for Assessment 3. Review assessment to ensure alignment to revised LOs (as per audit feedback). Update assessment format as per new Course Guide.	Update LO references. Rewrite database tutorial. Update presentation and structure to align to new template.	125	55	70	S1 23	S2 23
Ali Kahwaji	WEB504	Introduction to Web Development	Redundant LOs removed. LOs rewritten to align to GPO2	Remove Assessment 2 (static website) Rewrite Assessment 3 (dynamic website), dividing in two parts Remove theory questions tracing to redundant LOs. Redesign rubrics.	Remove redundant content. Keep what is relevant. Add new topic to better align to LOs. Update presentation and structure to match new template.	150	80	70	S1 23	S2 23

				Update assessment format as per new Course Guide.						
Ali Kahwaji	WEB502	Framework customisation	<p>Redundant LOs removed.</p> <p>LOs rewritten to align to GPO2 and GPO4, including execution of a test plan.</p>	<p>Revise Assessment 2 and 3 and rubrics to reflect change to LOs and address audit feedback.</p> <p>Update assessment format as per new Course Guide.</p>	<p>Remove redundant content. Keep what is relevant/add as needed to ensure alignment to LOs.</p> <p>Update presentation and structure to match new template.</p>	150	80	70	S1 23	S2 23

MODERATION SCHEDULE

Course	Title	Pre-Assessment Moderation			Intra-Assessment Moderation			
		Moderator sign off (date)	Modification/s required (Y/N)	Tutor sign off of report received / comments noted and actions documented (date)	Assessment Due Date	Moderator sign off (date)	Modification/s required (Y/N)	Original marker sign off noting any changes and / or comments (date)
SEMESTER 1 2023 COURSES								
COM502	Communication for IT	23/1/23	Y	11/2/23	A1 17/3 A2 5/5 A3 9/6	A1 24/4 A2 Discussion/ Notes A3 26/6	A1 Y A2 Y A3 N	A1 24/4 A2 May 23 A3 26/6
CSA502	Computer Systems Architecture	A1 17/2 A2 19/6 A3 17/2	A1 N A2 N A3 N	A1 17/2 A2 19/6 A3 20/2	A1 6/4 A2 12/5 A3 16/6	A1 17/2 A2 19/6 A3 29/6	A1 N A2 N A3 N	A1 17/2 A2 20/6 A3 29/6
DES502	Systems, Processes and Design	A1 11/2 A2 11/2 A3 18/5	A1 Y A2 Y A3 Y	A1 12/2 A2 12/2 A3 18/5	A1 24/3 A2 19/5 A3 16/6	A1 1/5 A2 29/6 A3 29/6	A1 N A2 N A3 N	A1 1/5 A2 29/6 A3 29/6
SDV503	Introduction to Software Development	A1 17/2 A2 23/2 A3 18/5	A1 Y A2 Y A3 Y	A1 17/2 A2 23/2 A3 30/3	A1 17/3 A2 12/5 A3 9/6	A1 27/4 A2 19/6 A3 30/6	A1 Y A2 N A3 Y	A1 27/4 A2 19/6 A3 30/6
SEMESTER 2 2023 COURSES								
SDV502	Application Testing	A1 15/8 A2 11/10 A3	A1 Y A2 Y A3	A1 15/8 A2 11/10 A3	A1 8/9 A2 20/10 A3 3/11	A1 - In progress A2 - In progress A3		
SYD502	Introduction to Systems Analysis and Design	A1 7/7 A2 7/7 A3 9/10	A1 N A2 N A3 N	A1 9/7 A2 9/7 A3 9/10	A1 1/9 A2 29/9 A3 6/11	A1 - In progress A2 - In progress A3		
WEB504	Introduction to Web Development	A1 16/7 A2 10/10 A3	A1 Y A2 Y A3	A1 15/8 A2 10/10 A3	A1 1/9 A2 29/10 A3 10/11	A1 - In progress A2 A3		
WEB502	Framework customisation	A1 15/8 A2 9/10 A3	A1 Y A2 Y A3	A1 17/8 A2 9/10 A3	A1 17/8 A2 17/10 A3 10/11	A1 - In progress A2 - In progress A3		

Course	Title	External Moderation		
		Sent to CITRENZ	Modification/s required (Y/N)	Tutor sign off of report received / comments noted and actions documented (date)
SEMESTER 1 2023 COURSES				
COM502	Communication for IT	22 September 2023		
CSA502	Computer Systems Architecture	22 September 2023		
DES502	Systems, Processes and Design	21 September 2023		
SDV503	Introduction to Software Development	21 September 2023		
SEMESTER 2 2023 COURSES				
SDV502	Application Testing	To be sent 24 November 2023		
SYD502	Introduction to Systems Analysis and Design	To be sent 24 November 2023		
WEB504	Introduction to Web Development	To be sent 24 November 2023		
WEB502	Framework customisation	To be sent 24 November 2023		

Workshop with Principal Academic Staff Member to discuss outcome of programme monitoring, 31 January 2023

Fundamentals across courses that need to be met:

General:

- 1 Completion requirements are inconsistent.
- 2 Time allocation to tasks inappropriate.

Assessment:

- 1 Assessments not meeting NZQA levels.
<https://www.nzqa.govt.nz/qualifications-standards/understanding-nzqa/>
- 2 Assessments not meeting LOs.
- 3 LOs change within assessments.
- 4 Assessment don't give student the opportunity to meet LOs.
- 5 Assessment detail inadequate.

Marking:

- 1 Marking does not show the meeting of learning outcomes.
- 2 Inaccurate recording of marks
- 3 APA referencing must be used (marking schedule indicates this)

Timeline from meeting held Jan 31st 2023.

Feb 10 th	Course outline and assessment 1 completed. (Semester 1 courses)
Feb 15 th	Pre-moderation of first assessment completed.
Feb 20 th	Sem 1 courses open to students.
Feb 28 th	Rest of semester 1 assessments completed and go to pre-mod.
March 6 th	Remaining Assessments open to students.
Ongoing....	
April 14 th	Each course to have completed a report against the NZQA feedback with solutions for each feedback point. Using language NZQA used. Organise a meeting with Claire before this time if you need support.
May 26 th	Semester 2 outlines completed and all assessments to pre-moderation.
Beginning semester 2. (and ongoing)	Meeting to look at other programmes that need the same standardisation.



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority
MOE:6012

17 August 2023

Stella Campbell
Quality Services Advisor
Te Pūkenga - trading as NorthTec

NZQA Reference: C57385

Tēnā koe Stella

Follow-up action for the New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)

I am writing to advise you of the actions we require Te Pūkenga to take following the results of NZQA's recent moderation of a programme at the NorthTec business division.

Background

In June 2023, NZQA finalised its moderation report for the New Zealand Certificate in Health and Wellbeing (Social and Community Services) ('the NZCHW').

The moderation activity found significant issues with Te Pūkenga - NorthTec's assessment practices.

NZQA moderators agreed with nine assessor decisions in relation to 48 learning outcomes, an agreement rate of 19%.

For a list of the issues identified in the report, see **Appendix 1**.

Since the moderation activity, Te Pūkenga - NorthTec has advised that it is teaching out version 1 of the NZCHW and will be delivering version 2 from 2024 onwards.

Requirements and next steps

We have identified key actions that Te Pūkenga - NorthTec must complete.

The purpose of these actions is to limit the impact of the identified issues on current and future learners, and to give NZQA assurance that Te Pūkenga - NorthTec will meet the Programme Approval, Recognition and Accreditation Rules 2022 going forward.

1. Currently enrolled NZCHW version 1 students

Given the issues highlighted in the recent monitoring findings, NZQA requires Te Pūkenga - NorthTec to make sure it is satisfied that students enrolled on version 1 of the NZCHW meet the requirements to be awarded the qualification. Please provide confirmation of this by 6 October 2023.

2. Assessment and moderation

To give assurance that assessment and moderation practice has improved, Te Pūkenga - NorthTec must:

- a. Before using its assessment materials:
 - i. Review the assessment materials.
 - ii. Ensure that assessment tasks give learners the opportunity to meet the stated learning outcome within each assessment.
 - iii. Ensure that the marking guidance is consistent and appropriate for the level of the qualification.
 - iv. Ensure that all assessment materials and learning outcomes match the programme accreditation and approval documentation.
 - v. Pre-assessment moderate all assessments for version 2 of the NZCHW prior to their next use.
- b. Conduct post-assessment moderation for all assessments used in version 2 of the NZCHW before results are released to learners.
- c. Arrange training for Te Pūkenga - NorthTec staff to improve assessment and moderation practices.
- d. Provide an action plan by 6 October 2023 covering the above requirements.

If these actions prompt any changes to the delivery of version 2 of the NZCHW, Te Pūkenga - NorthTec will need to notify or apply for approval to NZQA before those changes are implemented in delivery.

3. Follow up monitoring

To confirm that Te Pūkenga - NorthTec's actions have successfully addressed the issues identified in the programme monitoring report, NZQA will do another moderation activity for the NZCHW (version 2) in 2025.

This follow up monitoring will be at Te Pūkenga - NorthTec's cost.

Please note that a repeat poor monitoring outcome could result in statutory action against Te Pūkenga - NorthTec, which could include placing conditions on the accreditation, or removing accreditation.

Contact details

If you have any questions about this letter, or would like to discuss this further, please contact Natasha Davidson, Risk Case Analyst, by email at natasha.davidson@nzqa.govt.nz or phone on 04 463 4321.

Nāku noa, nā



Virginia Barker
Manager
Risk Management
Quality Assurance Division

cc. Karen Wilkinson, Product and Academic Advisor, kwilkinson@northtec.ac.nz
Fionna Moyer, Kaikōkiri Director Quality, fionna.moyer@tepukenka.ac.nz
Te Pūkenga, quality@tepukenka.ac.nz

Appendix One – Summary of issues identified in the monitoring report for New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)

Assessment materials

- Issues with task design and lack of specific learner guidance have resulted in assessments that do not provide learners with sufficient opportunities to meet all learning outcomes at the appropriate level.
- Many assessment tasks did not accurately reflect the information or context of the learning outcomes in order for learners to be able to demonstrate competency and achievement against the learning outcomes.
- Methods of assessment do not align with the stated learning outcome.
- There are inconsistencies between assessment material and the approved version of the programme.

Practicum assessment design

- It is unclear how NorthTec manages the authenticity of learners work for the practicum component in the programme.

Marking guidance

- Marking guidance and rubrics do not adequately direct assessors to assess against the approved learning outcomes or require sufficient evidence that learners can meet all learning outcomes.

Assessor decisions

- There are significant issues with assessor decisions, which have resulted in learners being awarded achievement despite not meeting all learning outcome requirements.

Further information on these issues can be found in the Moderation Summary Report dated 30 June 2023

 Mana Tohu Mātauranga o Aotearoa New Zealand Qualifications Authority	6012	TEO name	Te Pūkenga – North Tec
	MoE number		
Prog. Ref.	C57385	Programme title	New Zealand Certificate in Health and Wellbeing (L4)
NZQF Ref.		Qualification title	New Zealand Certificate in Health and Wellbeing (L4)
Dates (NZQA to complete)	Action plan received		
	Action plan accepted		
	Action plan follow-up		

Programme Monitoring Action Plan

The action plan needs to identify the specific, detailed actions your organisation will take to address the issues identified in the monitoring report.

Issues or Requirements	Actions identified to address the requirements	Date to be completed	Evidence that plan has been effectively implemented
1. Confirm current students enrolled in version 1 of the NZCHW meet the requirements to be awarded the qualification.	<ul style="list-style-type: none"> • Review of the current assessment set up in the reporting system of aPlus+ to check: <ul style="list-style-type: none"> ○ Assessment weightings are correct and match the Pre-moderated documentation. ○ The Practice Portfolio assessments are clearly linked to the associated Course Learning Outcomes/s. ○ There is provision for teaching staff to record finalised placement contracts, placement visits and associated notes. 	<ul style="list-style-type: none"> • On/by Friday 17 November 2023 	<ul style="list-style-type: none"> • Guest access to aPlus+ will be provided to sight assessment set up and completion.

	<ul style="list-style-type: none"> Internal Post-assessment moderation of all assessments of courses delivered Semester 2 2023 (version 1 of qualification) namely: <ul style="list-style-type: none"> 4886.4003 Issues and Interventions 4886.4007 Ethics and Professional Practice 4886.4004 Reflecting on Practicum Experience 4886.4008 Integrating Practicum Learning Attestations that this requirement has been met will be provided by: <ul style="list-style-type: none"> Pathway Manager Programme Academic Lead Quality Learning - Academic Advisor 	<ul style="list-style-type: none"> On/by Friday 15 December 2023 On/by Friday 12 January 2024 	<ul style="list-style-type: none"> A link to the documents on the North Tec portal Moderation site will be provided. A folder named <i>NZQA - Requirements</i> on OneDrive will be created and the link provided for access to sight attestations and other documents.
2. Ensure assessment tasks give learners the opportunity to meet the stated learning outcome within each assessment.	<ul style="list-style-type: none"> A complete review of all assessment tasks will take place and issues identified in the monitoring report will be rectified for 2024 delivery (version 2 of the qualification). 	<ul style="list-style-type: none"> On/by Friday 26 January 2024 	<ul style="list-style-type: none"> All revised assessment material for version 2 of the qualification will be uploaded to <i>NZQA - Requirements</i> folder on OneDrive.
3. Ensure marking guidance is consistent and appropriate for the level of the qualification.	<ul style="list-style-type: none"> A complete review of all marking guidance will take place and issues identified in the monitoring report will be rectified. 	<ul style="list-style-type: none"> On/by Friday 26 January 2024 	<ul style="list-style-type: none"> This is part of assessment material which will be uploaded to <i>NZQA - Requirements</i> folder on OneDrive (previously referred to).
4. Ensure all assessment materials and learning outcomes match the accreditation and approval documentation.	<ul style="list-style-type: none"> The assessment tasks and learning outcomes will be checked as part of the review to ensure they match the accreditation and approval documentation. 	<ul style="list-style-type: none"> On/by Friday 26 January 2024 	<ul style="list-style-type: none"> Programme Approval Document (PAD) will also be uploaded with assessment material <i>NZQA - Requirements</i> folder on OneDrive.

<p>5. Pre-assessment moderate all assessments for version 2 of the NZCHW prior to their next use.</p>	<ul style="list-style-type: none"> • Pre-assessment moderation of all course assessments will take place prior to 2024 delivery. 	<ul style="list-style-type: none"> • On/by Friday 16 February 2024 	<ul style="list-style-type: none"> • A link to the documents on the North Tec portal Moderation site will be provided to sight the documents.
<p>6. Conduct post-assessment moderation for all assessments used in version 2 of the NZCHW before results are released to learners.</p>	<ul style="list-style-type: none"> • Three learner samples from every assessment used in version 2 will be cross marked to ensure the marking guidance is being interpreted in the same way. This will take place before results are released to learners. • Post-assessment moderation will take place after results are released to learners and any recommended changes to assessment materials and/or marking guidance will be made prior to the next delivery cycle and recorded on the Department Improvement Plan (DIP). 	<ul style="list-style-type: none"> • On/by Friday 5 July 2024 (Semester 1) • On/by Friday 29 November 2024 (Semester 2) • On/by Friday 19 July 2024 (Semester 1) • On/by Friday 13 December 2024 (Semester 2) 	<ul style="list-style-type: none"> • Evidence of cross marking will be uploaded to <i>NZQA - Requirements</i> folder on OneDrive. • A link to the documents on the North Tec portal Moderation site will be provided to sight the documents (previously referred to). • Department Improvement Plan (DIP) will be completed and monitored as part of the Self-Assessment cycle.
<p>7. Arrange training for Te Pūkenga – North Tec staff to improve assessment and moderation practices.</p>	<ul style="list-style-type: none"> • An Assessment and Moderation Workshop will take place for staff before 2024 delivery commences. The workshop will cover: <ul style="list-style-type: none"> ○ Types of assessment - formative and summative ○ The purpose of moderation ○ Types of moderation - pre-assessment, post-assessment, internal and external. ○ Value of cross marking 	<ul style="list-style-type: none"> • On/by Friday 9 February 2024 for Assessment and Moderation Workshop 	<ul style="list-style-type: none"> • Minutes of each meeting (five in total) will be uploaded to <i>NZQA - Requirements</i> folder on OneDrive to sight the documents.

	<p>Attendees:</p> <ul style="list-style-type: none"> ○ Karen Wilkinson (Academic Advisor – Assessment and Moderation) ○ Sue Vaughan (Pathway Manager) ○ Rose Leonard (Academic Lead) ○ Petite Nathan (Tutor Whangarei campus – teaches all courses) ○ Rosemary Anderson (Tutor Kaitaia campus – teaches all courses) <ul style="list-style-type: none"> • Delivery is term based, with two courses delivered in each of the four terms. • Prior to the delivery of each two courses, a workshop will take place with delivery staff to discuss the requirements regarding: <ul style="list-style-type: none"> ○ The assessment tasks ○ The application of the grading rubric / marking guidance ○ Cross marking timelines ○ Post-assessment moderation processes <p>Attendees:</p> <ul style="list-style-type: none"> ○ Karen Wilkinson (Academic Advisor – Assessment and Moderation) ○ Sue Vaughan (Pathway Manager) ○ Rose Leonard (Academic Lead) ○ Petite Nathan (Tutor Whangarei campus – teaches all courses) ○ Rosemary Anderson (Tutor Kaitaia campus – teaches all courses) 	<ul style="list-style-type: none"> • On/by Friday 16 February 2024 for courses <ul style="list-style-type: none"> ○ 4886.4001 ○ 4886.4002 • On/by Friday 26 April 2024 for courses <ul style="list-style-type: none"> ○ 4886.4003 ○ 4886.4004 • On/by Friday 19 July 2024 for courses <ul style="list-style-type: none"> ○ 4886.4005 ○ 4886.4006 • On/by Friday 4 October 2024 for courses <ul style="list-style-type: none"> ○ 4886.4007 ○ 4886.4008 	
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Other actions (note additional planned measures to improve your programme delivery, moderation and assessment practices)		
Actions	Date to be completed	Evidence that plan has been effectively implemented
Pathway Manager will attend all NZC in Health and Wellbeing (L4) programme meetings to: <ul style="list-style-type: none"> • Monitor progress in relation to this Action Plan. • Report progress monthly to the Academic Quality Assurance Committee (AQAC). 	On going.	<ul style="list-style-type: none"> • Academic Quality Assurance Committee (AQAC) minutes.
Internal and External Moderation (with UNITEC) will take place as per Moderation Plan on the North Tec portal Moderation site.	As per plan.	<ul style="list-style-type: none"> • Moderation documents will be uploaded to the NZC in Health and Wellbeing (L4) folder on the North Tec portal Moderation site
2023 Self-Assessment documentation for this programme will include corrective/improvement actions identified in this Action Plan.	On/by Friday 15 December for 2023 reporting. On/by Friday 13 December for 2024 reporting.	<ul style="list-style-type: none"> • Corrective/improvement actions will be documented on the Department Improvement Plan (DIP) and evident in the Departmental 2023/2024 Self-Assessment reports.



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

MoE: 6012

15 September 2023

Toa Faneva
Chief Executive Officer
Northland Polytechnic Ltd
Private Bag 9019
Whangarei 0148

Tēnā koe Toa

Final re-monitoring report of the **New Zealand Certificate in English Language (Academic) (Level 4) (Prog Ref.: 115904-5) [Ref: 1883-2] delivered by Te Pūkenga - Northland Polytechnic (NorthTec) (6012)**

Thank you for your submission on the factual accuracy of the draft re-monitoring report of the New Zealand Certificate in English Language (Academic) (Level 4) (Prog 115904-5) [Ref: 1883-2] received on **15 September 2023**.

The report is now final.

Next steps

NZQA still has outstanding concerns about staffing of the programme moving forward. We will be notifying Te Pūkenga head office to highlight these concerns to help ensure that the improvement observed is maintained.

The outstanding criteria which remain are those regarding knowledgeable staff resources (Criteria 4 and 5).

Please complete and submit the attached action plan template by **16 October 2023** to indicate how NorthTec will remedy this issue.

Upon receipt of the action plan, NZQA will be in further contact with you regarding next steps.

Please contact Marcia Johnson on 04 463 3249 or email marcia.johnson@nzqa.govt.nz if you need assistance or further clarification.

Nāku noa, nā

A handwritten signature in black ink, appearing to read 'Michelle Ronduen', is written over a horizontal line.

Michelle Ronduen
(Acting) Manager,
Monitoring and Assessment
Quality Assurance Division



cc Virginia Barker, Virginia.Barker@nzqa.govt.nz , Manager, Risk Management
Joan Taylor, JTaylor@northtec.ac.nz, Academic Registrar
quality@tepukenqa.ac.nz

MoE number	6012	TEO name	Te Pūkenga – North Tec
Prog. Ref.	115904-5	Programme title	New Zealand Certificate in English Language (Academic) (Level 4)
NZQF Ref.	1883-2	Qualification title	New Zealand Certificate in English Language (Academic) (Level 4)
Dates (NZQA to complete)	Action plan received		
	Action plan accepted		
	Action plan follow-up		

Programme Monitoring Action Plan

The action plan needs to identify the specific, detailed actions your organisation will take to address the issues identified in the monitoring report

Issues or Requirements	Actions identified to address the requirements	Date to be completed	Evidence that plan has been effectively implemented
<p>1. Assessment and Moderation The requirement to contract for services indicates that North Tec does not have the internal capability and capacity to ensure assessment materials and decisions are fair, valid, consistent, and appropriate for the level, given the stated learning outcomes.</p>	<ul style="list-style-type: none"> • Support for the current Tutor will be provided by staff at MIT/Unitec who will: <ul style="list-style-type: none"> ○ Oversee the writing and implementation of corrective/improvement actions to the assessment/s that NZQA monitoring identified as needing modification to meet the required standard. 	On/by Friday 27 October 2023.	<ul style="list-style-type: none"> • A folder named <i>NZQA - Requirements</i> on OneDrive will be created and the link provided for access to sight the updated assessments and Pre-assessment moderation reports.
<p>2. Resources As above, the need to contract for services indicates that North Tec does not have the internal capability and capacity to ensure sustained delivery.</p>	<ul style="list-style-type: none"> ○ Carry out Post-assessment moderation for 2023 assessments. 	On/by Friday 15 December 2023	<ul style="list-style-type: none"> • A link to the moderation documents on the North Tec portal Moderation site will be provided.

	<ul style="list-style-type: none"> Management to appoint an Academic Manager for this programme to ensure all academic requirements are met. <i>Please note:</i> This would be in place until the Ako Framework takes over responsibility for the delivery of this programme in 2024. 	On/by Friday 13 October 2023	<ul style="list-style-type: none"> This has been actioned – Pathway Manager Lisette Buckle will be responsible for this programme supported by Pathway Coordinator Vivienne Maitland.
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Other actions (note additional planned measures to improve your programme delivery, moderation and assessment practices)		
Actions	Date to be completed	Evidence that plan has been effectively implemented
The Academic Manager will: <ul style="list-style-type: none"> Monitor progress in relation to this Action Plan. Report progress monthly to the Academic Quality Assurance Committee (AQAC). 	On going.	Academic Quality Assurance Committee (AQAC) minutes.
Internal and External Moderation (with Unitec/MIT) will take place as per Moderation Plan on the North Tec portal Moderation site.	As per plan.	Moderation documents will be uploaded to the NZC in English Language (L4) folder on the North Tec portal Moderation site
2023 Self-Assessment documentation for this programme will include corrective/improvement actions identified in this Action Plan.	On/by Friday 15 December for 2023 reporting. On/by Friday 13 December for 2024 reporting.	Corrective/improvement actions will be documented on the Department Improvement Plan (DIP) and evident in the Departmental 2023/2024 Self-Assessment reports.



Te Pūrongo Aroturuki Hōtaka Programme Monitoring Report

**New Zealand Certificate in English Language (Academic) (Level 4) (Prog
115904-5) [Ref: 1883-2]**

**Te Pūkenga - New Zealand Institute of Skills and Technology (6012)
Trading as: NorthTec**

MoE: 6012

Te rā: 15 Mahuru 2023 Pūrongo tūturu

Date: 15 September 2023 Final report

Te Ihirangi | Contents

Te Ihirangi Contents.....	2
Te take (o te aroturuki hōtaka) Programme monitoring outcome.....	3
Te rāpopototanga o ngā hua Summary of key findings	3
Te whāititanga o ngā hua Detailed findings	5
1 Te hōtaka mahi me te whakaako Programme structure and delivery	5
2 Ngā herenga o te hōtaka Programme regulations	5
3 Te aromatawai me te mātairua Assessment and moderation	5
4 Ngā rauemi Resources	8
Te rautaki mātairua Moderation approach	9
How to read the moderation reports	11
Evaluation criteria Te paearu arotake	15
Te rautaki mātairua Moderation approach	16
How to read the moderation reports	17
Evaluation criteria Te paearu arotake	20

Te take (o te aroturuki hōtaka) | Purpose of programme monitoring

This programme has been re-monitored as part of follow-up from planned 2019 monitoring activities for providers delivering the **New Zealand Certificate in English Language (Academic) (Level 4) (Prog: 115904-5) [Ref: 1883-2]**.

The 2019 monitoring regarding key evaluative question: 'To what extent does the evidence provided demonstrate that programme delivery meets approval and accreditation criteria?' found that the Te Pūkenga - trading as: New Zealand Institute of Skills and Technology (NorthTec) **Certificate in English Language (Academic) (Level 4) (Prog: 115904-5) [Ref: 1883-2]** did not meet criteria in programme structure and delivery, programme regulations, assessment and moderation, and resources.

This follow-up monitoring activity has focused on those aspects which NZQA requires to have confidence in NorthTec's ability to continue to meet approval and accreditation criteria overall.

Te pāpātanga (o te aroturuki hōtaka) | Programme monitoring outcome

Re-Monitoring outcome	
Partially meets criteria	<p>This follow-up activity confirms that NorthTec has partially met monitoring criteria in the New Zealand for the English Language (Academic) (Level 4) (Prog: 115904-5) [Ref: 1883-2].</p> <p>92% agreement between assessor and moderator decisions provide evidence of substantial improvement in assessment design and assessment practice.</p> <p>However, improvements have come through contracted expertise. Internal stakeholders cannot give assurance of sustainability of good assessment practice for this programme. This is in part because of the changing environment and lack of surety regarding stable programme staff with appropriate expertise.</p>

Te rāpopototanga o ngā hua | Summary of key findings

Report	Criteria	M/NM
1. Programme structure and delivery	<p>4.1 Criterion 5 Regulations</p> <p>There are clear, relevant, and appropriate regulations that specify requirements for: programme length and structure, admission [...] and normal progression within the programme.</p>	Met

Report	Criteria	M/NM
2. Programme regulations	22 English language requirements for international students.	Met
3. Assessment and moderation	4.1 Criterion 5 Regulations There are clear, relevant, and appropriate regulations that specify requirements for: assessment procedures, including authenticity of student work.	Met
	4.1 Criterion 6 Assessment and moderation Assessment methodology is fair, valid, consistent, and appropriate given the stated learning outcomes. There is an effective system for moderation of assessment materials and decisions.	Met
	7.1 Criterion 1 Assessment and moderation The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes. The requirement to contract for services indicates that NorthTec does not have the internal capability and capacity to ensure assessment materials and decisions are fair, valid, consistent, and appropriate for the level, given the stated learning outcomes.	Not met
4. Resources	7.1 Criterion 2 Resources The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services. As above, the need to contract for services indicates that NorthTec does not have the internal capability and capacity to ensure sustained delivery.	Not met

Te whāititanga o ngā hua | Detailed findings

1 Te hōtaka mahi me te whakaako | Programme structure and delivery

The classroom delivery is adequate and appropriate, given the stated learning outcomes for the programme. There are clear, relevant, and appropriate regulations that specify requirements for programme length and structure as approved.

The documentation states a clear pathway of progression through the programme. Under NorthTec assessment policy 5.5, there is alignment between delivery at Whangarei and Auckland campuses for the sake of consistency of assessment.

2 Ngā herenga o te hōtaka | Programme regulations

There are clear, relevant, and appropriate regulations that specify requirements for admission (including English language requirements for international students); credit recognition and transfer; recognition of prior learning; integration of practical and work-based components; normal progression within the programme.

Approved programme entry requirements have been followed for the six learner enrolments submitted within this follow-up monitoring activity. All six have received an initial online test score, followed by the internal placement test upon arrival. The placement test included an interview and writing sample per the programme documentation.

3 Te aromatawai me te mātauria | Assessment and moderation

There are clear, relevant, and appropriate regulations that specify requirements for assessment procedures, including authenticity of student work. Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes. There is an effective system for moderation of assessment materials and decisions.

There are clear, relevant, and appropriate programme regulations which specify requirements for assessment procedures. Naturally occurring evidence and invigilated assessments ensure the authenticity of learner work.

Assessment methodology is fair, valid, consistent, and appropriate given the stated learning outcomes in English language. There has been effective engagement of contracted services to ensure moderation of assessment materials and decisions.

NorthTec has stated moderation systems and processes. These have been followed within the programme under the guidance of contracted external quality experts. This is because there is no internal expertise through permanent staff members in this programme.

NZQA moderation results

A key focus of programme monitoring is the moderation of learner work samples to establish to what extent assessment materials and decisions are fair, valid, consistent, and appropriate for the level, given the stated learning outcomes. Moderator findings are summarised below.

Refer to the appendices for the combined moderation reports and more information on the moderation approach and how to read the moderation reports.

NZQA has moderated 25 pieces of marked learner work from non-standard based assessment across four courses in this follow-up activity. One assessment was selected from Writing and Reading courses. Each of these course selections included three learner samples across two learning outcomes (12 total). Two assessments were selected from Speaking, which included two learner samples and two learning outcomes (4 total). There were three learner samples from two assessments of three learning outcomes for Listening (9 total).

NZQA also moderated 11 samples of learner work through the NEM moderation system. These include three learner samples from three unit standards (22750, 22751 and 22892) and one learner sample from each of two unit standards (22749, and 22891). Results from all assessments moderated indicated improvements have been made since the last moderation activity.

- Non-standard based assessments indicated 100% (25/25) agreement between assessor and moderator decisions.
- Standard based assessments indicated a 73% (8/11) agreement between assessor and moderator decisions.

Non-standard based assessments	Learner A	Learner B	Learner C	Moderator agreement
Listening	3/3	3/3	3/3	9/9
Reading	2/2	2/2	2/2	6/6
Speaking	2/2	2/2	-	4/4
Writing	2/2	2/2	2/2	6/6
	9/9	9/9	7/7	25/25 (100%)
Standard based assessments	Learner A	Learner B	Learner C	Moderator agreement

22749		1/1		1/1
22750	1/1	1/1	1/1	3/3
22751	0/1	0/1	0/1	0/3
22891		1/1		1/1
22892	1/1	1/1	1/1	3/3
				8/11 (73%)
Overall agreement rate across both standard-based and non-standard-based assessment decisions				33/36 (92%)

Assessment materials

Assessment materials for standard 22751 require modification to enable learners to provide sufficient evidence of achieving learning outcomes.

Marking guidance

Minor issues were found in assessor assessment materials for the Listening and Reading courses.

- Lack of clear guidelines within the Listening marking guidance to assessors could lead to inconsistent assessment decisions.
- Lack of text-specific detail in the Reading assessment rubric may impact consistency of assessor decisions.

Please refer to the combined moderation reports for more details.

Other concerns

Interviews with current staff in management and quality assurance roles revealed a lack of surety regarding quality system sustainability and staffing capability within this programme.

This means that current evidence of improvement of assessment practices cannot be assured in future delivery without a strategic view toward supporting this programme's quality sustainability.

Further external moderation will be necessary to ensure assessment practices for this programme continue to meet criteria expectations.

4 Ngā rauemi | Resources

The institution does not have the capability and capacity to support sustained delivery of the programme through appropriate academic staffing.

There is no permanent academic staff for this programme. The use of an external contractor indicates that there is no internal capability to design assessments and delivery or to moderate assessments by a subject matter expert.

The current manager is borrowed from the NorthTec international office. Interviews revealed a lack of understanding of assessment and moderation. Deferring all such matters to the 'quality team' did not give confidence that this programme was supported with practical knowledge of the quality systems.

5 Comparison with previous monitoring: New Zealand Certificate in English Language (Academic) (Level 4) (Prog 115904-5) [Ref: 1883-2] published 09 December 2019.

Overall, there has been improvement since the previous monitoring of the programme in 2019. Compared with the last monitoring activity, the 2023 monitoring shows a percentage of overall **92%** moderator agreement with assessor decisions, which is an improvement from the 2019 moderator agreement overall rate of **19%**. Improvements noted include:

- Four out of five standards assessments, and all four non-standards assessments, were identified as having materials that are fair, valid, consistent, and appropriate for the level, given the stated learning outcomes. This is improved from the last monitoring which identified assessments did not align with NZCEL Graduate Profile Outcomes.
- In 2023 there was a clear match between the approved course learning outcomes and assessment tasks and quality controls. This is improved from 2019 when a mismatch was identified between approved course learning outcomes and assessment tasks and a lack of quality control was identified.

In summary, statistics indicate that assessors' decision making is improved, and that the design of assessment materials is quality controlled to provide learners with opportunities to meet all the approved learning outcomes, at the appropriate level.

Āpitahanga | Appendix 1

Te rautaki mātairua | Moderation approach

The purpose of moderation for programme monitoring is to evaluate whether, overall, the assessment evidence provides assurance that learners meet the graduate profile.

Process

Moderators establish to what extent assessment materials and assessor decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes. The learning outcomes are those developed by the TEO and approved by NZQA against the graduate profile.

NZQA makes an overall judgement on the TEO's assessment evidence, based on the moderation results and the intended graduate profile.

Moderation focuses on learner achievement

NZQA only moderates learner work that has been awarded a pass/achieved grade because the focus is on providing assurance that any credentials or qualifications awarded to learners are credible.

Moderation reports

NZQA moderation reports include feedback on whether there is sufficient evidence that:

- the learner has achieved the learning outcome(s)
- the learner work is authentic
- assessment materials allow learners the opportunity to achieve the learning outcome(s).

See Appendix 2 for more guidance on reading the moderation reports.

Āpitahanga | Appendix 2

How to read the moderation reports

Section 1: Assessment details

NZQA populates the moderation report template with key data from the TEO's approved programme, including the level and credits of the components, the associated learning outcomes, the assessment type, conditions and weighting.

Section 2: Summary of moderation outcomes

This section states the overall outcome for the moderation of that component and includes:

- the 'agreement rate', which is the moderator's agreement with the assessor decisions on the achievement of learning outcomes; and
- a brief description of the main issues (if any).

Section 2 also includes a moderation outcome summary for assessor decisions and assessment materials (assessment tasks and marking guidance). Moderators select one of three options for assessor decisions and one of three options for assessment materials:

Assessor decisions outcome options and what they mean	
<p>1. Overall, assessor decisions are fair, valid and consistent given the stated learning outcomes</p>	<p>This means the moderator has confidence in the assessor decisions.</p> <p>Any issues are minor in nature.</p>
<p>2. There are <i>some</i> issues with the assessor decisions</p>	<p>This means the moderator has concerns with some assessor decisions, but the nature and scope of the issues do not undermine the credibility of learner achievement overall.</p> <p>The moderator envisages that the TEO can address the issues before the next delivery of the module/course.</p>
<p>3. There are <i>significant</i> issues with the assessor decisions</p>	<p>This means the moderator has disagreed with all/the majority of assessor decisions.</p> <p>The nature and scope of the issues undermine the credibility of learner achievement in this module/course.</p>

Assessment materials outcome options and what they mean	
<p>1. Overall, assessment materials provide learners with the opportunity to achieve the learning outcomes</p>	<p>This means:</p> <ul style="list-style-type: none"> • assessment tasks provide learners with the opportunity to achieve the learning outcomes • marking guidance supports fair and consistent assessment, and clearly states minimum evidence expectations for achievement of each learning outcome. <p>Any issues are minor in nature.</p>
<p>2. There are <i>some</i> issues with the assessment materials</p>	<p>This means the moderator has concerns that:</p> <ul style="list-style-type: none"> • the assessment tasks do not always provide the opportunity for learners to achieve the learning outcomes; and/or • marking guidance does not always support fair and consistent assessment or does not clearly state minimum evidence expectations for achievement of each learning outcome. <p>However, the nature and scope of the issues suggest that the TEO will be able to address the issues before the next delivery of the module/course.</p>
<p>3. There are <i>significant</i> issues with the assessment materials</p>	<p>This means there are serious flaws in the assessment tasks or marking guidance – i.e.</p> <ul style="list-style-type: none"> • the assessment tasks do not provide learners with the opportunity to achieve the learning outcomes; and/or • marking guidance does not support fair and consistent assessment or does not clearly state minimum evidence expectations for achievement of each learning outcome. <p>The moderator is concerned about the capability and capacity of the TEO to ensure assessment materials are valid.</p>

Section 3: Verification of assessor decisions

This section includes the moderator's comments on the learner work and the moderator's judgement about whether the learning outcomes were achieved.

Moderators note any issues in order of significance in relation to achievement of the learning outcomes. Moderators may also comment on depth of learner responses in relation to NZQF Level, and authenticity of learner work as appropriate.

Section 4: Assessment tasks and marking guidance.

Moderators check that the assessment tasks provide the opportunity for learners to achieve the learning outcomes, at the stated NZQF level.

Moderators also check that marking guidance supports fair and consistent assessment, and clearly states minimum evidence expectations for achievement of each learning outcome.

Section 5: Learner work examples

Moderators may select excerpts of learner work that support their judgement and to exemplify the issues outlined in Section 3.

Evaluation criteria | Te paearu arotake

Monitoring outcomes	Indicators
Meets criteria	<ul style="list-style-type: none"> • Assessment materials and assessor decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes. • Overall, the assessment evidence provides assurance that learners meet the graduate profile outcome(s)
Partially meets criteria	<ul style="list-style-type: none"> • Assessment materials and/or assessor decisions require some improvements. • Overall, the assessment evidence provides partial assurance that learners meet the graduate profile outcome(s)
Does not meet criteria	<ul style="list-style-type: none"> • Assessment materials and/or assessor decisions require significant improvements. • Overall, the assessment evidence does not provide assurance that learners meet the graduate profile outcome(s)

Āpitahanga | Appendix 3

Te rautaki mātairua | Moderation approach

The purpose of moderation for programme monitoring is to evaluate whether, overall, the assessment evidence provides assurance that learners meet the graduate profile.

Process

Moderators establish to what extent assessment materials and assessor decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes. The learning outcomes are those developed by the TEO and approved by NZQA against the graduate profile.

NZQA makes an overall judgement on the TEO's assessment evidence, based on the moderation results and the intended graduate profile.

Moderation focuses on learner achievement

NZQA only moderates learner work that has been awarded a pass/achieved grade because the focus is on providing assurance that any credentials or qualifications awarded to learners are credible.

Moderation reports

NZQA moderation reports include feedback on whether there is sufficient evidence that:

- the learner has achieved the learning outcome(s)
- the learner work is authentic
- assessment materials allow learners the opportunity to achieve the learning outcome(s).

See Appendix 4 for more guidance on reading the moderation reports.

Āpitahanga | Appendix 4

How to read the moderation reports

Section 1: Assessment details

NZQA populates the moderation report template with key data from the TEO's approved programme, including the level and credits of the components, the associated learning outcomes, the assessment type, conditions and weighting.

Section 2: Summary of moderation outcomes

This section states the overall outcome for the moderation of that component and includes:

- the 'agreement rate', which is the moderator's agreement with the assessor decisions on the achievement of learning outcomes; and
- a brief description of the main issues (if any).

Section 2 also includes a moderation outcome summary for assessor decisions and assessment materials (assessment tasks and marking guidance). Moderators select one of three options for assessor decisions and one of three options for assessment materials:

Assessor decisions outcome options and what they mean	
4. Overall, assessor decisions are fair, valid and consistent given the stated learning outcomes	This means the moderator has confidence in the assessor decisions. Any issues are minor in nature.
5. There are <i>some</i> issues with the assessor decisions	This means the moderator has concerns with some assessor decisions, but the nature and scope of the issues do not undermine the credibility of learner achievement overall. The moderator envisages that the TEO can address the issues before the next delivery of the module/course.
6. There are <i>significant</i> issues with the assessor decisions	This means the moderator has disagreed with all/the majority of assessor decisions. The nature and scope of the issues undermine the credibility of learner achievement in this module/course.

Assessment materials outcome options and what they mean	
4. Overall, assessment materials provide learners with the opportunity to achieve the learning outcomes	<p>This means:</p> <ul style="list-style-type: none"> assessment tasks provide learners with the opportunity to achieve the learning outcomes marking guidance supports fair and consistent assessment, and clearly states minimum evidence expectations for achievement of each learning outcome. <p>Any issues are minor in nature.</p>
5. There are <i>some</i> issues with the assessment materials	<p>This means the moderator has concerns that:</p> <ul style="list-style-type: none"> the assessment tasks do not always provide the opportunity for learners to achieve the learning outcomes; and/or marking guidance does not always support fair and consistent assessment or does not clearly state minimum evidence expectations for achievement of each learning outcome. <p>However, the nature and scope of the issues suggest that the TEO will be able to address the issues before the next delivery of the module/course.</p>
6. There are <i>significant</i> issues with the assessment materials	<p>This means there are serious flaws in the assessment tasks or marking guidance – i.e.</p> <ul style="list-style-type: none"> the assessment tasks do not provide learners with the opportunity to achieve the learning outcomes; and/or marking guidance does not support fair and consistent assessment or does not clearly state minimum evidence expectations for achievement of each learning outcome <p>The moderator is concerned about the capability and capacity of the TEO to ensure assessment materials are valid.</p>

Section 3: Verification of assessor decisions

This section includes the moderator's comments on the learner work and the moderator's judgement about whether the learning outcomes were achieved.

Moderators note any issues in order of significance in relation to achievement of the learning outcomes. Moderators may also comment on depth of learner responses in relation to NZQF Level, and authenticity of learner work as appropriate.

Section 4: Assessment tasks and marking guidance

Moderators check that the assessment tasks provide the opportunity for learners to achieve the learning outcomes, at the stated NZQF level.

Moderators also check that marking guidance supports fair and consistent assessment, and clearly states minimum evidence expectations for achievement of each learning outcome.

Section 5: Learner work examples

Moderators may select excerpts of learner work that support their judgement and to exemplify the issues outlined in Section 3.

Āpitahanga | Appendix 5

Evaluation criteria | Te paearu arotake

Report section	Criteria
1. Programme structure and delivery	4.1 Criterion 3 Delivery methods The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.
	4.1 Criterion 5 Regulations There are clear, relevant, and appropriate regulations that specify requirements for: programme length and structure
2. Programme regulations	4.1 Criterion 5 Regulations There are clear, relevant, and appropriate regulations that specify requirements for: <ul style="list-style-type: none"> • admission • credit recognition and transfer • recognition of prior learning • integration of practical and work-based components • normal progression within the programme.
	18.1 – 18.6 English language requirements for international students
3. Assessment and moderation	4.1 Criterion 5 Regulations There are clear, relevant, and appropriate regulations that specify requirements for: assessment procedures, including authenticity of student work
	4.1 Criterion 6 Assessment and moderation Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes. There is an effective system for moderation of assessment materials and decisions.
	6.1 Criterion 1 Assessment and moderation The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes.

Report section	Criteria
4. Resources	<p>6.1 Criterion 2 Resources</p> <p>The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.</p>
5. Programme review	<p>4.1 Criterion 7 Assessment and review</p> <p>The institution:</p> <ul style="list-style-type: none"> • assesses the currency and content of the programme • has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification • has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content • updates the programme accordingly.
	<p>6.1 Criterion 4 Assessment and review</p> <p>There must be adequate and effective review of programme performance and the institution's capability to support the programme.</p> <p>There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.</p>



31 March 2023

MOE:6017

Nita Hutchinson
Academic Director
Te Pūkenga – New Zealand Institute of Skills and Technology
trading as Western Institute of Technology at Taranaki Ltd
By email: n.hutchinson@witt.ac.nz

Tēnā koe Nita

Additional requirements for Core Skills National External Moderation

I am writing to advise you about the actions that we require Te Pūkenga to take, following the results of the last NZQA national external moderation ('NEM') round for one of Te Pūkenga's business divisions.

This letter follows previous correspondence from October 2022 about Te Pūkenga – New Zealand Institute of Skills and Technology trading as Western Institute of Technology at Taranaki's ('Te Pūkenga – WITT') NEM results for unit standard 11097 in the Core Skills System.

2022 NEM

In February 2023, NZQA finalised the results of the 2022 NEM round. The NEM results found that moderation requirements were not met for the Core Skills unit standards 1304 and 9681. This is the first time Te Pūkenga – WITT's assessment against the Core Skills unit standards 1304 and 9681 has been found to have not met requirements.

However, given the history of not having met the requirements for Core Skills unit standard 11097, we would like assurance that the 2022 NEM results do not indicate a systemic issue with Te Pūkenga – WITT's assessment of the Core Skills system.

Required action and next steps

When NZQA moderates Core Skills unit standard 11097 next, it will also moderate unit standards 1304 and 9681.

For the next NEM round of the Core Skills systems unit standards, Te Pūkenga – WITT needs to:

1. By 30 October 2023, provide a comprehensive list of learner details including learner names, their NSNs, the standards completed, the date of assessment and the result of the assessment for Core Skills unit standards 1304, 9681 and 11097 since WITT implemented its action plan/s; and
2. Within 15 working days of the date of any NZQA request, provide NZQA with WITT's assessment materials and learner samples for these standards, as selected and requested by NZQA; and

3. Have the majority of its assessor decisions approved by an NZQA national external moderator for the learner samples it submits in response to the above request(s) (e.g. if six learner samples are requested, WITT must have 4/6, 5/6 or 6/6 assessor decisions approved by the NZQA national external moderator).

The submission date for the next NEM round of the Core Skills systems has been changed to **30 November 2023**.

Please note, if the next Core Skills system NEM round finds that Te Pūkenga has again not met requirements, we will consider other actions to ensure assessment against those standards meets the consent and moderation requirements.

If you have any questions about this letter, please contact Carolyn Gebbie, Risk Case Analyst, by email at carolyn.gebbie@nzqa.govt.nz or phone on 04 463 3137.

Nāku noa, nā



Virginia Barker
Manager
Risk Management
Quality Assurance Division

Cc: Te Pūkenga: quality@tepukenga.ac.nz
Angela Beaton: a.beaton@witt.ac.nz
Emma Osborne: e.osborne@witt.ac.nz

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Te Poari Akoranga Report

22 November 2023

Title	Review of Te Kawa Maiooro
Provided by	Fionna Moyer, Kaikōkiri Director Quality
Author	Fionna Moyer, Kaikōkiri Director Quality
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receive the report titled 'Review of Te Kawa Maiooro', reviewed and updated Te Kawa Maiooro document, and spreadsheet of proposed delegations;
b.	Review the updated Te Kawa Maiooro document and spreadsheet of proposed delegations;
c.	Approve the revised version of Te Kawa Maiooro and proposed release date of January 2024;
d.	Provide feedback on the proposed delegations for Te Kawa Maiooro, noting commentary from Te Ohu Whakahaere Quality for the consideration by Te Poari Akoranga;
e.	Note that delegations will be added into Te Kawa Maiooro once appointments have been made;
f.	Note the document version will be amended to 24.02 when the delegations have been updated.

Te Tāhuhu Kōrero | Background

1. Te Kawa Maiooro, Te Pūkenga Educational Regulatory Framework, was approved by Te Poari Akoranga on 16 November 2022 and came into effect for the network on 1 January 2023.
2. This iteration of Te Kawa Maiooro was appropriate to where Te Pūkenga was in its transformation journey at that time with the subsidiaries transitioning in as business divisions.
3. Te Kawa Maiooro was supported by the Grandparenting Policy which allowed for the regulations, policies, and procedures of the business divisions to continue to apply until there was a national regulation or policy in place.
4. A working group was convened to review Te Kawa Maiooro in early October and feedback was sought from the Educational Quality Managers Forum (EQF) to inform the review. The intention

of the review was to update, clarify, and amend where required but not undertake a major rewrite of the framework.

5. Additionally, the working group identified the roles within the organisational structure that held the delegations for making decisions where indicated. The delegations have been provided in a separate spreadsheet as the majority have not yet been appointed. Once approved by Te Poari Akoranga and appointments have been made, the delegations will be updated in the document.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to identify the changes that have been made to each section of Te Kawa Maiooro based on the working group discussions and feedback from the EQF members.

- A number of editorial changes were made throughout to correct grammar or clarify statements.
- References to ‘business divisions’ and business division processes and procedures have been removed and language amended accordingly.

TKM Section	Feedback	Response
Introduction	Clarification sought on the naming of Te Kawa Maiooro	Information on the naming was provided when first approved and included on the public website page. Acknowledged this was important to include so have added it to the front of TKM
	Delegations – recommended that not updated until roles filled	Acknowledged and only those roles that have been appointed have been updated in the document. Approval for proposed delegations needed.
Enrolment	Withdrawals period does not work for online/distance courses and programmes Withdrawal penalties need clarification	Added wording to reflect longer period may apply for online/distance courses and programmes Withdrawals clarified and rules for different funding sources identified.
	Feedback around ID requirements, withdrawal period, and application of clauses to international and WBL	Amendments made to relevant clauses to be more specific on which clauses apply to which ākonga and delivery modes. Removed detail to allow for different contexts and provided link to TEC information for current details.
	Check TEC funding for any changes that may impact on TKM, e.g., WBL volunteer learner no longer needs TEC	Amended relevant clauses to remove TEC approval; added statement on apprentices to regs.

TKM Section	Feedback	Response
	<p>approval; apprentices cannot enrol as volunteers.</p> <p>Clarify regs around refunds to enable full refund where appropriate</p>	Acknowledge feedback on refunds and amendments made as a result.
	Inconsistencies with current business division process; guidelines to support consistent application; clarification of meaning of some clauses	<p>Noted inconsistencies which primarily relate to operational matters and how Te Pūkenga intends to operate going forward. A list of requested guidelines is being compiled for future action.</p> <p>A number of editorial changes were made to clarify some sections.</p>
RPKS	<p>Requests for processes and procedures, forms, and templates to support the RPKS approach; consideration of fees needed – the cost is a barrier for many learners.</p> <p>Concerns around not being able to identify cross-credited learning except for unit standards</p>	<p>Operational matters – to be taken forward by Head of Domain RPKS</p> <p>Discussion needed around cross-credit grade and fees – Head of Domain RPKS to drive this discussion</p>
Programme regulations	Clarification around the regulations that ākonga complete under; recognition needed for externally mandated changes (e.g., from regulatory body)	Clause changed to include process for externally mandated change.
Learning, Teaching, and Training	<p>Appeals – silent on fees; when will these be decided?</p> <p>Clarify who needs to be advised of international learner absence.</p> <p>Third enrolment approval should sit with Programme Manager.</p>	<p>Operational matter but decisions needed to align any fees across the network.</p> <p>Operational matter that should be advised to international ākonga on enrolment.</p> <p>Delegations to be approved; Te Poari Akoranga to discuss at what level such decisions should be made.</p> <p>Rangahau and research were moved from the Learning, Teaching, and Training section into its own section; numbering was updated accordingly.</p>
Assessment	Assessment in te reo Māori process required and comms to make widely known across the network.	Operational matters and requests for guidelines and parameters all noted for development.

TKM Section	Feedback	Response
	<p>Processes and parameters needed for assessment matters to ensure a consistent approach, e.g., extensions, resits, resubmits, penalties for late submission, variations to assessment.</p> <p>GPA calculations not included</p> <p>Concerns around return of assessment timeframes and other operational matters such as resourcing to meet TKM requirements, particularly for larger cohorts of ākonga, and kaiako workloads.</p> <p>Clarification requested on assessment due date extensions and late submissions; addition of gen AI statement in integrity section, reassessment wording needs to be tightened, add competency-based assessment to this section, rewording for grade tables to clarify that not all marks need to be out of 100.</p> <p>Feedback on issues with NZQA reporting of grades for unit standards</p> <p>Link reconsideration of grades processes to Ākonga Concerns and Complaints Policy</p>	<p>GPA calculations to be added once confirmed; working group looking at guidance for Te Pūkenga grades and GPA is part of that mahi.</p> <p>Wording tightened through out this section to be really clear on intent.</p> <p>No change to TKM; operational matters do need consideration and guidelines around the regulations will be provided to ensure consistency; however, such matters are not regulatory.</p> <p>Specific sections amended to reflect feedback received.</p> <p>Note that for this section, feedback was received on some aspects of TKM (particularly grades) that could not be implemented due to system limitations. No changes have been made to TKM to allow for difference in this case as the grades are for unified programmes. Further discussion is needed with the business division to identify what they have done to account for this limitation.</p> <p>Competency-based assessment grades amended to align with NZQA system requirements.</p> <p>Reconsideration of grades processes clearly linked to Ākonga Concerns and Complaints Policy</p>
Award	<p>Unclear why microcredentials are not included under Formal Awards</p> <p>Operational matters including clarification around informal awards and what ākonga can receive.</p> <p>Questions around immediate confirmation of completion for apprentices</p>	<p>Acknowledged and microcredentials moved to Formal Awards section.</p> <p>Awards Policy being developed and will provide details and guidance in this document.</p> <p>Clarified that conferment happens once qualification is confirmed as completed. Added statement that ākonga can choose to have their certificate and academic record</p>

TKM Section	Feedback	Response
		<p>mailed, picked up, or awarded at a graduation ceremony.</p> <p>Added Letter of Completion to requested documents.</p> <p>Removed Transition award statements.</p>
Graduation	No feedback received	Clarified the different types of graduation outside of ceremonies to encompass WBL events.
Glossary	Requests for added definitions	Added definitions for identified items, and definitions tightened overall.

Te Uiuinga Whānui | Engagement/consultation

Group engaged with	Level of engagement ¹	Commentary
TKM Review Working Group	Collaborate	Comprised of eight participants, four from ITPs and four from WBL to ensure the voice of all parts of the network was heard.
Educational Quality Forum	Consult	Feedback received from a number of business divisions; much of the feedback was operational in nature and did not require change to Te Pūkenga. However, it provides good direction to inform the next steps in providing support, advice, and guidance to the network
Enrolment Managers Forum	Consult	Feedback received from members on this forum to identify areas where funding rule changes impacted on clauses and where clarity was needed. This resulted in a number of changes and tightening of this section to remove extraneous information.
Graduation Managers Forum	Consult	Feedback received from a small number of members, mostly operational in nature. However, provides guidance on

¹ Inform, Consult, Collaborate, Partner, Empower. Refer [Engagement Summary 110619 \(tearawhiti.govt.nz\)](https://www.tearawhiti.govt.nz) for guidance. Engagement may be required at different levels for different stakeholder groups.



		information required to support this key function.
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Te Ahunga Ki Mua | Next steps

1. Once approved, release Te Kawa Maiooro v24.01 to the network; comms to go out to advise of the new version.
2. Incorporate feedback into the delegations spreadsheet to ensure delegations are at the right level and submit back to Te Poari Akoranga for approval
3. Update Te Kawa Maiooro with the approved delegations and submit to Te Poari Akoranga for approval for v24.02.
4. Review workplan and develop proposed policies and/or guidelines to support the network and implementation of Te Kawa Maiooro.

Ngā Tāpiritanga | Appendices

Appendix 1: Revised draft of Te Kawa Maiooro

Appendix 2: Proposed delegations for Te Kawa Maiooro

Te Kawa Maiororo | Educational Regulatory Framework



Te Pūkenga



Table of Contents

Table of Contents	2
The Naming of Te Kawa Maiooro	3
Part 1: Te Kawa Maiooro Framework	4
Part 2: Enrolment	6
2A: Enquiries, information, and identity verification	6
2B: Work-based learning	7
2C: Provider-based learning application for ākonga nō Aotearoa (domestic learners)	8
2D: Provider-based learning enrolment for ākonga nō Aotearoa	10
2E: Provider-based learning withdrawals and refunds for ākonga nō Aotearoa	11
2F: Provider-based learning for Ākonga nō tāwāhi	13
2G: Programme approval, changes, and cancellation	15
Part 3: Recognising prior knowledge and skills	17
Part 4: Programme regulations	18
Part 5: Learning, Teaching, and Training	19
Part 6: Rangahau and Research	21
Part 7: Assessment	22
Part 8: Awards	32
Part 9: Graduation	35
Part 10: Glossary of Terms	36



The Naming of Te Kawa Maiooro

The name Te Kawa Maiooro 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.

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



Part 1: Te Kawa Maiooro Framework

1.1. Structure of Te Kawa Maiooro

Te Kawa Maiooro is set out as follows:

- Part 1. Te Kawa Maiooro 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 Maiooro

- (1) Te Kawa Maiooro 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 Maiooro:
 - 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 Maiooro 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 Maiooro

- (1) Except where noted, Te Kawa Maiooro 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 Maiooro and Programme Regulations and/or a Training Agreement, the Programme Regulations and/or Training Agreement prevail.
- (2) Te Kawa Maiooro is consistent with relevant New Zealand legislation. In the event of any inconsistency between Te Kawa Maiooro and legislation, the relevant legislative provisions prevail in regard to that inconsistency.



- (3) Waivers or variations to provisions of Te Kawa Maiooro, and any inconsistencies with other regulatory or policy frameworks, are decided by the Regional Quality Manager in consultation with the Ako Excellence Director, 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 Maiooro

- (1) Te Kawa Maiooro 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 Maiooro is the approved version and is available on Te Pūkenga websites.



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.



2.4. Verification of identity and eligibility

- (1) Te Pūkenga verifies ākonga identity and eligibility in accordance with current Tertiary Education Commission (TEC) Funding Conditions¹.
- (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.

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



- (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.



- (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, ākongā 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 ākongā. 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 ākongā promptly and clearly about the outcome of their application.
- (2) If successful, ākongā are sent an Offer of Place (or confirmation) for their programme.
- (3) As soon as practicable, ākongā 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 ākongā academic record
 - d. Tuition fees, ākongā 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 ākongā are well-informed before the programme start date.

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

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

2.15. Acceptance of Offer

- (1) To be enrolled into their intended programme, ākongā 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 ākongā.

2.16. Payment for provider-based learning

- (1) Ākongā are liable for all fees related to their enrolment unless a fee waiver has been approved by the Regional Finance Director.
- (2) By confirming their intention to study, ākongā 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.



- (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

This section refers to the 'withdrawal period', which is normally the lesser of ten working days from the start date or 10 per cent of the duration of a programme, or a course within the programme. For



distance online courses or programmes, the withdrawal period is up to 28 days. Other withdrawal timeframes may apply, refer to 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.



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) Ākonga enrolled in a short course may withdraw without financial penalty until the start date.
- (2) 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.
- (3) 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 exceptional circumstances process.
- (2) If ākonga are dissatisfied with the decision, they may appeal the decision as set out in the Ākonga Appeals Policy.

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



- 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.



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 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. Ākonga have the right to appeal the outcome or decision of an RPKS process following the 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 ākongā records, in accordance with relevant legislation, NZQA rules, Te Pūkenga 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 ākongā.

4.2. Programme regulations

- (1) Te Kawa Maiooro provides the minimum expected requirements for ākongā 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 Maiooro 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 Maiooro, 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 Maiooro.
- (4) Ākongā 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 ākongā 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 ākongā in writing.



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 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



- (1) To ensure a safe, inclusive, equitable, and effective learning environment, Te Pūkenga sets out the standards of behaviour for ākonga in Te Pūkenga Ākonga Rights and Responsibilities. The expectations 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) Ākonga may appeal a breach of conduct decision following the 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) 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 Ākonga Appeals Policy.



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.



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 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
 - 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 ākongā needs and circumstances², where needed. Kaiako and ākongā 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. Ākongā 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. Ākongā 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, ākongā 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 ākongā.
 - 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.
- (4) If ākongā submit an assessment after the due date and/or time without an approved extension, the assessor may:

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



- 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 ākongā 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 ākongā.

7.6 Assessment Concession

- (1) Assessment concessions do not apply to ākongā in work-based learning covered by a training agreement. Ākongā who are affected by circumstances or situations beyond their control discuss and agree any variations required with their learning advisor.
- (2) Ākongā 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 6.5 or an Aegrotat.
- (4) Where alternative arrangements are approved as an assessment concession, the mark given is the true mark the ākongā achieves for the assessment task.
- (5) Assessment concession decisions are made using the relevant 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 ākongā to be honest and act with integrity in their learning and assessments. Ākongā 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. collude on assessments with other ākongā
 - 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 integrity policy and 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.

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:



- 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



GRADE	MARK (%)	DESCRIPTION
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

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
AC	Achieved
NA	Not Achieved

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

GRADE	DESCRIPTION
AC	Achieved
AM	Achieved with Merit
AE	Achieved with Excellence
NA	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.)
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



GRADE	DESCRIPTION
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 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

- (1) If ākonga do not agree with a reconsideration decision, they may appeal that decision following the procedures set out in the Ākonga Appeals Policy.



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.



- (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 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 Award 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 by the Chief Executive of Te Pūkenga on a case-by-case basis.

8.7. Granting of Honorary Degrees and Recognition Awards



- (1) Honorary degrees and recognition awards may be granted by Te Pūkenga Council as a mark of esteem and to recognise outstanding contributions to Te Pūkenga or the wider community as specified in the rules made by Council for the purpose of this provision.

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. ākongā 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 ākongā records are amended.
- (4) Cancellation of awards decisions are made by the Chief Executive of 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 graduation events are offered across the 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 published 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 wear the academic dress (regalia) associated with their award and/or as described in the 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.



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	<p>A (current, past, and future) domestic tertiary learner, international tertiary learner, or industry trainee or apprentice.</p> <p>A person= who is involved in learning and/or assessment (at an education and training provider or in the workplace, etc.).</p> <p>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</p>
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	<p>means a type of vocational education and training that—</p> <ol style="list-style-type: none"> is provided for a person who is working in an industry while undertaking training in that industry; and is provided wholly or partly at the person’s workplace, mainly by or on behalf of the person’s employer; and 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; 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 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.



Term	Description
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 <u>courses</u> 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 <u>programme</u> , resources, kaimahi, teaching and learning strategies and assessment activities.
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



Term	Description
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 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.
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



Term	Description
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.
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
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 ākongā 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.
Stakeholders	Individuals, groups, or organisations with an interest (or 'stake') in the outcome of a qualification.
Summative Assessment	Assessment activities that contribute to ākongā final results for a course. Summative assessment provides students with a specific measure of their achievement in 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 Pūkenga
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)



Term	Description
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 ten working days from the start date or 10 per cent of the duration of a programme, or a course within the programme. For distance online learning, the withdrawal period is up to 28 days.
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 Poari Akoranga | Academic Board November hui - Review of Te Kawa Māiororo

	A	B	C	D	E	F
1	Te Kawa Māiororo Section	Subsection	Clause current wording	Clause proposed delegation	Commentary/Questions	Column1
2	Part 1: TKM Framework	1.3. Scope of Te Kawa Māiororo	(3) Where there are inconsistencies between Te Kawa Māiororo and business division regulatory and or policy frameworks, decisions are made by the delegated authority in discussion with Te Pūkenga quality team and taking into account the best interests of the ākonga.	(3) Waivers or variations to provisions of Te Kawa Māiororo, and any inconsistencies with other regulatory or policy frameworks, are decided by the Regional Quality Manager in consultation with the Ako Excellence Director , 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.		Is it proposed that the Regional Learner Success Director will be available for such discussions? Generally these decisions are needed fairly quickly. Consideration of consistency of decisions across the motu will also need to be taken into account. The inclusion of the Ako Excellence Director should allay concerns regarding this matter.
3		1.3. Scope of Te Kawa Māiororo	(4) Waivers or variations to provisions of Te Kawa Māiororo may be approved by the delegated authority in exceptional circumstances. Any provisions that are mandated by an external regulatory body, New Zealand legislation, or the New Zealand Qualifications Authority (NZQA), e.g., English Language requirements, cannot be waived.	<i>Incorporated into the above clause</i>		
4		1.3. Scope of Te Kawa Māiororo	(5) Delegated authorities are identified in the business division Delegations Register.	<i>To be deleted</i>		I see that clause 1.3(5) has been deleted from TKM - where will the delegations that remain denoted as 'delegated authority' be documented in the meantime? Te Pūkenga Delegations Register
5	Part 2: Enrolment	2.9 Admission and Entry Requirements	(2) General admission provisions include: 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 the ākonga level of preparedness for their intended programme.	(2) General admission provisions include: 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 Regional Domain Head focuses on the ākonga level of preparedness for their intended programme.	These decisions need to be made at a local level for quick decision making. Not sure the Regional level person will have time to deal with these decisions on a daily basis. Agree	
6		2.11. Ākonga under 16 years of age	(1) To accept an application from an ākonga under 16 years of age, the delegated authority confirms they are satisfied that the ākonga is capable of successfully completing the intended programme.	(3) To accept an application from an ākonga under 16 years of age, the Regional Domain Head confirms they are satisfied that the ākonga is capable of successfully completing the intended programme.	Suggest programme management at that delivery site. Again Regional level decision making is too far from the student facing processes. Agree	
7			(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.	(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 Regional Learner Success Director .	Will take too long to include Regional level - must be at the programme management level Agree	
8		2.16. Payment for provider-based learning	(1) Ākonga are liable for all fees applicable to their enrolment unless a fee waiver has been approved by the delegated authority.	(1) Ākonga are liable for all fees applicable to their enrolment unless a fee waiver has been approved by the Regional Finance Director .	<i>Change made - role appointed.</i>	Delegation already on Standard Register
9		2.17 Late Enrolment	(1) An ākonga may 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 their decision, the delegated authority balances a desire to be flexible against the likelihood of ākonga success following late enrolment.	(1) An ākonga may be accepted for late enrolment by the Regional Domain Head 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.	Will take too long to include Regional level - must be at the programme management level Agree	
10		2.18. Transfer of enrolment	(1) 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.	(1) 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 Regional Ako Network Director .	Discussion between the Regional Ako Network Directors where ākonga seek to transfer from one rohe to another.	Will take too long to include Regional level - must be at the programme management level Complexity will vary depending on whether transfer is within the same domain and/or rohe - perhaps delegation needs to be differentiated
11		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 an ākonga who: a. Has breached their business division's Code of Conduct or the conditions of their Training Agreement b. Has a history of unpaid debt with Te Pūkenga c. Has a history of repeated enrolments, failures, no-shows, or other withdrawals.	(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 Regional Ako Network Director authority may refuse to enrol or may cancel the enrolment of an ākonga who: a. Has breached their business division's Code of Conduct or the conditions of their Training Agreement b. Has a history of unpaid debt with Te Pūkenga c. Has a history of repeated enrolments, failures, no-shows, or other withdrawals.	To be confirmed - financial and/or operational matters may not sit with RAND.	Considerations around consistency of decisions across the motu will also need to be taken into account - perhaps Regional Executive Director?
12		2.21 No-show	(1) If an ākonga does not attend within the withdrawal without penalty period (except waitlisted programmes) and does not respond to any communications, the delegated authority may cancel their enrolment as a 'no-show'.	(1) If an ākonga does not attend within the withdrawal without penalty period (except waitlisted programmes) and does not respond to any communications, the Regional Domain Head may cancel their enrolment as a 'no-show'.	Will take too long to include Regional level - must be at the programme management level Agree - In line with TEC requirements - mostly an administrative task?	
13		2.23. Withdrawal after 10 per cent of course duration	(1) If an ākonga withdraws after 10 per cent of the course duration, they are not entitled to any refund, unless they can prove to the delegated authority that they were affected by exceptional circumstances	(1) If an ākonga withdraws after 10 per cent of the course duration, they are not entitled to any refund, unless they can prove to the Regional Domain Head that they were affected by exceptional circumstances	This will take too long and one can imagine how many such applications will be on the Regional Domain Head's desk from all the business units in that Region. Huge log jam Delegation outlined in Standard Delegation Register - Regional Finance Director and Academic Leads Jointly	
14		2.24. Withdrawal after 80 per cent of course duration	(3) 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 DNC grade is recorded.	<i>Moving to Assessment section as about extension rather than withdrawal</i> 3) Te Pūkenga aims to assist postgraduate ākonga to complete their studies by arranging extensions where appropriate and with the approval of their supervisor and programme lead. If this is not possible, a DNC grade is recorded.	At programme level which is the right way. Agree. Who is the 'programme lead'?	
15		2.25. Withdrawal by Te Pūkenga of disengaged ākonga	(1) Where an ākonga has disengaged after the withdrawal period and has not responded to reasonable attempts to contact them, the delegated authority may treat their non-engagement as a withdrawal and withdraw the ākonga on their behalf.	(1) Where an ākonga has disengaged after the withdrawal period and has not responded to reasonable attempts to contact them, the Learner Success Manager or Regional Domain Head may treat their non-engagement as a withdrawal and withdraw the ākonga on their behalf.	Which one? Is this an operational or learner success decision? attendance. Agree	It is the programme management level decision. Unlikely learner success will be able to manage the number of incidences in a timely manner - Note Studylink require 5 working days after last date
16		2.25. Withdrawal by Te Pūkenga of disengaged ākonga	(3) Te Pūkenga notifies the ākonga in writing that their enrolment has been withdrawn on their behalf and advises the person or organisation that paid the fees. The ākonga remains liable for fees except with the approval of the delegated authority.	(3) Te Pūkenga notifies the ākonga in writing that their enrolment has been withdrawn on their behalf and advises the person or organisation that paid the fees. The ākonga remains liable for fees except with the approval of the Regional Finance Director .		
17		2.30. Ākonga nō tāwāhi transfers and withdrawals	(6) Returning ākonga nō tāwāhi [international learner] 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.	(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 Head of International Admissions and Operations decides the amount to be refunded (if any). The agent commission is not refunded.	Can this be achieved in a timely manner? Agree	

Te Poari Akoranga | Academic Board November hui - Review of Te Kawa Maiooro

	A	B	C	D	E	F
18		2.30. Ākonga nō tāwāhi transfers and withdrawals	(12) Refunds are not normally payable to New Zealand bank accounts unless the ākonga was already resident in New Zealand on the date their Offer of Place was sent to them (or their agent) and they made their original payment from a New Zealand bank account. An exception to this provision may be made with the approval of the delegated authority.	(12) Refunds are not normally payable to New Zealand bank accounts unless the ākonga was already resident in New Zealand on the date their Offer of Place was sent to them (or their agent) and they made their original payment from a New Zealand bank account. An exception to this provision may be made with the approval of the Head of International Admissions and Operations .	Can this be achieved in a timely manner? Agree	
19		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.	(1) Te Pūkenga may cancel or postpone a programme or course. Cancellation decisions are made by the Regional Executive Director 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 Ako Delivery Director or International Director prior to action.	2nd delegation to be confirmed	Suggest decision too far up the chain and should be more at operational level. Suggest that decisions around cancellation of programmes in which ākonga nō tāwāhi are enrolled are appropriate to be taken at higher level and should be discussed with both the Ako Delivery Director and International Director. Cancellation of programmes in which only ākonga nō Aotearoa are enrolled should be discussed with Ako Delivery Director
20	Part 5: Learning, Teaching, and Training	5.2 Progress	(6) 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 on the reenrolment to ensure the ākonga has a reasonable chance of success.	(6) Ākonga who have had their enrolment withdrawn or reenrolment declined and who wish to reenrol apply to the Regional Learner Success Director prior to the programme or course start date. To be approved, they must satisfy the Regional Learner Success Director that they have a reasonable chance of success. Te Pūkenga may put conditions on the reenrolment to ensure the ākonga has a reasonable chance of success.	Surely this is the programme management decision level as they know their students and what is expected. Seeing large log jam here. Agree	
21	Part 7: Assessment	7.1. Assessment information	(7) 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) Ākonga who repeat a course and do not pass may not enrol for a third time except with the permission of the Regional Domain Head . 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.	Surely this is the programme management decision level as they know their students and what is expected. Seeing large log jam here. Think that the Regional Domain Head seems ok for ākonga who have already failed a course twice.	
22		7.1. Assessment information	(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.	(2) No changes may be made to summative assessment requirements and conditions after the course or training agreement start date unless approved by the Head of Domain and notified in writing to all affected ākonga.	(ACLS) Needs to be confirmed that this sits in their purview.	Would need to be more a Quality decision made due to exceptional circumstances? Agree - Perhaps Regional Quality Manager?
23		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.	Rewrite required - any exceptions will be approved at development by Te Ohu Approvals; any exceptions added after approval will require regional academic committee approval as a Type 1 Change.	No delegation needed in TKM	
24		7.5. Variations to assessment	Variations to assessment are provided to support individual ākonga needs and circumstances, where needed. The 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.	Variations to assessment are provided to support individual ākonga needs and circumstances, where needed. The 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 Regional Quality Manager .	Needs to be confirmed - decision to be made closer to the ākonga?	Agree - this is a local programme management issue and needs resolution very quickly. Agree
25		7.5. Variations to assessment	(1) Due Date Extensions c. Extensions that fall outside of the course end date can only be approved by the delegated authority.	(1) Due Date Extensions c. Extensions that fall outside of the course end date can only be approved by the Regional Domain Head .	This will not work in a practical sense. It is the local programme committee that should make the decision and it needs to be made quickly to inform the student. We often offer extensions for course work due to exceptional circumstances - why would this decision need to be made at a Regional level? Agree but suggest that there should be a limitation on the duration of such extensions; by Programme Committees outside course end dates (eg 3 months) after which it should be escalated to avoid ongoing extensions being granted and SDR issues	
26		7.7 Assessment Concession	(5) Assessment concession decisions are made using the business division procedures and approved by the delegated authority.	(5) Assessment concession decisions are approved by the Regional Quality Manager .	Log jam. Agree - NB I think this is TKM section 7.6 rather than 7.7	
27		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.	(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 Regional Domain Head and ākonga are notified in writing.	Log jam. Hopefully this will only occur in exceptional circumstances, however who will approve exceptions decided in advance and specified in the course outline? This sounds like as long as kaiako include it in the course outline, they can take as long as they wish.	
28		7.18. Reconsideration of assessment decisions	(3) If the ākonga still believes that the mark or grade is incorrect, they should apply to the Programme Manager or delegated authority for a reconsideration within ten working days of the return of the assessment.	(3) If the ākonga still believes that the mark or grade is incorrect, they should apply to the Regional Domain Head or Regional Ako Network Director or programme leader who reports to Regional Domain Head for a reconsideration within ten working days of the return of the assessment.	Needs to be clarified	This is a local business division decision under "appeals" or "remark" or other current descriptions. It cannot be at Region level - we will drop in the workflow. Agree
29		7.18. Reconsideration of assessment decisions	(4) Reconsideration requests are investigated, and appropriate action decided by the Programme Manager or 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.	(4) Reconsideration requests are investigated, and appropriate action decided by the Regional Domain Head or Regional Ako Network Director or programme leader who reports to Regional Domain Head . 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.	Needs to be clarified	This is a local business division decision under "appeals" or "remark" or other current descriptions. It cannot be at Region level - we will drop in the workflow. Agree

Te Poari Akoranga | Academic Board November hui - Review of Te Kawa Maiooro

	A	B	C	D	E	F
30		7.19 Reconsideration of course final grade	(2) The application must be received by the business division delegated authority within ten working days of ākongā receipt of the final result. The grounds for the reconsideration are reviewed and the ākongā notified in writing within five working days of receipt of the application whether their request for reconsideration has been accepted, and next steps to be taken, or declined, and the process for appeal of the decision.	(2) The application must be received by the Regional Domain Head or Regional Ako Network Director within ten working days of ākongā receipt of the final result. The grounds for the reconsideration are reviewed and the ākongā notified in writing within five working days of receipt of the application whether their request for reconsideration has been accepted, and next steps to be taken, or declined, and the process for appeal of the decision.	Needs to be clarified	This is a local business division process under the "appeals" umbrella, not at Regional decision making level.
31		7.19 Reconsideration of course final grade	(3) Where the application is accepted, an investigation is undertaken, 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.	(3) Where the application is accepted, an investigation is undertaken, and the appropriate action or outcome decided by the Regional Domain Head or Regional Ako Network Director . This may include a reconsideration of one or more assessment grades or assessment evidence, or amendment of the final grade.		This is a local business division process under the "appeals" umbrella, not at Regional decision making level.
32	Part 7: Awards	7.9 Cancellation of Awards	(1) Cancellation of awards decisions are made by the delegated authority.	(1) Cancellation of awards decisions are made by the Chief Executive of Te Pūkenga .	Assume process will be put in place for this.	Clause 8.8(4) Makes sense



Open Minutes for 1 November - TE OHU WHAKAHAERE APPEALS

01/11/2023 | 11:00 AM - 01:00 PM - Auckland, Wellington New Zealand Standard Time

Attendees (9)

Glynnis Brook (Co-chair); Cheryl Little (Appeals Officer); Melanie Baynes; Sue Crossan; Lulu Lutui; Margaret Naufahu; Adele McLean; Julie McDonald; Robyn McNaught

Apologies: Aine Whelan-Kopa, Marama Rawiri

Absences: D. Raerino

Agenda

Karakia Timatanga

Karakia delivered by M. Naufahu.

1. Welcome | mihi

G. Brook chaired the meeting. C. Little noted she will be leaving her role as Appeals Officer with H. Passmore as new Appeals Officer. Te Ohu thanked C. Little for her contribution.

2. Disclosure of Conflict of Interest

The Chair noted that she is now Operations Lead for Ara Te Pūkenga.

3. Administration

3.1 Minutes of the scheduled meeting held on 4 October 2023

The Chair noted that the closed minutes of Te Ohu need to be included at closed portion of Te Poari. Minutes of the scheduled meeting held on 4 October 2023 were received as a true and accurate record. (G. Brook/J. McDonald)

CARRIED

3.2 Action List

The action list was updated as follows:

- 19.07.2023 - closed.
- 19.07.2023 - still in progress.
- 19.07.2023 - still in progress.
- 19.07.2023 – closed.
- 230818-5 - H. Passmore to complete. Draft will come back to Te Ohu prior to going live.
Action 230111-1: J McDonald to share draft online form with H. Passmore. H. Passmore to finalise draft online form with the inclusion of tick box for applicant to choose a tikanga approach.
- 230818-6 - closed.
- 230818-9 - closed.
- Workplan discussion for 29 November meeting.
- 230818-11 - closed.

4. Health, Safety & Wellbeing

There were no health, safety and wellbeing issues reported.

5. Reports from Te Poari Akoranga

The Chair provided an update from the October Te Poari Akoranga meeting, including:

- The Moderation Framework has been approved, is on Te Whare, and will be live from 1 January 2024.
- Ako Ohu are looking at staff and student awards going forward – Teaching and Learning awards..
- Draft Right and Responsibilities Policy was presented and approved by Te Poari Akoranga and will come into effect in semester two 2024.
- Approvals ohu discussed the challenges in the regulatory space.
- Self-assessment of each ohu will be needing to be completed. Chair will keep te Ohu posted.
- Discussion about drafted revised TOR Te Poari Akoranga.

6. Correspondence

No correspondence was received.

Resolution to exclude the public

RESOLVED (G. Brook/J. McDonald)

CARRIED

Te Ohu moved into closed session.

Te Ohu moved back into open session.

8. General Business

Te Ohu noted that many members' roles have been disestablished. This will be J. McDonald's last meeting with Te Ohu. The Chair thanked J. McDonald for her contribution to Te Ohu.

9. Next meeting

The next meeting will be Christmas-themed.

Poroporoaki

Delivered by M. Naufahu.

The meeting closed at 11.49am.

Actions from 1 November 2023

Date	Detail	Owner	Status
230111-1	J McDonald to share draft online form with H. Passmore. H. Passmore to finalise draft online form with the inclusion of tick box for applicant to choose a tikanga approach.	H Passmore	For 29 November meeting

Actions from previous meetings

Date	Detail	Owner	Status
19.07.2023	Draft a communication to MIT regarding our concerns around their Concerns, Complaints & Appeals processes – discuss with Megan Gibbons	G Brook	In progress
19.07.2023	Consider training requirements to improve capability of te ohu members – include in 2024 workplan	All	In progress
230818-11	Workplan 2024 discussion: how to co-opt people	G Brook or M Rawiri?	In progress

Te Ohu Whakahaere Appeals Annual Report

15 November 2023

Title	Te Ohu Whakahaere Appeals Annual Report
Provided by	Dr Glynnis Brook and Marama Rawiri
Author	Marama Rawiri and Dr Glynnis Brook
For	Receiving and discussion.

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receive Te Ohu Whakahaere Appeals Annual Report
b.	Determine the function and purpose of Te Ohu Appeals and if this is to retain an operational function, to determine and set in place the appropriate resourcing.
c.	Reflect on the interrelationship between te ohu and the mechanisms that ensure clear messaging across and between these committees, and up and down to Te Poari itself, so to avoid undue delays and lack of clarity of current decisions.

Te Ohu Whakahaere Appeals Purpose

There are two purposes for this Ohu:

1) Governance

Ensuring themes and patterns in respect of concerns, complaints and appeals across the motu are evaluated and reported to Te Poari Akoranga (academic appeals) and Learner and Employer Experience and Attraction Division (non-academic appeals) to identify best practice and for the purpose of making recommendations for improvement.

2) Operations

Te Ohu to:

- a. Receive unresolved ākongā appeals that have been considered and determined by a Te Pūkenga Business Division, where ākongā are unsatisfied with the outcome of the decision(s) of the Business Division appeal process. NOTE: prior to accepting an appeal, te ohu will assure itself that the Business Division processes have been undertaken and concluded.
- b. Seek resolution (where appropriate) by initiating an inquiry and by facilitating a settlement and/or withdrawal of the appeal.

Membership

Marama Rawiri – interim Co-Chair, was nominated to take this role. In April Cheryl Little was appointed as Interim Appeals Officer until 31 October 2023. This role now sits with Haley Passmore, Governance Advisor.

Te Ohu was partially stood up in December 2022 with three (3) members. This meant that te ohu could not be fully operational when the Appeals policy went live 1 January 2023. Urgent attention was required to fill the vacant positions as the Terms of Reference could not be fulfilled. An Expression of Interest (EOI) notice was issued early 2023. This bolstered te ohu membership by three (3). Following a change of role, one (1) member resigned te ohu leading to a further EOI. Seven (7) additional members were appointed by te ohu, as per the revised and approved TOR, and approved at the 12 July meeting of Te Poari Akoranga.

In September two (2) members resigned following successful appointments outside of Te Pūkenga.

Current membership

Dr Glynnis Brook, Marama Rawiri (Co-Chairs), Sue Crossan, Dell Raerino, Melanie Baynes, Margaret Naufahu, Adele McLean, Lulu Lutui, Robyn McNaught, Aine Whelan-Kopa (ākonga representative). No voting member Haley Passmore in role of Appeals Officer.

Hui – held 2023.

Friday 24 February	Online
Thursday – Friday 20/21 April	Face-to-face
Wednesday 17 May	Online
Wednesday 28 June	Online
Wednesday 19 July	Online
Friday 18 August	Face-to-face
Wednesday 27 September	Online
Wednesday 1 November	Online
Wednesday 29 November	Online

Summary of Activities

Include reflection on how well te ohu has met its ToRs

Summary of Key Achievements

- Building membership and induction
- Revised Terms of Reference to reflect the two (2) purposes of te ohu and required membership – approved by Te Poari Akoranga.
- Appeal hearing process established, implemented.

- Two (2) completed inquiry panels.
- Appeal application form revised, simplified, and approved at Te Poari Akoranga. Currently being created in digital format.
- Appointment of Interim Appeals Officer approved, and draft job description for this role drafted and provided to DCE - ACLS.
- Outcome letter templates revised, implemented, and modified having been utilised.
- Appeal Flow chart devised and in place.
- Teams site established and structured.
- Register of Appeals established.
- Conflict of Interest register established.
- Information sheets developed – What we do (designed for Business Divisions and ākongā); Your appeal Inquiry – what to expect for ākongā and support/whānau.
- A draft policy to include concerns, complaints and appeals was drafted and presented to te ohu Quality. The passage of this through Te Ohu Quality was delayed to the point where the proposed model (that continued to rely on Business Divisions as an interim, clarifying how these matters can be addressed while the operational model was established) became outdated. This policy was shelved with the view to looking at a future focussed approach. Working with LEEA kaimahi in respect of ākongā concerns and complaints. Ongoing. This work will lead to the development of a future focussed Concerns, Complaints and Appeals policy under the new Te Pūkenga structure.
- Appeals received 2023 (as at mid-November) - fourteen (14)
 - Appeals resolved prior to establishment of ohu – two (2). Closed
 - Appeal Inquiry Panels established and concluded - two (2).
 - Appeals moved to Governance – two (2)
 - Appeals concluded with no inquiry – six (6)
 - Appeals in progress – two (2)

Reflections

- i. It is important for the organisation to ensure that any future policies ‘go live’ when the structures, systems and processes are in place to support the implementation. When the Appeals policy was activated – 1 January 2023 – te ohu was not able to undertake the roles and responsibilities that sat within its scope. There were several reasons for this:
 - The committee consisted of three (3) people. This was less than half of the required membership. Resourcing was inadequate.
 - Variation between the Appeals Policy and the Terms of Reference (TOR) for te ohu existed. For example, the TOR noted that te ohu was responsible for academic appeals, while the Appeals policy referred to all appeals. This meant that the TOR needed urgent revision to reflect policy, and members needed to consider the ramifications of this approach given their appointment to te ohu based on the original TOR.

- Consideration of appeal processes and flow had not been fully developed.
- ii. The TOR also established te ohu as a governance and operational ohu which differs for the other ohu reporting to Te Poari Akoranga. It remains to be seen if this dual function will be continued as the structure is stood up or whether an appeals office (or like) will be established. Appeal investigations and hearings can be time consuming. If current practice continues then serious consideration will need to be given to resourcing.
 - iii. The current systems across the network have also required work arounds. For 2023 members of te ohu have not been provided access to the appeals email. This is where appeals are received by the organisation. This posed a significant risk. The monitoring of the email fell to Quality Director, who then forwarded any incoming appeals via email. This has been rectified (in October) with the Governance Advisor linked to te ohu with a secretarial and appeals officer function being given access.
 - iv. It is important that the mahi of all ohu is reported well both up to Te Poari Akoranga and back via chairs of te ohu to their members. This reflection is based on commentary that clearly indicates that Te Poari Akoranga approval of documents (letters and templates) and a recommendation that Te Ohu Appeals collaborate with LEEA – which was already occurring and reported to Te Poari - had not been relayed/understood by other sub-committees. It will be critical going forward to ensure that ohu are attuned to the mahi of each committee and decisions at Te Poari.

Summary of Decisions Made

Appeal Inquiries – decision to uphold appeal. Actions required completed. Appeals closed.

Terms of Reference agreed, acknowledgement, process and outcome letter templates recommended for approval by Te Poari Akoranga – approved.

Option for face-to-face inquiry panels available as required. Approved by Te Poari.

A combined policy for concerns, complaints and appeals would serve ākongā and kaimahi better – working with LEEA kaimahi on this. Work in progress and on plan for 2024.

Areas for Improvement

Governance function – role, responsibility, and parameters. This function requires further consideration from a national perspective and to understand the wider context as Business Divisions are phased out.

Ohu member development.

Proposed focus areas for following year

Policy setting – Concerns, Complaints, and Appeals Policy draft.

Governance role – how to spread learnings from the appeal processes.



Process of co-opting ohu members as required – mechanisms for ensuring consistency of practice and outcome.

Professional development needs of ohu members in the appeals domain.

Summary and thanks

Given the challenges we are extremely proud of the work this ohu has achieved in the short time that it has been established. The team have come together, are collaborative, committed to the mahi and to ensuring that the experience of ākongā in the concerns, complaints and appeals domain is the best it can be.



Continuous Quality Improvement Plan

Based on this report, identified areas for improvement, and proposed focus areas, describe the actions to be taken to address these.

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1.	Review Governance function – role, responsibilities, and parameters.	Clear and well socialised principles, processes, and practices in respect of Governance.	Workshop of te ohu Developing up strategy Approval form Te Poari Akoranga	Mid-year 2024	
2.	Develop a professional development plan for te ohu members specific to the needs for the mahi.	Consistent practice, sound knowledge in appeal processes, including legal as pertaining to appeals.	Identify needs. Develop a plan – time and detail specific. Implement plan. Evaluate.	End 2024	

Te Ohu Whakahaere Quality Annual Report

15 November 2023

Title	Te Ohu Whakahaere Quality Annual Report
Provided by	Deborah Young (Quality Lead) and Fiona Moyer (Director Academic Quality)
Author(s)	Fionna Moyer (Director Academic Quality) and Deborah Young (Quality Lead)
For	Receiving

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receive Te Ohu Whakahaere Quality 2023 Annual Report
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Te Ohu Whakahaere Quality Purpose

The purpose of Te Ohu Whakahaere Quality is to

- Provide leadership in academic evaluation and quality assurance; and ensure quality improvement by overseeing and monitoring the consistent application of the quality assurance system, including developing and recommending to Te Poari Akoranga approval of policies and operating procedures.

The role of Te Ohu Whakahaere Quality is to:

- Provide advice, leadership, and recommendations to Te Poari Akoranga that facilitate integrated evaluative quality assurance aligned to Te Pūkenga strategies, values, goals, and planned outcomes.
- Drive a culture of continuous quality improvement and self-assessment by providing a forum for discussion to inform strategies, plans and practice for improving learner success and sustainable educational quality.
- Monitor evidence-based quality improvement processes and review compliance and effectiveness of quality assurance processes.
- Oversee the development, implementation and review of academic policies and procedures ensuring appropriate consultation.

Membership

At the beginning of 2023 we were saddened at the passing of our Co-Chair Kim Isherwood. Hemi Hoskins resigned, and we welcomed new members Malama Saifoloi and Fiona Campbell. Fiona Moyer was elected as the Co-Chair.

Hui

Nine hui were held in total. One was held face to face at MIT and the remainder online.

Summary of Activities

Include reflection on how well Te Ohu has met its ToRs

Summary of Key Achievements

Over the 2023 year Te Ohu settled into a highly functioning team. Given the stable nature of our membership, relationships formed and were cemented at our face-to-face hui. Committee members have worked outside of hui to review documents and form smaller working groups to respond to various requests. The Ohu has responded to a variety of operational matters in 2023. When the structure is fully set up in Q1 2024, the membership will be reviewed to ensure cross regional membership. It is envisaged that the Ohu will be able to provide more of a governance role for organisation.

Over the 2023-year, Te Ohu Whakahaere Quality achieved the following:

- Engaged in many discussions relating to Moderation processes and tools for Te Pūkenga with working group leads
- Reviewed Te Kawa Maioorooro ready for endorsement at Te Poari Akoranga
- Policies – identified key policies for development and implementation
- Reviewed the NZQA Self-Assessment Report
- Wide discussion on the Organisational Design and Change proposal and subsequent final decisions documents
- Instigated the Educational Quality Forum Working Groups and receive regular updates on the mahi completed
- Provided feedback on the updated Self-Assessment Framework in relation to the Pūkenga Quality Management Framework

Provided feedback on the following:

- Entry Requirements Project
- development of ACLS policies
- Concerns, Complaints and Appeals Policy
- Generative AI Project
- Learner Integrity policy

Summary of Decisions Made

Whilst the summary of key decisions looks quite limited, there were many and varied discussions about each item listed below with the majority being presented to the Ohu on more than one occasion.

Over the 2023-year, Te Ohu Whakahaere Quality engaged in the following decision-making:

Endorsed the following Te Pūkenga policies for approval at Te Poari Akoranga:

- Self-Assessment Policy
- Assessment Policy
- Moderation Policy and Moderation Framework, Transition Plan and accompanying tools
- National Pastoral Care Policy
- Ākongā Right and Responsibilities

Areas for Improvement

Whilst we developed a workplan for 2023 it continued to evolve. For 2024 initiate a workplan from Q1 with key milestones and deliverables identified.

Proposed focus areas for following year

- Programme Approval process – phase development in collaboration with Solutions team
- Identification of educational designers and quality assurance kaimahi as key leads in unification design
- Set timeframes for all phases of degree development unification
- Te Kawa Maiororo fully developed with policy suite to support
- Programme Committee Terms of Reference to be finalised and in use by unified programmes
- Type 1 & 2 change process approved - change of Matters for Central Decision Making (MCDM) form for Academic Centre and Learning Systems use
- Respond to NZQA in relation to the Te Pūkenga Self-Assessment report
- Receive information on academic risks, monitor associated mitigation actions and report as relevant to Te Poari Akoranga
- Overseeing the development of Regional Academic Committees and the intersect with the Programme committees
- Consider Continuous Quality Improvement practice quarterly



Continuous Quality Improvement Plan

Based on this report, identified areas for improvement, and proposed focus areas, describe the actions to be taken to address these.

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1.	Initiate 2024 workplan for Te Ohu	Workplan sets scene for te Ohu focus for 2024 and delivers key outcomes	<ul style="list-style-type: none"> - Workplan devised - Regular reporting from Ako Excellence to update on progress 	1st hui 2024	Co-Chairs
2.	Add Academic Risk to the agenda	Academic Risk is noted and reported as relevant to Te Poari Akoranga	<ul style="list-style-type: none"> - Formulate a process for reporting academic risk from business units. 	Q1 2024	Ako Excellence Director
3.	Membership of Te Ohu reviewed in line with structure changes within Te Pūkenga	Membership of te Ohu is representative of new roles	<ul style="list-style-type: none"> - Review membership roles - Review current membership to that individuals align 	Q2 2024	Co-Chairs
4.	Further development of Te Kawa Maioorooro (TKM)	Te Kawa Maioorooro fully implemented for 2025. Grand parented policy removed.	<ul style="list-style-type: none"> - Utilise artefacts developed by EQF working groups - Complete the suite of policies and accompanying procedures/guidelines/templates to support TKM 	Q2 2024 Q4 2024	Ako Excellence Director and Quality Manager and team
5.	Programme development phase process in place	Develop and approve a programme development phase process for all unification	<ul style="list-style-type: none"> - Work collaboratively with Ako Solutions - Clear scope of roles defined for programme development - Timeframes for degree development developed, agreed and communicated to the network 	Q1 2024 Q1 2024 Q2 2024	Ako Excellence and Ako Solutions Directors and their teams



6.	Governance structures of academic matters finalised and operationalised	Governance structures are in place and operating	<ul style="list-style-type: none"> - Overview diagram of how Regional Academic Committees, Programmes Committees (local/regional/national) fit together – possible overlaps identified - Terms of Reference developed for all - All committees stood up formally 	<p>Q1 2024</p> <p>Q1 2024</p> <p>Q3 2024</p>	Ako Excellence Director and Quality Manager and team
7.	Academic Matters Decision form updated	MCDM form that increases visibility of academic matters requests	<ul style="list-style-type: none"> - Review current MCDM for academic matters - Develop flow chart for Type1/2pogramme changes for unified and legacy products. - Communicate change to network 	<p>Q1 2024</p> <p>Q1 2024</p> <p>Q1 2024</p>	Ako Excellence Director in collaboration with National Ako Directors
8.	Consider Continuous Quality Improvement in the Ohu	Te Ohu is regularly self-reflecting on performance	<ul style="list-style-type: none"> - Instigate self-assessment activity of Te Ohu 	Q1,2,3,4	Co-Chairs

Te Ohu Whakahaere Approvals Annual Report

20 November 2023

Title	Te Ohu Whakahaere Approvals Annual Report
Provided by	Doug Pouwhare and Di Lithgow
Author	Doug Pouwhare and Di Lithgow
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receive Te Ohu Whakahaere Reflection
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Te Ohu Whakahaere Approvals Purpose

The purpose and role of Te Ohu Whakahaere Approvals is to approve programmes and qualifications and associated changes in accordance with approved delegations across Te Pūkenga network, to Te Poari Akoranga for endorsement, with a relentless focus on equity, access, and participation to support a culture of equity and diversity where all learners and their whānau are included and valued.

Membership

There are currently fourteen members in te ohu.

In March we sent out expressions of interest for six new members and these vacancies were filled by April. At the April hui we welcomed all the new members.

The currently membership mix is made up of nine members from the ITP Divisions, four from the WBL Divisions and one from Te Pūkenga ACLS. There is an excellent depth of knowledge across te ohu.

Hui

We Have held nine hui throughout the year from February until November. The quorum was met each time.

The programme writers and team members from quality assurance and approvals – ACLS joined te ohu to present the approval and respond to any questions and/or feedback.

Summary of Activities

Include reflection on how well Te Ohu has met its ToRs

Summary of Key Achievements				
Approvals	ITP		WBL	TOTAL
	Levels 1-6	Level 7+	Levels 1-6	
Submitted	27	7	17	51
Approved	21	3	9	32
Progressing with WDC	5	-	2	7
Progressing with NZQA	1	4	6	11

Summary of Decisions Made
<p>A request was made to Te Poari to increase the size of te ohu given the amount of mahi that was coming through approvals. This was approved and te ohu increased from 8 to 14 members.</p> <p>Programme's were allocated out to sub-groups to lessen the load on te ohu members. Where applicable members with experience in the discipline were allocated accordingly.</p> <p>It was decided to provide the nominated programme developer(s) with the critique document prior to the hui for them to prepare for te ohu hui.</p>

Areas for Improvement
<ul style="list-style-type: none"> The time in which te ohu members have to review the documents before meeting as an ohu to approve can get tight and we need to have a clear lead in period and submission plan in place. More thought needs to go into increasing the evidence requirements for consultation with mana whenua - Iwi Hapū whānau. We need to continue to evaluate the effectiveness and relevance of the hybrid PIT/POS Programme Approval and Accreditation template for submission to NZQA. Te ohu members have requested a feedback loop of the RFI's that come back from NZQA to enable learnings and improvements with future programmes being submitted. At times the committee has struggled with the volume of approvals one month, as opposed to no approvals in another month. We need to consider how we gain visibility of programme approvals so that we can resource accordingly.

Proposed focus areas for following year

- Providing te ohu a regular update on the status of programmes, once they have been approved by te ohu e.g. timeframes of submission, WDC endorsement, RFI requests, NZQA approval.
- Having an overview and understanding of the Maturanga Maori snapshot tool to provide assurance of the capability and resourcing of programmes
- Include oversight of Micro Credential development, this is currently developed and approved through the Business Divisions.

Appendix: NZQA and WDC Submissions 2023



Continuous Quality Improvement Plan

Based on this report, identified areas for improvement, and proposed focus areas, describe the actions to be taken to address these.

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1.	Providing te ohu a regular update on the status of programmes, once they have been approved by te ohu e.g. timeframes of submission, WDC endorsement, RFI requests, NZQA approval.	Te ohu is provided a regular update of programme approval activity.	Request the QA team provide a regular update to te ohu as part of a regular agenda item.	To start 2024	Co-chairs will request from QA team.
2.	Having an overview and understanding of the Maturanga Maori snapshot tool to provide assurance of the capability and resourcing of programmes	Te Ohu are familiar with the Maturanga Maori snapshot tool, and gain confidence in understanding the embedding of Maturanga Maori, thereby giving approval.	Arrange for a presentation of the Maturanga Maori snapshot tool. Agree the steps of approval for te ohu re the embedding of maturanga Maori.	To start 2024.	Co-chairs will work with Layelin Stewart to develop this capability across te ohu.
3.	Include oversight of Micro Credential development, this is currently developed and approved through the Business Divisions.	Oversight of all product (MC and programme) development and approval.	Working with the Ako Solutions Director in 2024 to develop a product development plan to provide visibility of when proposed products will be submitted to te ohu for approval.	To start 2024.	Co-chairs will work with the Ako Solutions Director to implement this over 2024.

Compared with	Contrast with	Submitted to	Application
Learning Goals	Te Poari	12/20/2021	CESTO

Te Ohu Whakahaere Ako Annual Report

15 November 2023

Title	Te Ohu Whakahaere Ako Annual Report
Provided by	Te Wai Collins and Michael Alsford
Author	Te Wai Collins and Michael Alsford
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receive Te Ohu Whakahaere Ako Annual Report
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Te Ohu Whakahaere Ako Purpose

Summary of purpose and role of Te Ohu Whakahaere Ako¹

Purpose (Ngā Tikanga):

The primary purpose of Te Ohu Whakahaere Ako is to lead and support Te Poari Akoranga and, when applicable, Te Pūkenga Organisational Structure Networks, with a key focus on ensuring effectiveness in several critical areas. This includes upholding Te Tiriti o Waitangi in teaching and learning through equitable practices, fostering partnerships with Māori, incorporating Mātauranga Māori for inclusive education, facilitating seamless integration of provider-based and work-based learning, ensuring high-quality learning, and teaching methods, aligning with the Te Pūkenga Whiria Te Ako Framework, and prioritising equitable outcomes for Māori, Pacific, and learners with disabilities throughout the Te Pūkenga network.

Role (Ngā Mahi):

The role of Te Ohu Whakahaere Ako involves the application of an equity lens to delegate responsibilities and fulfil its purpose. This includes identifying, promoting, and enhancing Mātauranga Māori in learning and teaching practices, ensuring culturally responsive practices for learner success, supporting barrier-free access and success for specific learner groups, developing innovative resources for flexible learning, and providing accessible learner support. The committee also plays a crucial role in providing assurance and recommendations for innovation in teaching and learning delivery and training through monitoring, reporting, and review. This encompasses governance and oversight of the Te Pūkenga Ako Framework, curriculum, resources, assessment, quality, facilitation of learning, capability, digital and physical environment, research, and new delivery methods. Additionally, Te Ohu Whakahaere Ako collaborates with other committees within

¹ Te Ohu Whakahaere Ako Terms of Reference, [Final Draft ToR Ohu Whakahaere Ako 13062023.docx](#)



Te Pūkenga to promote research projects, ensure quality in learning experiences, endorse transformational programs, and conduct reviews of assessment processes for consistency in Teaching and Learning Delivery.

Membership

Te Ohu Whakahaere Ako, currently comprises members drawn from diverse corners of Te Pūkenga, each contributing relevant skills and experiences. Te Ohu Whakahaere Ako consists of eight provider-based members and three work-based learning members. There is room for the appointment of two additional work-based learning members, specifically with knowledge in Mātauranga Māori and equity. Progress with learner members and ex-officio appointments is temporarily paused, awaiting the solidification of the organisational structure, with ongoing efforts to determine the best fit for these roles.

List of members:

Name	Role
Michael Alsford	Co-chair
Te Wai Collins	Co-chair
Maria Aabjerg	Member
Jon Bailey	Member
Peter Bayliss	Member
Selena Chan	Member
Damon Harrison	Member
Melanie Katu	Member
Judy Magee	Member
Mark Nichols	Member
Paul Neumann	Member
Joce Williams	Member

Hui

Throughout this year, Te Ohu Whakahaere Ako has facilitated a sequence of online meetings, enhancing collaboration and decision-making. The committee convened on January 25, February 16, March 9, April 13, May 18, and July 27. The August meeting was cancelled to accommodate the Tāraia Te Anamata consultation, and the September meeting was deferred due to co-chairs' unavailability. Returning to the regular schedule, the committee met on October 5, and the last meeting of the year is scheduled for November 23.

Summary of Activities

Summary of Key Achievements

In 2023, Te Ohu Whakahaere Ako celebrated significant achievements.

- The addition of new members—M. Aabjerg, D. Harrison, and P. Neumann—strengthened the committee.

- The committee was provided a comprehensive overview of the background on a Modes of Learning initiative, stemming from the Learning Teaching Advisory Group (LTAG).
- Transparency and integrity were upheld as members diligently disclosed conflicts of interest in our roles as members of Te Ohu Whakahaere.
- Two crucial working groups were established: the Te Whatu Kairangi group, led by S. Chan and comprising J. Bailey, J. Williams, and J. Magee. This group began developing guidelines for endorsing Te Whatu Kairangi award applications within Te Pūkenga.
- Another working group, the Te Pūkenga Generative AI Approach, led by D. Harrison, and including M. Nichols, J. Williams, P. Neumann, T. Collins, and S. Chan, made strides in developing positional statements on generative AI. These statements were endorsed for wider, showcasing a collaborative and thorough approach.
- In addition, members of Te Ohu Whakahaere Ako intended to actively contribute to the Food & Fibre Centre of Vocational Excellence by submitting an Expression of Interest for the 21st Century Delivery and Assessment Project. Although not successful it underscores the proactive engagement and commitment of Te Ohu Whakahaere Ako members to actively participate in key initiatives that influence learning and teaching for Te Pūkenga.

Summary of Decisions Made

In 2023, Te Ohu Whakahaere Ako made key decisions to advance significant initiatives.

- The committee approved the open call for expressions of interest for work-based learning members, demonstrating a commitment to broadening perspectives within the ohu.
- Additionally, the endorsement of the Te Ohu Whakahaere Ako terms of reference development marked a significant step in clarifying the committee's operational framework.
- Furthermore, Te Ohu Whakahaere Ako played a crucial role in advancing the educational landscape by endorsing the Whiria Te Ako | Te Pūkenga Learning and Teaching Framework, a decision later approved by Te Poari Akoranga.
- The committee showcased its strategic influence by approving and endorsing the Te Pūkenga Position Statements – Generative AI, developed by the working group, for wider consultation.
- The endorsement of Richard Nyhoff as an ex-officio member, contingent on his availability and willingness to accept, highlighted the importance of valuable contributions from key individuals.
- Lastly, the committee approved the request to promote all Ohu Whakahaere within the network, a proposal put forward by the co-chairs and subsequently presented to Te Poari Akoranga.

Areas for Improvement

To enhance our operational effectiveness, there is a recognised need for face-to-face wānanga sessions to develop a clear workplan and initiatives while mapping out interdependencies. This targeted approach aims to facilitate efficient comprehensive planning and identify crucial interconnections between various Ohu initiatives and streamlined approach in our workplan and initiative development.

Proposed focus areas for following year

The proposed focus areas for the following year involve further developing existing ohu initiatives and to develop a clear workplan and initiatives.

Reflection on how well Te Ohu Whakahaere Ako has met our Terms of Reference

Te Ohu Whakahaere Ako has demonstrated a strong commitment to meeting its terms of reference, focusing on key areas outlined in our purpose. The addition of new members, M. Aabjerg, D. Harrison, and P. Neumann, has enhanced the ohu strength and diversity. The comprehensive overview of the Modes of Learning initiative, derived from the Learning Teaching Advisory Group (LTAG), showcases a commitment to staying informed about innovative educational approaches.

The committee's dedication to transparency and integrity is evident in the proactive disclosure of conflicts of interest by our members, ensuring ethical conduct in our roles. The establishment of two working groups, the Te Whatu Kairangi group and the Te Pūkenga Generative AI Approach group, highlights the ohu's proactive stance in developing guidelines and positional statements, respectively, contributing to the advancement of learning and teaching within Te Pūkenga.

Furthermore, the ohu's intention to actively contribute to the Food & Fibre Centre of Vocational Excellence, as demonstrated by the submission of an Expression of Interest for the 21st Century Delivery and Assessment Project, underscores its commitment to engaging in key initiatives that shape learning and teaching practices. Despite the project not being successful, this effort reflects the proactive engagement of Te Ohu Whakahaere Ako members in influencing educational strategies within Te Pūkenga.

In summary, Te Ohu Whakahaere Ako have aligned with our terms of reference, particularly in facilitating integration of learning approaches, ensuring quality in teaching methods, aligning with the Whiria Te Ako Framework, and prioritising equitable outcomes. These accomplishments signify a comprehensive and collaborative effort to enhance learning and teaching practices across the Te Pūkenga network.



Continuous Quality Improvement Plan

Based on this report, identified areas for improvement, and proposed focus areas, describe the actions to be taken to address these.

No.	Recommendation	Desired outcome	Steps needed (High Level)	Planned completion date	Person/Role responsible
1.	Further development of Te Whatu Kairangi Awards endorsement guidelines	The working group will collaboratively develop comprehensive and transparent endorsement guidelines for Te Whatu Kairangi Awards, ensuring a consistent and fair process for evaluating award applications within Te Pūkenga.	<ol style="list-style-type: none"> 1. Define Scope and Objectives 2. Co-design for drafting 3. Review, Approval, and Implementation 	2024 for 2025 tbc	Working group and Te Ohu Whakahaere Ako
2.	Further development of endorsing the Te Pūkenga Position Statements – Generative AI	The working group will collaboratively refine and finalise the Te Pūkenga Position Statements – Generative AI for endorsement. The goal is to ensure the statements align with Whiria Te Ako and Te Pūkenga's strategic objectives, providing a foundation for ethical and effective use of generative AI within the organisation. This will enable further development of the Te Pūkenga Framework for generative AI within the organisation.	<ol style="list-style-type: none"> 1. Define Scope and Objectives 2. Co-design for drafting 3. Review, Approval, and Implementation 	2024	Working group and Te Ohu Whakahaere Ako
3.	Provide assurance over the design of the implementation of the Whiria Te Ako Te Pūkenga Learning and Teaching Framework	That the implementation of the Whiria Te Ako Framework is well-designed, aligns with Te Pūkenga's educational goals, and provides comprehensive assurance of quality in learning and teaching practices across the organisation.	<ol style="list-style-type: none"> 1. Participate in collaborative working groups 2. Contribute to co-design workshops and iterative feedback 	2024	Te Ohu Whakahaere Ako
4.	Conduct a comprehensive review and strategic planning session for Te Ohu Whakahaere Ako	A workplan with well-defined initiatives that align with our organisational goals, ensuring effective use of resources, time and fostering a collaborative and purpose-driven approach.	<ol style="list-style-type: none"> 1. Review current state 2. Request approval (budget) to hold a one-day wānanga strategic planning session 3. Hold a one-day wānanga strategic planning session. 4. Develop and prioritise initiatives. 5. Actions and timelines 6. Comms Plan 7. Review 	2024 and ongoing	Te Ohu Whakahaere Ako

Te Ohu Whakahaere Ōritetanga Annual Report

15 November 2023

Title	Te Ohu Whakahaere Ōritetanga Annual Report
Provided by	Janine Kapa, Interim Chair
Author	Janine Kapa (Interim Chair) & Simone Andersen (Ohu Member)
For	Receiving

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receive Te Ohu Whakahaere Ōritetanga Annual Report
b.	Note the Continuous Quality Improvement Plan for 2024

Te Ohu Whakahaere Ōritetanga Purpose

To provide assurance and confidence to Te Poari Akoranga of the effectiveness of:

- A whole-of-organisational focus on equity, access, and participation (i.e., that supports a culture of equity and diversity where all learners – priority learners in particular – are included and valued)
- The application and inclusion of Mātauranga Māori in programmes of learning delivered across the Te Pūkenga network
- Holistic selection policies that are intended to promote and facilitate academic equity for learners from under-represented groups, especially Māori, Pacific and disabled learners
- Māori agency and authority over the education of ākonga Māori and the application of ōritetanga principles in all academic practices.

Membership

In keeping with the current Terms of Reference (ToR), the makeup of Te Ohu Whakahaere Ōritetanga consists of the following membership comprising a range of expertise, experience, and perspectives, in keeping with the role and purpose of the Ohu:

Membership	Member / representative
1. A Tiriti Outcomes nominee	Janine Kapa (interim Chair)
2. Two nominees from the Learner and Employer Experience and Attraction Business Group (with an understanding of equity)	Simone Andersen Warwick Pitts
3. A Pacific representative	Helen Taimarangai
4. A Disability/Accessibility representative	Donna Cavell



<p>5. Five (5) kaimahi representatives (with an understanding of Mātauranga Māori and equity and/or priority learner group(s) perspectives)</p>	<p>Matiu Julian Erin Lincoln Megan Potiki Merirangitīria Rewi (resigned in October)</p>
<p>6. Two (2) learner representatives (who can bring an equity and/or priority learner group(s) perspective, i.e., Māori, Pacific and learners with disabilities)</p>	<p>none currently / gap</p>

Points to note:

- Both co-Chairs of the Ohu resigned mid-year (Te Urikore Biddle and Patrick Hape) and a new interim Chair was appointed in August
- Currently the Ohu has two (2) kaimahi representative vacancies
- Appointments of learner representatives to occur once ToR are finalised (*NB: this Ohu is recommending three [3] learner representatives when the ToR are reviewed*)
- The current ToR were recently reviewed by this Ohu – these will be shared with Te Poari Akoranga once all Ohu ToR’s are reviewed, i.e., to ensure alignment with the confirmed organisational structure.

Hui

Te Ohu Whakahaere Ōritetanga conducted five (5) hui during 2023, in March, April, May, September, and October. As both Co-Chairs of this Ohu resigned mid-year, there were not meetings held between May and September. A sixth hui is scheduled for 16 November. All hui were held online via Teams.

Summary of Activities

Include reflection on how well Te Ohu has met its ToRs

Summary of Key Achievements

- Review of the ToR
- The following presentations and kōrero related to strategies and frameworks relevant to this Ohu, i.e.:
 - **LEEA**
 - Equity and Ākonga Success Strategy + Learner Success Strategy (including data and insights presentation)
 - Disability Action Plan
 - Pacific Strategy
 - Learner representation (re: governance structures)
 - **ACLS**
 - Ako Framework
 - Whiria Te Ako
 - QMS
 - Te Pūkenga Self-Assessment Framework (draft)
 - Mātauranga Māori
 - **Tiriti Outcomes**
 - Te Pae Tawhiti
 - CQI Policy
 - Equity Prototype
 - Support for Te Tiriti o Waitangi partnerships during the transition to the new structure
 - **WBL**
 - Re: strengthening the cultural capability of employers
- Broader conversations about quality in relation to ōritetanga and the role and purpose of this Ohu (re: mapping exercise).

Summary of Decisions Made

A request (still to be actioned) to Te Poari Akoranga for this Ohu to have the opportunity to contribute to policies, plans, frameworks and strategies – those likely to have an impact on priority ākonga groups - early in the developmental stages (i.e., that they be submitted to this Ohu for **endorsement**, then submitted to Te Poari Akoranga for **approval**, recognising also the shared role and responsibilities of work undertaken by all of the Ohu).



Areas for Improvement

1. Greater clarity on how each of the Ohu align, overlap and/or interact with each other.
2. The provision of data and insights (evidence) to inform decision-making by the Ohu.
3. Overview of governance tasks this Ohu might expect to receive from the other Ohu in 2024.
4. Once revised ToR have been approved by Te Poari Akoranga, call for Eols for representative roles to ensure a full membership (including the nomination of a new Chair).

Proposed focus areas for following year

Once mapping document has been approved by Te Poari Akoranga, we will develop a draft workplan for 2024 (i.e., during the first two hui for the year) which will be further refined following approval of the revised ToR for all Ohu.



Continuous Quality Improvement Plan

Based on this report, identified areas for improvement, and proposed focus areas, describe the actions to be taken to address these.

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1.	Confirmation of revised ToR for all Ohu following confirmation of the new organisational structure.	Clarity of role and purpose of all Ohu and how they align and interact with each other.	Confirmation of revised ToR for Te Poari Akoranga.	Q1 2024 (TBC)	Co-Chairs, Te Poari Akoranga
2.	Approval to seek Eol for representatives to ensure a full membership. Nomination of a new Chair for this Ohu.	A full, representative membership for Te Ohu Whakahaere Ōritetanga.	This can only occur following confirmation of ToR for Te Poari Akoranga and this Ohu.	Q1 2024 (TBC)	Interim Chair, Te Ohu Whakahaere Ōritetanga
3.	Development of a 2024 Workplan for Te Ohu Whakahaere Ōritetanga (and alignment with other Ohu workplans).	Clarity of tasks, milestones, and timeframes for our Ohu.	Confirmation of revised ToR for Te Poari Akoranga, this Ohu and all other Ohu.	Q1 2024 (TBC)	Chair, Te Ohu Whakahaere Ōritetanga (with Co-Chairs of Te Poari Akoranga and other Ohu Chairs)

Te Ohu Whakahaere Rangahau Research and Postgraduate Annual Report

15 November 2023

Title	Te Ohu Whakahaere Rangahau Research and Postgraduate Annual Report
Provided by	Fiona Beals (Co-Chair), and Annemarie Gillies (Co-Chair)
Author	Annemarie Gillies (Co-Chair), and Fiona Beals (Co-Chair)
For	Receiving

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receive Te Ohu Whakahaere Rangahau Research and Postgraduate Annual Report
b.	Consider the appointment of the Rangahau & Research Director as a co-chair for this Ohu

Te Ohu Whakahaere Rangahau Research and Postgraduate Purpose

Te Ohu Rangahau Research and Postgraduate is a subcommittee of Poari Akoranga. As per our Terms of Reference:

Te Ohu Whakahaere Rangahau Research and Postgraduate has the express purpose: “To provide leadership in rangahau Māori, research and innovation, and postgraduate activity, by having oversight of rangahau Māori and research planning, policy, funding and ethics determine and support the strategic directions and approaches.”

Membership

During 2023 three members departed Te Pūkenga and as such left vacant seats on Te Ohu. Federico left in May, Marren Haggie and Natalie Warren in August. In August a call for Expressions of Interest was made and in October, Te Ohu agreed on three of the appointments. These appointments will be shared with Poari in the November hui.

In August, Poari approved the updated terms of reference; at which point and time a decision was made to add Pacific representation. The co-chairs will be approaching the Pacific Leaders Roopu with an invitation to co-opt a voting member; when a seat becomes vacant this person will move from co-opted to full membership.

Hui

Seven hui were held over 2023; all hui were online.

Summary of Activities

Include reflection on how well Te Ohu has met its ToRs

Summary of Key Achievements

In February, Te Matarau Whānui, the research ethics framework for Te Pūkenga, was approved by Poari. Te Ohu member Nat Warren led this work at an operational level which included testing the framework, developing training materials and operationalising the framework. With Natalie's departure this work was put on hold and will be picked up again with the appointment of The Rangahau & Research Director within ACLS. A key observation of Te Ohu during 2023 was that the Framework, being a living document, needed further socialisation across the network and refinement to ensure that is accessible for both kaimahi and ākonga and that it is seen as the ethics framework, not the Māori ethics framework.

Te Ohu noted in August that Te Pūkenga received MPI approval for the Te Pūkenga Code of Ethical Conduct for Animal Use in Research, Teaching and Testing. This is currently being operationalised by a workstream being led by Jennifer Hamlin (Rohe 4).

Te Ohu also considered work on a Te Pūkenga Rangahau, Research and Innovation Strategy. While the work of the Rangahau Research Forum (an existing network of research leaders and kairangahau from former ITPs) was acknowledged, Te Ohu recognised that this work would need operational oversight and would have to align with other strategic work undertaken by ACLS and ELT. Te Ohu asked the Rangahau Research Forum to develop a plan with objectives to build a Rangahau, Research and Innovation Strategy for Te Pūkenga. Such a plan will give guidance to ACLS and the incoming director on possible approaches moving forward.

Throughout 2023, research performance and the associated risks, were active items of discussion at Te Ohu hui. It was noted that research outputs, in the main, were down across the region, research active kaimahi were leaving (as observed in the departing members of this ohu) and that external research revenue was down.

Finally, Te Ohu would like to acknowledge the work of the Rangahau Research Forum who have taken an active role in supporting rangahau and research across the network throughout 2023. This has included the development of transition plans, the active participation in the PBRF consultation opportunities and the opening up of publication and dissemination opportunities across the network.

Summary of Decisions Made

In light of the work done on Animal Ethics and Te Matarau Whānui, Te Ohu has agreed that further work will need to be done on the ethical considerations that need to be given to Cultural Taonga and Artefacts and environmental research.

Throughout 2023, through its co-chairs, Te Ohu has raised concerns with the viability of research within Te Pūkenga. These concerns centred around the lack of operations within the

structure of Te Pūkenga, particularly ACLS) to support rangahau and research, formulate and adopt a transition plan and the delay made in standing up research functions at a national level.

It September, Te Ohu provided advice on PBRF participation to ELT. This paper was received and approved in October.

Areas for Improvement

Te Ohu Rangahau, Research and Postgraduate has struggled to gain the traction that it has wanted to over 2022 and 2023. This is very much reflective of the transitional period Te Pūkenga has been in and in this transition, research functions, centrally and regionally, have yet to be stood up. A good example here is Te Matarau Whānui, while the Framework has been approved, there were no kaimahi explicitly employed, or seconded, to do the operational mahi that has been needed to get it out into the network and working.

In August, Te Ohu received notification from Unitec that it could not maintain its HRC accreditation which heightened the need for national action on human ethics. The key in all this, is the need for a Ohu to have direct connections to operational functions. Members of Te Ohu Rangahau, Research and Postgraduate are committed and passionate about seeing rangahau, research and postgraduate activities grow in Te Pūkenga, but it has very much felt like being given a paddle, without a waka or map. Te Ohu Rangahau, Research and PG look forward to 2024 and supporting the office of the newly appointed Rangahau & Research Director.

Proposed focus areas for following year

Te Ohu looks forward to supporting the office of the Rangahau & Research Director in 2023 particularly with regards to:

- Developing a Rangahau, Research and Innovation Strategy for Te Pūkenga
- Standing up appropriate governance mechanisms for the monitoring of research projects in terms of ethics – animal, human, taonga, and environmental.
- Leading the development of an Intellectual Policy framework for Te Pūkenga.
- Working on relevant research related post-graduate policies and procedures.

A decision will need to be made within ACLS as to whether the Te Pūkenga Code of Ethical Conduct for Animal Use in Research, Teaching and Testing sits under the guardianship of this Ohu or sits under the relevant Ako Director, and if under the Ako Director, how is the research function given oversight. While animal research is relatively small across Te Pūkenga, animal research does occur.



Continuous Quality Improvement Plan

Based on this report, identified areas for improvement, and proposed focus areas, describe the actions to be taken to address these.

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible
1.	Appoint Director Rangahau & Research onto Ohu as Co-Chair	Stronger alignment between the purpose of Te Ohu, the ToRs and the operational plan of the Office of the Rangahau & Research Director	Poari to approve appointment	Feb 2024	Current chairs
2.	Create a 2024 workplan aligning to the Office of the Rangahau & Research Director	Providing structure and guidance for Te Ohu 2024	Te Ohu to work with Rangahau & Research Director to create a governance plan that aligns with the Office's workplan	March 2024	Current chairs Rangahau & Research Director

Pūrongo Kaunihera a Te Pūkenga | Council Report

22 November 2023

Title	November Council meeting summary for Advisory Committees and Te Poari Akoranga
Provider	Tagaloatele Peggy Fairbairn-Dunlop
Author	Rebecca Donne, Council Secretary
For	Information

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to provide a summary of the September 2023 Council meeting to Te Poari Akoranga.

Te Tāhuhu Kōrero | Background

Te Pūkenga Council (the Council) met on 1 November 2023 at the Ōtara campus of MIT | Te Pūkenga for an ordinary meeting. Following the meeting, Council members visited three South Auckland campuses and observed wellbeing and safety practices in a variety of critical areas.

The summary below provides an overview of some key discussions and decisions by the Council.

Open Agenda

The discussions and decisions in this section can be shared with your stakeholders as they occurred on the open part of the Council agenda.

Council Code of Conduct review

The Chief of Staff noted that changes were required to the Code of Conduct due to changes in the organisational structure and to ensure consistency between Council and Committees. The Council members provided feedback for incorporation into this Code of Conduct and requested that it be presented again at the December meeting for approval.

The Chief Executive advised Council members to let the Council Secretary know if they receive a gift so it can be entered onto the gift register.

The Council discussed whether an inventory is kept of taonga and were advised by the Chief Executive that multiple inventories exist across the business divisions and these need to be integrated.

Open minutes from Te Poari Akoranga held 25 October 2023

The Council noted the approval of the Ākonga Rights and Responsibilities Framework. The Deputy Chief Executive Academic Centre and Learning Systems acknowledged the expectations that this framework places on kaimahi but emphasised that the requirements for safety in learning are important.



Ngā Tāpiritanga | Appendices

[November 2023 Council meeting open agenda](#)



Te Poari Akoranga o Te Pūkenga Meeting

Resolution to exclude the public

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

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

Item	General subject of each matter to be considered	Section(s)
7.	Administration – Public Excluded	
7.1.	Minutes of the public excluded portion of the Te Poari Akoranga 25 October 2023 hui	Section 9(2)(a) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
7.2.	Action List - Confidential	Section 9(2)(a) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
8.	Te Pūkenga Council update (public excluded portion)	Section 9(2)(a) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
9.	Ngā Ohu Whakahaere o Te Poari Akoranga (public excluded)	
9.1.	Te Ohu Whakahaere Rangahau Research and Postgraduate – 3 October 2023	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
9.2.	Te Ohu Whakahaere Appeals 1 November 2023 public excluded minutes	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
10.	DRAFT Terms of Reference for Te Poari Akoranga	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
11.	Work programme 2023 and 2024	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

Interests

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

The Chair will also move that certain employees from Te Pūkenga be permitted to remain at the meeting, after the public has been excluded, because of their specific knowledge in relation to the above items. This knowledge, which will be of assistance in relation to the matters above to be discussed, is relevant to those matters because they have assisted in the progression of such matters.

Karakia whakakapi

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

Māku e whakakapi te wānanga nei.

I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.

May our shared space be concluded with karakia.

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

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

Karakia whakakapi Closing incantation

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

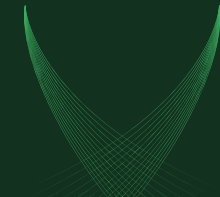
Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

Our values



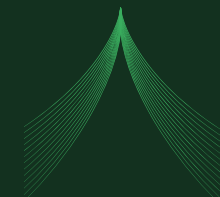
Manawa nui

We reach out and welcome in



Manawa roa

We learn and achieve together



Manawa ora

We strengthen and grow
the whole person