

Te Whakaaetanga me te Uuitanga | Programme Acceptability and Consultation

Programme of Study:

New Zealand Certificate in Animal Care (Level 3)

Leading to the award of:

2487-2 New Zealand Certificate in Animal Care (Level 3)



Te Pūkenga

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Ngā Ihirangi | Contents

1	The Unified New Zealand Certificate in Animal Care (Level 3)	1
1.1	Te Tūhono Kawenga Hōtaka A Unified Portfolio of Programmes	1
1.2	Te Huanui Whakawhanake i te Hōtaka Development Approach.....	1
1.3	Te Whakawhitinga ki te Tūhono Kawenga Hōtaka Transition to the Unified Programme	2
2	Te Hono o te Kahurangi Qualification Details	2
3	Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa Title, Aims, Learning Outcomes and Coherence	4
4	Te Kawenga o te Hōtaka Programme Delivery	5
4.1	Ngā Momo Kawenga Delivery Modes.....	5
4.2	Te Huarahi o te Kawenga Delivery Methods.....	6
4.3	Te Mana Akoranga Academic Integrity.....	7
5	Waeture ā-Hōtaka Programme Regulations	8
5.1	Whakatapoko Admission	8
5.2	Tūtukitanga Whakamihi Credit Recognition	8
5.3	Tohu o te Hōtaka Award of Qualification.....	9
5.4	Waeture Aromatawai Assessment Regulations	10
6	Aromatawai me te Whakataurite Assessment and Moderation	10
6.1	Aromatawai Assessment.....	10
6.2	Te Whakataurite Aromatawai Moderation of Assessment.....	13
7	Te Whakaaetanga me te Uuitanga Programme Acceptability and Consultation	14
7.1	Te Whakapānga mā roto i te Whanake Hōtaka Socialisation during Programme Development	14
Appendix 1: Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes		16
Appendix 2: Akoranga Courses		19
7.2	Companion Animals Strand Courses.....	19
7.3	Level 3 Equine Strand Courses.....	32
7.4	Level 3 Rural Animal Strand Courses	44
Appendix 6: Consultation Summary Log		56
Appendix 4: Learning and Teaching Methods		62
Appendix 5: Assessment Activities		67

Te Tukanga Whai Putanga | Document Version Control

Version no.	Approved by	Date of approval	Effective from	Short description of change
1	Te Poari Akoranga			New programme

1 The Unified New Zealand Certificate in Animal Care (Level 3)

1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

Te Pūkenga aims to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga at the centre. This application for programme approval and accreditation forms part of the development of a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction, which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely blended, distance and work-based learning. The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by [Te Pūkenga Charter](#) and our commitments under [Te Rito](#) and [Te Pae Tawhiti](#), as well as fulfilling the expectations of the emerging Te Pūkenga Ako Framework (Learning and Teaching Framework) and Whiria Te Pūkenga (Mātauranga Māori Framework).

1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach

The New Zealand Certificate in Animal Care (Level 3) with strands in Companion Animals, Equine and Rural Animals qualification was updated, with Version 2 published in April 2021. This qualification replaces the existing National Certificate in Greyhound Care and Training (Kennel Hand) (Level 3) [Ref: 1477], the National Certificate in Equine (Care and Handling) (Level 3) [Ref: 1540] and the National Certificate in Animal Care (Level 2) [Ref: 0241]. The last date for assessments to take place for Version 1 of this qualification is 31 December 2023. Therefore, rather than each network partner dedicating time and resource to develop programmes of study for the new version individually, one programme of study was developed to become the unified programme of study.

Staff from Te Pūkenga subsidiary network were invited to participate in the unification process via membership of a series of working groups. All subsidiaries have participated in the process; however, it was recognised that not all subsidiaries could participate in all working groups. Therefore, subsidiaries submitted names of staff that had the capacity and capability to participate. This was done alongside the establishment of working groups for the suite of Animal Healthcare and Veterinary Nursing programmes also being developed concurrently.

A Working group for the unified New Zealand Certificate in Animal Care (Level 3) programme were established throughout 2021. With new qualifications developed, new programmes were developed from scratch, to meet the needs of our stakeholders.

This new programme will become our Te Pūkenga unified programme, and to ensure the programme can work for all regions and delivery modes, the working groups developed the course descriptors, in partnership with learning and teaching partners.

The programme of study presented here is based on a collaborative design process by working group members across the following Te Pūkenga network partners:

- Ara Institute of Canterbury Ltd (ARA)
- Eastern Institute of Technology Ltd (EIT)

- Otago Polytechnic Ltd (Otago)
- Southern Institute of Technology Ltd (SIT)
- Unitec New Zealand Ltd (Unitec)
- Universal College of Learning Ltd (UCOL)
- Waikato Institute of Technology Ltd (Wintec)

The working group of members from the above collaborating Te Pūkenga network partners reviewed all current accredited existing relevant programmes and created this new programme to meet the requirements of the qualification.

The programme criteria included the following:

- Version changes or accreditation/regulatory body changes have already been made.
- The programme was developed in close partnership with industry, hapū, iwi and Pacific communities.
- The programme was updated within the past three years.
- Minor updates to the programme will allow it to align with Te Pūkenga Charter.
- The programme already enables multiple modes of delivery.
- Te Tiriti o Waitangi is evident across the programme
- The programme is ākonga-centred and allows a focus on under-served ākonga (Māori, Pacific, disabled) and adult and second-chance ākonga).
- Minor updates to the programme will enable it to align with industry and community needs and allow regional flexibility

The programme addresses identified future needs of ākonga, industry and community.

The unified New Zealand Certificate in Animal Care (Level 3) programme has been designed to provide Aotearoa New Zealand with individuals with the skills and knowledge to care for animals within welfare standards and practices.

1.3 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka | Transition to the Unified Programme

As is clear from the above, the unification of this programme of study was achieved by means of creation of a single unified programme, developed on the basis of existing approved programme offerings that were informed by regional/local needs. Thus, programme content and delivery is contextualised, and provides relevant pathways to meet the needs of those local communities.

See the [Appendix](#) for details on transition arrangements for each network partner.

2 Te Hono o te Kahurangi | Qualification Details

NZQA Approval Criterion 1: Qualification to which the programme leads.

The programme detailed here meets the definition as listed in the [New Zealand Qualifications Framework \(NZQF\) Listing and Operational Rules](#). The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQF.

	NZQA Reference No.	Version No.	Credits	Level
New Zealand Certificate in Animal Care (Level 3)	XXXXXX	1	70	3

with strands/majors in Companion Animals, Equine and Rural Animals

which leads to the award of the following qualification

New Zealand Certificate in Animal Care (Level 3)	2487	1	70	3
with strands/majors in Companion Animals, Equine and Rural Animals				
NZSCED	061103 Health>Veterinary Studies>Veterinary Assisting			
Qualification developer	Muka Tangata - People, Food and Fibre Workforce Development Council			
Next review	30/04/2026			
Next planned consistency review	2026			

Strategic purpose

The purpose of this qualification is to provide individuals with the skills and knowledge to care for animals within welfare standards and practices.

This qualification is for people who intend to work in a role assisting with the care of animals in a non-production context in settings such as rural blocks, animal rescue centres, boarding facilities, and animal recreation businesses.

Graduates will have the skills, knowledge, and attributes to assist with the care of animals under limited supervision.

This qualification is stranded to recognise the specialist skills required for assisting with care and husbandry within the contexts of companion animals, equine, and rural animals.

Graduate profile outcomes

Graduates of this qualification will:

1. Comply with all regulatory requirements and relevant industry codes of practice for animal care and welfare.
2. Maintain positive interpersonal relationships and ethical behaviour in the provision of animal care.

Graduates of the Companion Animals strand will also be able to:

3. Apply knowledge of companion animal form and function to identify and respond to individual variations to normal health and behaviour.
4. Apply knowledge of companion animal health, behaviour, handling, and husbandry to assist with day to day care and transportation.

Graduates of the Equine strand will also be able to:

5. Apply knowledge of equine form and function to identify and respond to individual variations to normal health and behaviour.
6. Apply knowledge of equine health, behaviour, handling, and husbandry to assist with day to day care and transportation.

Graduates of the Rural Animals strand will also be able to:

7. Apply knowledge of rural animal form and function to identify and respond to individual variations to normal health and behaviour.
8. Apply knowledge of rural animal health, behaviour, handling, and husbandry to assist with day to day care and transportation.

See the full qualification details [here](#) on the NZQA website.

3 Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa | Title, Aims, Learning Outcomes and Coherence

NZQA Approval Criterion 2: Title, aims, learning outcomes and coherence

The aim of this programme is to deliver a learning experience that meets the qualification strategic purpose, through learning outcomes that align with and cover the qualification graduate profile outcomes. The programme is aimed at ākonga who intend to work in a role assisting with the care of animals in a non-production context in settings such as rural blocks, animal rescue centres, boarding facilities, and animal recreation businesses. Graduates of the programme will have the skills and knowledge required to assist with the care and husbandry of animals under limited supervision within the contexts of companion animals, equine, and rural animals.

Programme design embeds the principle of constructive alignment to ensure the relationship between course learning outcomes, content and assessment. Development was underpinned by learning design principles and quality standards. The development process drew on appropriate pedagogical and discipline expertise, as well as ensuring compliance with quality assurance and regulatory body requirements. There was an emphasis on the assessments providing evidence of meeting the learning outcomes and graduate profile outcomes.

The development approach was ākonga-centred and considered transportability of learning and pathways for ākonga within and across programmes of study. Learning outcomes were designed to reflect the knowledge, skills and attributes ākonga will achieve by completing each course in the programme of study. Learning outcomes provide a basis for the design of learning activities and assessment.

Course learning outcomes in this programme:

- are aligned with the programme aims
- reflect how ākonga will achieve the graduate profile
- are clear and specified for each component of the programme
- are measurable and achievable
- are integrated to provide a balanced and logical programme, and
- are presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills and attitudes

Course descriptors (located in the [Appendix](#)) provide an overview of the content of each course in the programme, and the programme structure is reflected in Tables 1 and 2 in the [Programme Regulations – Award of Qualification](#) section below. Learning and teaching activities and assessment will employ a range of elements drawn from approved methods described in this document to align with the context of the learning (delivery mode, regional specific requirements, etc.) and any particular needs of the group of ākonga. Alignment of course learning outcomes, assessments and graduate profile outcomes is shown in the [Appendix](#).

4 Te Kawenga o te Hōtaka | Programme Delivery

NZQA Approval Criterion 3: Delivery modes and methods

4.1 Ngā Momo Kawenga | Delivery Modes

An individual ākonga's programme of study may be made up of one or more delivery modes. This will enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning.

The modes noted in the table below are based on guidance from the [Tertiary Education Commission \(TEC\)](#) and recognise the different cost structures involved in delivery. The modes of delivery have been designed as part of the TEC's Unified Funding System to:

- recognise broad differences in costs across modes and subject areas and will be used to determine the funding rate for providers
- support the quality, relevance and growth of work-based learning
- meet ākonga, employer and community needs, and
- be simple and transparent.

Mode	Description
Provider-based	Ākonga study mainly in a campus setting with supported self-directed learning. Providers are responsible for ākonga health and wellbeing support.
Provider-based: extramural	Ākonga study mainly away from a campus setting but not in the workplace. Ākonga undertake supported self-directed learning and the provider is responsible for ākonga health and wellbeing support.
Work-based	Ākonga study mainly in the workplace with supported self-directed learning. Ākonga are supported in their training by both the provider and employer. Providers are responsible for ākonga health and wellbeing support but this may be provided in conjunction with the employer.
Work-based: pathway to work	Ākonga have completed some study in the provider-based mode. Providers assist ākonga to find jobs with training agreements and support them to establish their learning in the workplace. All other work-based responsibilities are the same as the work-based mode. This rate will be limited to the transition period between study and work.
Assessment and verification	Ākonga receive training in the workplace. The employer has created or purchased a programme of study leading to a qualification and delivers this. Providers work with employers to match the programme to the New Zealand Qualifications Framework. Providers are responsible for the quality of assessment of the programme.

In terms of delivery modes defined by NZQA, this programme is designed to allow the following:

- face to face (on campus or in a proximate manner)
- distance (online or by correspondence)
- blended (face to face and distance engagement)

4.2 Te Huarahi o te Kawenga | Delivery Methods

4.2.1 Learning and teaching methods

This programme uses a range of learning and teaching methods, which support ākonga development toward meeting graduate profile outcomes. The range of strategies adopted will enable implementation of and support for the emerging Te Pūkenga Ako Framework (Learning and Teaching Framework) and Whiria Te Pūkenga (Mātauranga Māori Framework).

The range of learning and teaching methods used within this programme may include those listed below. Each of these may be offered in physical, virtual and/or simulated approaches.

Case-studies Scenario-based learning Collaborative learning Flipped classroom Engagement with technical and professional standards Group critiques Guest speakers/Industry professionals HyFlex models Individual learning and career planning Interactive lectures/Large-group teaching Investigative/Field trips Kanohi ki te kanohi and other culturally responsive options	Laboratory sessions Practical learning Noho marae Online learning Project-based/Activity-based learning Research project Role play Mahi-ā-ipurangi Self-directed learning Studio/Workshop Team/Peer-based learning Tuākana – Teina Tutorials/Small-group learning Wānanga Work-integrated learning
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Detailed descriptions of each of the above are available in the [Appendix](#).

4.2.2 Online distance learning

Online distance learning in this programme will provide flexibility to ākonga. Comprehensive learning materials and activities will enable ākonga to prepare for assessment and meet all learning outcomes. Activities will be carefully designed to scaffold learning, knowledge construction, understanding of theory and application in practice.

All courses will be taught by appropriately qualified academic staff members who have practical experience in the field. Teaching will be online, with tutorial support provided through a range of learning management systems. Kaiako will engage with ākonga through online fora, and provide feedback on ākonga responses to formative assessment activities as necessary.

4.2.3 Practical and work-integrated learning

Practical and work-integrated learning provides learners the chance to apply learning to practice in a supported environment. Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace.

Learners engage in practical or work-based learning which offer a “real-life” opportunity for them to apply their learning, while also providing opportunities for observation by qualified practitioners. Work-integrated learning in this programme may include:

Clinical/Practice placements Practicum Collaborative/Co-operative industry/community projects Internships/Industry Placements Other

Detailed descriptions of each:

<p>Clinical/Practice placements Practicum</p>	<p>Often required by professional bodies to meet a professional standard requirement that is seen to only be able to be met in a workplace environment. These types of placements generally involve a set number of hours in a workplace distributed over a specific period of time within the structure of a programme.</p> <p>The purpose of clinical/practice placement is to enable learners within the context of a real-world learning environment to integrate and consolidate learning experiences into professional individuality. Learners are able to engage in clinical/practice duties as professional members of the work environment in which they are placed. This experience is designed to prepare them fully for formal registration and independent practice.</p> <p>Clinical/Practice placements may take place within the total programme hours (as set by the credit value) or may be in addition to those hours. Some practice placements may involve paid work for hours served.</p>
<p>Collaborative/Co-operative industry/community projects</p>	<p>Enable opportunities for active industry/community contribution to, and participation in, the learning experience for learners through externally generated industry/community projects.</p> <p>Learners collaborate with discipline professionals on projects which have been designed to provide opportunities to build connections and professional networks. Learners are exposed to expertise, skills, and practices that are contextualised in a variety of (authentic) professional industry/community contexts.</p> <p>These projects provide opportunities for learners to contribute to external organisations in transformative ways through their adaptability and creativity and to put their knowledge and skills to work in real-world situations within external organisations</p>
<p>Internships/Industry Placements</p>	<p>Learners integrate their learning across their programme of study and apply theoretical and practical discipline skills to an approved project and work objectives in a workplace setting.</p> <p>Emphasis is placed on the identification and negotiation of learning objectives, activities and outcomes in an external professional workplace environment. Learners are able to assess the quality of their experience and performance in relation to their agreed learning objectives. They can then critically reflect upon the processes undertaken in completing the project and work objectives so as to inform their future personal and professional development.</p>

4.3 Te Mana Akoranga | Academic Integrity

Academic integrity relates to meeting moral and ethical principles in education and training settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society.

Te Pūkenga is committed to the highest standards of integrity, respect and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga to the same high standards, and we are committed to providing the resources necessary to support their success as both ākonga and citizens.

The Academic Integrity policy and procedure form part of [Te Kawa Maiororo | Educational Regulatory Framework](#).

5 Waeture ā-Hōtaka | Programme Regulations

NZQA Approval Criterion 5: Regulations

Programme regulations outline the requirements for entry into, progress through and completion of the programme, and are aimed at assisting ākonga to understand these requirements. The Programme Regulations are to be read in conjunction with [Te Kawa Maiooro | Educational Regulatory Framework](#).

In the regulations presented here, unless the context otherwise requires, ‘delegated authority’ refers to an individual or role holder, or in some cases a committee, who has been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant delegations is maintained by the Programme Committee responsible for the Programme.

Selection processes may be used to optimise ākonga chances of success and/or if the number of applicants exceeds the available places on the programme. Selection criteria may include date of application, interview, placement tests (e.g., for languages), audition or references. All applicants must complete a criminal convictions and health declaration. Te Pūkenga may employ equity-focused provisions when assessing applicants for this programme, such as prioritising those applicants representing tangata whenua and other cultures or communities who are underrepresented in the profession, with applicants who meet the maximum number of listed criteria being the preferred candidates. If the number of eligible applicants for admission exceeds the number of places available at a specific location (campus or learning hub) or in a specific delivery mode, applicants will be given the opportunity to choose an alternative within Te Pūkenga network.

5.1 Whakatapoko | Admission

General admission	To be admitted to this programme, an applicant must be <ul style="list-style-type: none">• at least 16 years old at the time the programme commences, and• physically able to undertake the practical requirements of the programme
Special admission	Any person who is 20 years of age or older and does not meet the General Admission requirements stated above may be eligible for Special Admission. In assessing whether to grant Special Admission, the delegated authority will focus on the applicant’s level of preparedness for this programme and/or relevant prior learning experiences.
Discretionary admission	Any person who is not yet 20 years of age and does not meet the General Admission requirements stated above may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority will focus on the applicant’s level of preparedness for their intended programme.
English language requirements	All applicants (international and domestic) for whom English or te reo Māori is not a first language will need to provide evidence that they have the necessary English language proficiency required for the Programme. International applicants must provide evidence that they have the necessary English language proficiency required for the Programme as demonstrated by an IELTS score of 5.0 (General or Academic) with no individual band lower than 5.0 from one test taken in the preceding two years; or an equivalent described in NZQA Rules and on Te Pūkenga English Language Requirements for International Learners Web-page. Domestic applicants are required to provide acceptable evidence of English language proficiency through an approved proficiency test or an equivalent described in NZQA Rules .

5.2 Tūtukitanga Whakamihi | Credit Recognition

The provisions and procedures for credit recognition through cross credit, credit transfer and recognition of prior learning in this programme are set out in with [Te Kawa Maiooro | Educational Regulatory Framework](#).

5.3 Tohu o te Hōtaka | Award of Qualification

Credit requirements	To be awarded the New Zealand Certificate in Animal Care (Level 3), a learner must successfully complete a minimum of 70 credits in the pattern set out in Table 1 from the courses chosen from a specific stream as set out in Table 2.			
	Table 1: Credit Requirements			
	Level	Compulsory credits	Elective credits	Total credits
	3	70		70
	Total credits			70
	Practicum			
	This programme includes at least 40 hours of Practicum in a workplace environment that provides opportunity for candidates to practice and apply the skills and knowledge inherent in the qualification outcomes.			
	Table 2: Schedule of Courses			
	Course code	Course title	Credits	Requisites
	Level 3			
All courses are compulsory within each Strand.				
Companion Animals Strand				
AN3101	Introduction to Professional Skills when working with companion animals	15		
AN3102	Behaviour, handling and transportation for companion animals	15		
AN3103	Introduction to form, function and preventative health for companion animals	15	AN3101, AN3102	
AN3104	Introduction to Husbandry for companion animals	15	AN3101, AN3102	
AN3105	Work experience with companion animals	10		
Equine Strand				
AN3201	Introduction to Professional Skills when working with equine animals	15		
AN3202	Behaviour, handling and transportation for equine animals	15		
AN3203	Introduction to form, function and preventative health for equines	15		
AN3204	Introduction to Husbandry for equine animals	15		
AN3205	Work-experience with equines	10		
Rural Animals Strand				
AN3301	Introduction to Professional Skills when working with rural animals	15		
AN3302	Behaviour, handling and transportation for rural animals	15		
AN3303	Introduction to form, function and preventative health for rural animals	15		
AN3304	Introduction to Husbandry for rural animals	15		
AN3305	Work-experience with rural animals	10		
TOTAL CREDITS		70		

Programme completion	<p>The normal time to complete this programme is six months (full-time study) or one year (part-time study).</p> <p>The maximum period to complete this Programme is three years unless there are exceptional circumstances.</p> <p>Ākonga who are prevented by circumstances beyond their control from completing the programme requirements within the maximum time to complete may seek an extension of enrolment for an agreed period of time.</p>
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5.4 Waeture Aromatawai | Assessment Regulations

Grading	<p>Assessment in this programme is both achievement-based and competency-based. Grading follows the guidelines in Te Kawa Maiorooro Educational Regulatory Framework.</p> <p>Specific assessment and/or course pass requirements are detailed in course outlines.</p>
Additional assessment opportunities	<p>Opportunities for and requirements of</p> <p style="text-align: center;">resit and/or resubmission opportunities for failed assessments, and reassessment opportunities for failed courses</p> <p>are outlined in the Programme Handbook and/or course outlines.</p>
Assessment submission	<p>Dates and processes for assessment submission are outlined in the Programme Handbook and/or course outlines.</p> <p>Regulations regarding late submission of assessments are outlined in the Programme Handbook and/or course outlines.</p>

6 Aromatawai me te Whakataurite | Assessment and Moderation

NZQA Approval Criterion 6 and Accreditation Criterion 1: Assessment and moderation

6.1 Aromatawai | Assessment

Assessment is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria and is integral to learning and teaching. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in graduate profile outcomes.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives
- assess ākonga capabilities in a fair, valid, and reliable manner
- stimulate and enhance learning
- provide ākonga with feedback regarding their own learning for and developmental purposes, and
- evaluate ākonga achievement and the demonstration of specified learning outcomes

Te Pūkenga has a commitment to supporting ākonga to achieve to their full potential through quality assessment, which should:

Foster ākonga learning. Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.

Assess ākonga achievement and quality of learning and teaching. Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and teaching therefore assessment provides useful information to ākonga and kaiako.

Provide evidence of programme quality. Assessment results serve as a measure of the institute’s success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

6.1.1 Ngā Tukanga Aromatawai | Assessment Procedures

Course assessment	Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessments are compulsory unless indicated otherwise the Programme Handbook and/or course outlines.
Assessment in te reo Māori	Ākonga have the right to submit any summative assessment task in te reo Māori. The process for submission of summative assessment work in te reo Māori is governed by of Te Kawa Maiororo Educational Regulatory Framework .
Affected performance	Where ākonga performance in an assessment is negatively affected by a circumstance or situation which they could not have reasonably prevented, ākonga may apply for special consideration, as set out in of Te Kawa Maiororo Educational Regulatory Framework .

6.1.2 Principles of assessment

The key principles below underpin assessment in this programme.

Validity	Assessment should be valid and fit for purpose. This ensures that assessment is aimed at the right level and addresses the learning outcomes and graduate profile. A valid assessment is an assessment that measures what it intends to assess.
Authenticity	Assessment should be relevant and reflect the conditions that ākonga might experience in the real world. Assessment activities should engage ākonga and contribute to the development of interest, skills, knowledge and competencies in a way that caters for diversity and cultural differences.
Reliability	Assessment should consistently and accurately measure ākonga performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
Fairness and inclusivity	Varied assessment should provide all ākonga with an equitable opportunity to demonstrate their learning. No discrimination or bias should be applied. Assessment needs to be accessible to all ākonga, non-discriminatory, and be culturally responsive and appropriate.
Manageability	Assessment should be reasonable and practicable in time and resources for both ākonga and kaiako; they should be straightforward and not interfere with learning. Assessment should be planned within a course and across a programme to ensure a balanced workload.
Transparency	Each assessment should clearly set out the expectations of ākonga. Detailed explanation of the learning outcomes being assessed, weightings, task, criteria, and achievement standards should be included along with the use of exemplars where possible.
Sustainability	Assessment should be designed in a way that meets the needs of the present along with preparing ākonga to meet their own future learning needs. Sustainable assessment

	considers the contribution the assessment makes to the learning beyond the timeframe of the course.
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6.1.3 Assessment methods

This programme uses a range of assessment methods, which support ākonga to provide evidence of their learning achievement and their development towards achievement of Graduate Profile Outcomes. The three main types of assessment are as below.

Diagnostic is preliminary assessment to find out where ākonga are starting from. It may be used to inform learning and teaching plans and to provide differentiated teaching to meet ākonga needs.

Formative is assessment that is embedded in the learning and teaching process and provides informal and formal feedback to the kaiako and ākonga on progress towards a learning outcome. It can also provide information to inform the next steps in teaching and learning.

Summative is assessment that provides evidence that an ākonga has or has not achieved a learning outcome. Summative assessment tasks may occur upon the completion of a topic or module and may also be used formatively for further learning.

Assessment is designed to ensure that the context of learning and teaching is considered to ensure the assessment is valid. It is designed to ensure that ākonga will be provided with opportunities to express themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. Assessment is designed to take the form most appropriate and valid for the ākonga, learning and teaching, and includes formats that are oral, written, visual and practice based.

6.1.4 Assessment portfolios

Assessment in this programme is collated into Assessment Portfolios, which are designed to give ākonga the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, an Assessment Portfolio will employ a range of elements drawn from appropriate assessment activities to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

An Assessment Portfolio is used for accountability and provides evidence of what ākonga have learnt or mastered. There may be multiple activities within the portfolio, with individual weightings and due dates, which will align with, and measure, the learning outcomes. Where an assessment requires invigilation, it may still be included in the portfolio once the assessment is completed. The portfolio can provide a record of all assessment completed within a course.

Evidence within the Assessment Portfolio may include photos, videos, reflections, essays, presentations, marking rubrics (if skills are assessed via observation), voice recordings, attestations, interviews, reports, etc. The evidence selected to be included in a portfolio will be authentic and relevant. In the Assessment Portfolio, ākonga are required to provide sufficient evidence against all learning outcomes in order to pass the course.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools. Each method identified may be utilised to assess theory and/or practical applications. Activities in this programme may include:

<ul style="list-style-type: none"> Assignments Case-studies Examinations Exhibition presentations Group/Collaborative assessments Practical demonstrations Presentations 	<ul style="list-style-type: none"> Projects Research projects Tests/Quizzes Visual development records Written reports, summaries, contextual documents Work-based/Work-integrated assessment
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Detailed descriptions of each of the above are available in the [Appendix](#).

6.1.5 Assessment feedback

Ākonga are provided with regular feedback on progress and reporting on final achievements in accordance with [Te Kawa Maiororo | Educational Regulatory Framework](#). Kaiako contributing to the programme aim to provide constructive feedback in a timely fashion. Typically, such feedback is provided on individual assessment submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

6.1.6 Course workload

Kaiako are responsible for ensuring ākonga workload is fair and equitable. This may entail spreading assessment evenly across the time allocated for the delivery of all courses that ākonga are enrolled in at a given learning location, or may be agreed with ākonga and employers in work-based learning, or with ākonga learning in asynchronous learning environments.

To ensure ākonga can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the course. This information explicitly identifies agreed due dates for assessment events, as well as supporting details (e.g., assessment schedules).

6.2 Te Whakataurite Aromatawai | Moderation of Assessment

A networked moderation system will ensure the maintenance of a national standard for programme assessment. All assessments in this programme will be moderated pre- and post-assessment for the first delivery of each course. Thereafter, moderation will occur according to an annual moderation plan.

National moderation will be carried out as specified in an agreed national moderation plan. (See an indicative Moderation Plan in the [Appendix](#).) The Programme Committee is responsible for ensuring that the requirements of the approved programme moderation plan are met. This will include post-assessment moderation, as well as ensuring assessments are appropriate for the relevant level, learning outcomes and graduate profile outcomes.

The key components of the networked moderation system are as follows:

Type	Pre-assessment moderation	Post-assessment moderation
Local	All new assessments and significant changes to assessments will be pre-assessment peer-moderated to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed.	Course assessments are post-assessment moderated according to an annual plan. The purpose of this type of moderation is to check the consistency of assessors' marking decisions and to recommend any changes to the assessment that may improve validity, authenticity, consistency and ease of understanding.
National	National moderation will be carried out as specified in a national moderation plan. The primary objective of national moderation processes is to ensure that consistent assessment judgements are made at the national standard.	

Te Pūkenga moderation practices are based on the firm foundation of processes and practice from the range of established practice by network partners. The key difference is the collaborative national approach that will be employed within discipline teaching groups. The outcomes of moderation are reported and discussed in a variety of fora and used to seek improvement in practice across the network.

6.2.1 Collaboration for programme moderation

Kaiako teams will collaborate to collectively and separately provide processes ensuring assessment activities are fair, impartial and consistently applied between years and across learning sites

delivering the same courses. Collaborative discipline moderation rōpū will have an overview of the programme moderation and will work with the co-ordinator, and/or a specific moderation team, to provide processes to ensure that the learning outcomes achieved are substantially equivalent across delivery locations and sites. Moderation will be conducted by suitably qualified practising academics/assessors and moderators appointed from industry.

6.2.2 Local (internal) moderation

Kaiako recognised as having expertise in assessment within the discipline area of the relevant course collectively hold responsibility for local moderation within delivery sites, which will be undertaken by collegial teams.

6.2.3 National/Network moderation

Courses are subject to regular national/network moderation as per the Moderation Plan. Moderation activities for national/network moderation will employ formal processes and involve senior kaiako who manage and teach on the same or a similar programme.

Typically, each course will undergo national/network moderation at least once every three years. Selected courses may, however, be moderated annually if local moderation identifies a concern or negative ākongā feedback indicates this step to rectify course issues.

The moderation process is intended to encourage a culture of continuous improvement. It is not intended to be solely a compliance exercise. To this end, constructive engagement between local teaching teams and the moderation panel is to be encouraged.

Upon completion of moderation, a report will be sent to the Programme Committee. The moderation report will, where appropriate, provide feedback, which may include a statement of any corrective action considered necessary to be taken collectively or at any specific delivery site. Kaiako will be required to report on the corrective actions undertaken to ensure the national standard is achieved the next time the course is offered. If the Programme Committee believes that any given delivery site has not achieved the national standard, they may require kaiako at that delivery site to submit additional assessment material for moderation.

7 Te Whakaaetanga me te Uuitanga | Programme Acceptability and Consultation

NZQA Approval Criterion 4: Acceptability of the programme and consultation

7.1 Te Whakapānga mā roto i te Whanake Hōtaka | Socialisation during Programme Development

Kaiako at each Te Pūkenga network partner currently teaching on this programme or intending to do so were consulted during the process of programme development using a survey tool during May 2022. Feedback was requested on the draft curriculum regarding the following:

- any gaps or omissions in the alignment of the programme with the qualification requirements
- any unnecessary duplication
- the alignment between course learning outcomes and graduate profile outcomes
- whether the programme provides scope for regionalisation

Feedback was received, collated and discussed among the programme working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

The Workforce Development Council (WDC) relevant to the programme was consulted during the development process, with feedback requested on the draft curriculum. Feedback was discussed among the working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

Appendix 1: Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes

New Zealand Certificate in Animal Care (Level 3)

				Comply with all regulatory requirements and relevant industry codes of practice for animal care and welfare.	Maintain positive interpersonal relationships and ethical behaviour in the provision of animal care.	Apply knowledge of companion animal form and function to identify and respond to individual variations to normal health and behaviour.	Apply knowledge of companion animal health, behaviour, handling, and husbandry to assist with day to day care and transportation.	Apply knowledge of equine form and function to identify and respond to individual variations to normal health and behaviour.	Apply knowledge of equine health, behaviour, handling, and husbandry to assist with day to day care and transportation.	Apply knowledge of rural animal form and function to identify and respond to individual variations to normal health and behaviour.	Apply knowledge of rural animal health, behaviour, handling, and husbandry to assist with day to day care and transportation.
Course Code & Name	Course Aim & Outcomes		Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7	GPO 8
AN3101	Introduction to Professional Skills when working with companion animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies to assist in animal care in an ethical, legal and professional manner								
		LO1	Identify the impact of legislation and Codes of Welfare on companion animal facilities.	All LOs: Portfolio of evidence (100%)	√						
		LO2	Describe the interpersonal skills, and professional competencies required in a companion animal facility.		√	√					
AN3102	Behaviour, handling and transportation for companion animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies to identify companion animals and appropriate handling techniques.								
		LO1	Identify a range of companion animal breeds, and methods for identifying individual animals.	All LOs: Portfolio of evidence (100%)				√			
		LO2	Describe safe handling, restraint, basic training, and transportation techniques for a range of companion animals.				√	√			
AN3103	Introduction to form, function and preventative health for companion animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to companion animal anatomy and physiology to support animal health practices and disease prevention.								
		LO1	Identify anatomical structures and their functions in companion animals.	All LOs: Portfolio of evidence (100%)				√			
		LO2	Describe preventative health and hygiene measures to maintain the health and wellbeing of companion animals.				√				
AN3104	Introduction to Husbandry for companion animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry of companion animals.								
		LO1	Describe a holistic approach to companion animal husbandry which supports optimal health and welfare.	All LOs: Portfolio of evidence (100%)				√			
		LO2	Explain basic reproduction, parturition and care of neonates in companion animals					√			
		LO3	Explain how to apply basic first aid to companion animals in a range of emergency situations				√				
AN3105	Work experience with companion animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies to assist in a companion animal care facility.								
		LO1	Demonstrate professional behaviour in a team environment in companion animal facilities.	All LOs: Portfolio of evidence (100%)	√	√					
		LO2	Provide day-to-day feeding, husbandry, handling and routine health procedures to maintain the welfare of animals in a companion animal facility.		√		√	√			
		LO3	Apply health and safety, legal, and welfare practices to working in companion animal facilities.		√		√	√			

AN3201	Introduction to Professional Skills when working with equine animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies to assist in animal care in an ethical, legal and professional manner.										
		LO1	Identify the impact of legislation and Codes of Welfare relevant to equine facilities.	All LOs: Portfolio of evidence (100%)	√								
		LO2	Describe the personal attributes, professional skills and procedures required to maintain an equine facility.		√	√							
AN3202	Behaviour, handling and transportation for equine animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies to identify equine animals and appropriate handling techniques.										
		LO1	Identify a range of equine breeds and methods for identifying different individual animals.	All LOs: Portfolio of evidence (100%)						√			
		LO2	Describe handling, restraint, basic training, and transportation techniques for a range of equines.				√	√					
AN3203	Introduction to form, function and preventative health for equines	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to equine animal anatomy and physiology to support animal health practices and disease prevention.										
		LO1	Identify anatomical structures and their functions in equines.	All LOs: Portfolio of evidence (100%)					√				
		LO2	Describe preventative health and hygiene measures which respond to signs of common infectious diseases in equines.				√						
AN3204	Introduction to Husbandry for equine animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry of equines.										
		LO1	Describe a holistic approach to equine animal husbandry which supports optimal health and welfare	All LOs: Portfolio of evidence (100%)							√		
		LO2	Explain basic reproduction, parturition and care of neonates in equines.							√			
		LO3	Explain how to apply basic first aid to equine animals in a range of emergency situations.				√						
AN3205	Work-experience with equines	Aim:	The aim of this course is to develop the knowledge, skills and competencies to assist in an equine animal care facility.										
		LO1	Demonstrate professional and ethical behaviour in a team environment in equine facilities.	All LOs: Portfolio of evidence (100%)	√	√							
		LO2	Provide day-to-day feeding, husbandry, handling and routine health procedures to maintain the welfare of animals in an equine facility.		√			√	√				
		LO3	Apply health and safety, legal, and welfare practices to working in equine facilities.		√			√	√				
AN3301	Introduction to Professional Skills when working with rural animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies to assist in rural animal care in an ethical, legal and professional manner.										
		LO1	Identify the impact of legislation and Codes of Welfare relevant to rural animal facilities.	All LOs: Portfolio of evidence (100%)	√								
		LO2	Describe the personal attributes, professional skills and procedures required to maintain a rural animal facility.		√	√							
AN3302	Behaviour, handling and transportation for rural animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies to identify rural animals and appropriate handling techniques.										
		LO1	Identify a range of rural animal breeds and methods for identifying different individual animals.	All LOs: Portfolio of evidence (100%)								√	
		LO2	Describe handling, restraint, basic training, and transportation techniques for a range of rural animals.							√	√		
AN3303	Introduction to form, function and preventative health for rural animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to rural animal anatomy and physiology to support animal health practices and disease prevention.										
		LO1	Identify anatomical structures and their functions in rural animals.	All LOs: Portfolio of evidence (100%)								√	
		LO2	Describe preventative health and hygiene measures which respond to signs of common infectious diseases in rural animals.								√		
AN3304		Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry of rural animals.										

Introduction to Husbandry for rural animals	LO1	Describe a holistic approach to rural animal husbandry which support optimal health and welfare.	All LOs: Portfolio of evidence (100%)									√	
	LO2	Explain basic reproduction, parturition and care of neonates in rural animals.											√
	LO3	Explain how to apply basic first aid to rural animals in a range of emergency situations.									√		
AN3305 Work-experience with rural animals	Aim:	The aim of this course is to develop the knowledge, skills and competencies to assist in a rural animal facility.											
	LO1	Demonstrate professional and ethical behaviour in a team environment in rural animal facilities.	All LOs: Portfolio of evidence (100%)	√	√								
	LO2	Provide day-to-day feeding, husbandry, handling and routine health procedures to maintain the welfare of animals in a rural animal facility.		√						√	√		
	LO3	Apply health and safety, legal, and welfare practices to working in rural animal facilities.		√						√	√		

Appendix 2: Akoranga | Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

7.2 Companion Animals Strand Courses

INTRODUCTION TO PROFESSIONAL SKILLS WHEN WORKING WITH COMPANION ANIMALS					
Course code:	AN3101	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Companion Animals			Compulsory	
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to assist in animal care in an ethical, legal and professional manner

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify the impact of legislation and Codes of Welfare on companion animal facilities.	GPO 1
2.	Describe the interpersonal skills and professional competencies required in a companion animal facility.	GPO 1, 2

Indicative Content

LO1 **Legislation and SOPs**

-
- Acts and Legislation relating to the workplace. (Refer to Qualification document for list of legislation)
 - SOP within the work facility that implement the legislations
 - Codes of welfare
 - Demonstration of current animal welfare legislation within the animal facility.
 - Maintaining client confidentiality - data protection, acts and legislation, and personal responsibilities
-

LO2

Interpersonal skills

- Appropriate attire
- Attitude
- Time management

Cultural responsiveness / sustainability

- Sustainability (environmental) within the work facility.
- Effective communication and respect towards different cultural beliefs.
- Ethical behaviour
- Wellbeing in the animal industry
- Values based practices

Professional competencies

- Written, oral and visual communication
 - accurately record written information
 - write for a specific purpose and audience
 - read and understand a range of text from a variety of sources
 - recognise and use specialised vocabulary and terminology in context
 - use numbers accurately to solve context specific problems
 - respond to dialogue appropriately and with understanding
 - record accurately from spoken instructions or requests
 - Sourcing information
-

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All	50%

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

BEHAVIOUR, HANDLING, AND TRANSPORTATION FOR COMPANION ANIMALS

Course code:	AN3102	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Companion Animals	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to identify companion animals and appropriate handling techniques.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify a range of companion animal breeds, and methods for identifying individual animals.	GPO 4
2.	Describe safe handling, restraint, basic training, and transportation techniques for a range of companion animals.	GPO 3, 4

Indicative Content

LO1	Animal ID <ul style="list-style-type: none"> • Recognise the companion animal species and common breeds • Age or life stage of individual animals. • Routine methods of identifying individuals
LO2	Handling, restraint, behaviour Natural behaviours of each species. The principles of animal welfare, based on the Five Domains model. Routine handling and restraint techniques for each species. Low-stress handling

Basic training methods.
Methods and equipment for transporting animals

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

INTRODUCTION TO FORM, FUNCTION AND PREVENTATIVE HEALTH FOR COMPANION ANIMALS

<i>Course code:</i>	AN3103	<i>Level:</i>	3	<i>Credits:</i>	15
<i>Main programme:</i>	New Zealand Certificate in Animal Care (Level 3)				
<i>Strand:</i>	Companion Animals			Compulsory	
<i>Other programmes:</i>					
<i>Requisites:</i>	AN3101 Introduction to Professional Skills when working with companion animals, and AN3102 Behaviour, handling, and transportation for companion animals				
<i>Delivery modes:</i>	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i>		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to companion animal anatomy and physiology to support animal health practices and disease prevention.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify anatomical structures and their functions in companion animals.	GPO 3
2.	Describe preventative health and hygiene measures to maintain the health and wellbeing of companion animals.	GPO 3

Indicative Content

LO1 *Structure and Function*

- Function of cell components
- Diversity and different structures of microorganisms
- Body tissues: epithelial, connective, muscle, nervous
- Location of organs, organ systems and body cavities in companion animals
- Components and basic function of major body systems.
 - integumentary system, skeletal system, muscular system, lymphatic system, respiratory system, digestive system, nervous system, endocrine system, cardiovascular system, urinary system, and reproductive systems

LO2 Health and Hygiene

Signs of health and ill health and appropriate action
Common infectious diseases in companion animals
Preventative health for companion animals including routine vaccinations and parasite control options.

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

INTRODUCTION TO HUSBANDRY FOR COMPANION ANIMALS

Course code:	AN3104	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Companion Animals	Compulsory			
Other programmes:					
Requisites:	AN3101 Introduction to Professional Skills when working with companion animals, and AN3102 Behaviour, handling, and transportation for companion animals				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry of companion animals.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Describe a holistic approach to companion animal husbandry which supports optimal health and welfare.	GPO 4
2.	Explain basic reproduction, parturition and care of neonates in companion animals	GPO 4
3	Explain how to apply basic first aid to companion animals in a range of emergency situations	GPO 3

Indicative Content

LO1 Animal Husbandry

Nutrition; nutritional requirements, provision of food/water, feeding plans, recording
 Housing; design/selection, safety, cleaning, space requirements
 Waste disposal
 Grooming requirements
 Exercise and Enrichment
 Safe working practices and safe animal movement:

Legislation and Codes of Welfare

LO2 Reproduction

- Breeding and reproductive cycle of companion animals
 - Normal parturition and signs of problems in companion animals
 - Care of companion animal neonates
 - Prevention of breeding in companion animals
 - Ethical considerations in breeding of companion animals
-

LO3 First Aid

Handling of injured animals, safety for handler and animals, PPE, handling, and transport equipment.
Rules and aims of first aid and how to apply to a range of situations.
Common animal emergencies and their responses.
Contents of first-aid box (bandages, dressings, surgical tape, cotton wool, towel, scissors, disposable gloves, tweezers).
Legal limitations and implications of first aid.

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from DD-MM-YYYY	Description of change
1				New Course

WORK EXPERIENCE WITH COMPANION ANIMALS

Course code:	AN3105	Level:	3	Credits:	10
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Companion Animals	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		100	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to assist in a companion animal care facility.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Demonstrate professional behaviour in a team environment in companion animal facilities.	GPO 1, 2
2.	Provide day-to-day feeding, husbandry, handling and routine health procedures to maintain the welfare of animals in a companion animal facility.	GPO 1, 3, 4
3.	Apply health and safety, legal, and welfare practices to working in companion animal facilities.	GPO 1, 3, 4

Indicative Content

Ākonga will prepare for practicum by completing modules on health and safety, professionalism, hygiene, and practicum expectations. Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs in order to provide them with the practical skills for work-based learning.

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs a competency-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Learners are required to achieve all of the outcomes in order to pass competency-based assessment.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

7.3 Level 3 Equine Strand Courses

INTRODUCTION TO PROFESSIONAL SKILLS WHEN WORKING WITH EQUINE ANIMALS					
Course code:	AN3201	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Equine	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to assist in animal care in an ethical, legal and professional manner.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/Professional Standards

1.	Identify the impact of legislation and Codes of Welfare relevant to equine facilities.	GPO 1
2.	Describe the personal attributes, professional skills and procedures required to maintain an equine facility.	GPO 1, 2

Indicative Content

LO1 Legislation and SOPs

- Acts and Legislation relating to the workplace. (refer to Qualification document for list of legislation)
- SOP within the work facility that implement the legislations
 - Codes of welfare
- Demonstration of current animal welfare legislation within the animal facility.
- Maintaining client confidentiality - data protection, acts and legislation, and personal responsibilities

LO2 Interpersonal skills

- Appropriate attire
- Attitude
- Time management

Cultural responsiveness / sustainability

- Sustainability (environmental) within the work facility.
- Effective communication and respect towards different cultural beliefs.
- Ethical behaviour
- Wellbeing in the animal industry
- Values based practices

Professional competencies

- Written, oral and visual communication
- accurately record written information
- write for a specific purpose and audience
- read and understand a range of text from a variety of sources
- recognise and use specialised vocabulary and terminology in context
- use numbers accurately to solve context specific problems
- respond to dialogue appropriately and with understanding
- record accurately from spoken instructions or requests
- Sourcing information

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

BEHAVIOUR, HANDLING AND TRANSPORTATION FOR EQUINE ANIMALS

Course code:	AN3202	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Equine	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to identify equine animals and appropriate handling techniques.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify a range of equine breeds and methods for identifying different individual animals.	GPO 6
2.	Describe handling, restraint, basic training, and transportation techniques for a range of equines.	GPO 5, 6

Indicative Content

LO1 Animal ID

- Recognise a range of different breeds of equines
- Age or life stage of individual animals.
- Routine methods of identifying individuals

LO2 Handling, restraint, behaviour

Natural behaviours of equines
 The principles of animal welfare, based on the Five Domains model.
 Routine handling and restraint techniques.
 Basic training methods.

Methods and equipment transporting equines

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

INTRODUCTION TO FORM, FUNCTION, AND PREVENTATIVE HEALTH FOR EQUINES

<i>Course code:</i>	AN3203	<i>Level:</i>	3	<i>Credits:</i>	15
<i>Main programme:</i>	New Zealand Certificate in Animal Care (Level 3)				
<i>Strand:</i>	Equine	Compulsory			
<i>Other programmes:</i>					
<i>Requisites:</i>	Nil				
<i>Delivery modes:</i>	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i>		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to equine animal anatomy and physiology to support animal health practices and disease prevention.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify anatomical structures and their functions in equines.	GPO 5
2.	Describe preventative health and hygiene measures which respond to signs of common infectious diseases in equines.	GPO 5

Indicative Content

LO1 *Structure and Function*

- Function of cell components
- Diversity and different structures of microorganisms
- Body tissues: epithelial, connective, muscle, nervous
- Location of organs, organ systems and body cavities in equines
- Components and basic function of major body systems

LO2 *Health and Hygiene*

Introduction to infection control methods and prevention of disease.
Identification of cleaning and disinfectant agents and their safe use

Signs of health and ill health and appropriate action
 Common infectious diseases in equines
 Preventative health for equines including routine vaccinations and parasite control options

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

INTRODUCTION TO HUSBANDRY FOR EQUINE ANIMALS

Course code:	AN3204	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Equine	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry of equines.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Describe a holistic approach to equine animal husbandry which supports optimal health and welfare	GPO 6
2.	Explain basic reproduction, parturition and care of neonates in equines.	GPO 6
3	Explain how to apply basic first aid to equine animals in a range of emergency situations.	GPO 5

Indicative Content

LO1	<ul style="list-style-type: none"> • Nutrition; nutritional requirements, provision of food/water, feeding plans, recording • Housing; design/selection, safety, cleaning, space requirements • Waste disposal • Grooming requirements • Exercise and Enrichment • Safe working practices and safe animal movement: • Legislation and Codes of Welfare
LO2	Breeding and reproductive cycle of equines Normal parturition and signs of problems in equines

Care of equine neonates
 Prevention of breeding in equines
 Ethical considerations in breeding of equines

LO3 **First Aid**
 Handling of injured animals, safety for handler and animals, PPE, handling, and transport equipment.
 Rules and aims of first aid and how to apply to situations.
 Common animal emergencies and their responses.
 Contents of first-aid box (bandages, dressings, surgical tape, cotton wool, towel, scissors, disposable gloves, tweezers).
 Legal limitations and implications of first aid.

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All	50%

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change

1			DD-MM-YYYY	New Course

WORK EXPERIENCE WITH EQUINES

Course code:	AN3205	Level:	3	Credits:	10
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Equine	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		100	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to assist in an equine animal care facility.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Demonstrate professional and ethical behaviour in a team environment in equine facilities.	GPO 1, 2
2.	Provide day-to-day feeding, husbandry, handling and routine health procedures to maintain the welfare of animals in an equine facility.	GPO 1, 5, 6
3.	Apply health and safety, legal, and welfare practices to working in equine facilities.	GPO 1, 5, 6

Indicative Content

Ākonga will prepare for practicum by completing modules on health and safety, professionalism, hygiene, and practicum expectations. Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs in order to provide them with the practical skills for work-based learning.

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs a competency-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Learners are required to achieve all of the outcomes in order to pass competency-based assessment.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

7.4 Level 3 Rural Animal Strand Courses

INTRODUCTION TO PROFESSIONAL SKILLS WHEN WORKING WITH RURAL ANIMALS					
Course code:	AN3301	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Rural Animals	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to assist in rural animal care in an ethical, legal and professional manner.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify the impact of legislation and Codes of Welfare relevant to rural animal facilities.	GPO 1
2.	Describe the personal attributes, professional skills and procedures required to maintain a rural animal facility.	GPO 1, 2

Indicative Content

LO1	Legislation and SOPs <ul style="list-style-type: none"> Acts and Legislation relating to the workplace. (refer to Qualification document for list of legislation) SOPs within the work facility that implement the legislations <ul style="list-style-type: none"> Codes of welfare Demonstration of current animal welfare legislation within the animal facility. Maintaining client confidentiality - data protection, acts and legislation, and personal responsibilities
LO2	Interpersonal skills <ul style="list-style-type: none"> Appropriate attire

- Attitude
- Time management

Cultural responsiveness / sustainability

- Sustainability (environmental) within the work facility.
- Effective communication and respect towards different cultural beliefs.
- Ethical behaviour
- Wellbeing in the animal industry
- Values based practices

Professional competencies

- Written, oral and visual communication
- accurately record written information
- write for a specific purpose and audience
- read and understand a range of text from a variety of sources
- recognise and use specialised vocabulary and terminology in context
- use numbers accurately to solve context specific problems
- respond to dialogue appropriately and with understanding
- record accurately from spoken instructions or requests
- Sourcing information

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

BEHAVIOUR, HANDLING, AND TRANSPORTATION FOR RURAL ANIMALS

Course code:	AN3302	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Rural Animals	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to identify different rural animals and appropriate handling techniques.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify a range of rural animal breeds and methods for identifying individual animals.	GPO 8
2.	Describe handling, restraint, basic training, and transportation techniques for a range of rural animals.	GPO 7, 8

Indicative Content

LO1	Animal ID <ul style="list-style-type: none"> Recognise rural animal species, and a range of different breeds of each Age or life stage of individual animals. Routine methods of identifying individuals
LO2	Handling, restraint, behaviour Natural behaviours of each species in. The principles of animal welfare, based on the Five Domains model. Routine handling and restraint techniques for each species. Basic training methods.

Methods and equipment for transporting animals

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

INTRODUCTION TO FORM, FUNCTION, AND PREVENTATIVE HEALTH FOR RURAL ANIMALS

<i>Course code:</i>	AN3303	<i>Level:</i>	3	<i>Credits:</i>	15
<i>Main programme:</i>	New Zealand Certificate in Animal Care (Level 3)				
<i>Strand:</i>	Rural Animals	Compulsory			
<i>Other programmes:</i>					
<i>Requisites:</i>	Nil				
<i>Delivery modes:</i>	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance	<i>Total learning hours:</i>		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to rural animal anatomy and physiology to support animal health practices and disease prevention.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify anatomical structures and their functions in rural animals.	GPO 7
2.	Describe preventative health and hygiene measures which respond to signs of common infectious diseases in rural animals.	GPO 7

Indicative Content

LO1	<ul style="list-style-type: none"> Function of cell components Diversity and different structures of microorganisms Body tissues: epithelial, connective, muscle, nervous Location of organs, organ systems and body cavities in companion animals Components and basic function of major body systems.
LO2	Signs of health and ill health and appropriate action Common infectious diseases in rural animals Preventative health for rural animals including routine vaccinations and parasite control options.

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All	50%

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from DD-MM-YYYY	Description of change
1				New Course

INTRODUCTION TO HUSBANDRY FOR RURAL ANIMALS

Course code:	AN3304	Level:	3	Credits:	15
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Rural Animals	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry of rural animals.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Describe a holistic approach to rural animal husbandry which support optimal health and welfare.	GPO 8
2.	Explain basic reproduction, parturition and care of neonates in rural animals.	GPO 8
3	Explain how to apply basic first aid to rural animals in a range of emergency situations.	GPO 7

Indicative Content

LO1	<ul style="list-style-type: none"> Nutrition; nutritional requirements, provision of food/water, feeding plans, recording Housing; design/selection, safety, cleaning, space requirements Waste disposal Grooming requirements e.g. shearing, foot care Exercise and Enrichment Safe working practices and safe animal movement: Legislation and Codes of Welfare
LO2	Breeding and reproductive cycle of rural animals

	Normal parturition and signs of problems in rural animals Care of rural animal neonates Prevention of breeding in rural animals Ethical considerations in breeding of rural animal
LO3	First Aid Handling of injured animals, safety for handler and animals, PPE, handling, and transport equipment. Rules and aims of first aid and how to apply to situations Common animal emergencies and their responses Contents of first-aid box (bandages, dressings, surgical tape, cotton wool, towel, scissors, disposable gloves, tweezers) Legal limitations and implications of first aid

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes	Completion Requirements
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All	50%

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change

1			DD-MM-YYYY	New Course

WORK EXPERIENCE WITH RURAL ANIMALS

Course code:	AN3305	Level:	3	Credits:	10
Main programme:	New Zealand Certificate in Animal Care (Level 3)				
Strand:	Rural Animals	Compulsory			
Other programmes:					
Requisites:	Nil				
Delivery modes:	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Distance	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		100	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies to assist in a rural animal facility.

Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Demonstrate professional and ethical behaviour in a team environment in rural animal facilities.	GPO 1, 2
2.	Provide day-to-day feeding, husbandry, handling and routine health procedures to maintain the welfare of animals in a rural animal facility.	GPO 1, 7, 8
3.	Apply health and safety, legal, and welfare practices to working in rural animal facilities.	GPO 1, 7, 8

Indicative Content

Ākonga will prepare for practicum by completing modules on health and safety, professionalism, hygiene, and practicum expectations. Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs in order to provide them with the practical skills for work-based learning.

Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment in this course employs a competency-based grading scheme. Learners will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All

Learners are required to achieve all of the outcomes in order to pass competency-based assessment.

Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Appendix 6: Consultation Summary Log

Feedback received during the kaiako socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
12/5/22	Programme Socialisation	Network kaiako	<ol style="list-style-type: none"> 1. AN3102 Behaviour, handling and transportation for companion animals: <ol style="list-style-type: none"> a. This should include 'low stress handling' maybe this term should be used rather than safe handling (although I understand H&S aspects of safe), I think it is important to clarify 'low stress' b. Interpretation of behaviour should be in indicative content as it is frequently misunderstood or discreet signals missed/ignored which can not only be a welfare issue but a health and safety issue. I think this is the most important aspect of behaviour at this level. If everybody could understand companion animal body language we would have happier animals and less human injuries. Consent testing should also be covered. c. Not sure why the focus is on 'natural behaviours of each species in its undomesticated form'. I think the focus at this level should be concentrating on the behaviour that we are likely to see in these animals, whether its normal or abnormal etc. Maybe the words '...in its undomesticated form' could be removed? Domestic animals can be very different to their undomesticated relatives and although it's important to understand the reasons for behaviour, this may limit content if detailed here. 2. AN3103 Introduction to form, function and preventative health for companion animals <ol style="list-style-type: none"> a. I think it would be good to define 'major body systems' as these are open to interpretation and this has always been 	<p>WG Response:</p> <ol style="list-style-type: none"> 1 <ol style="list-style-type: none"> a. Low-stress handling is mentioned in the indicative content. b. Natural behaviour is already there. Interpretation is beyond a level 3 skill, as is consent testing. c. 'undomesticated form' removed from indicative content 2. Now defined 3. Assessment will be competency based but will also include learning and teaching in addition to workplace hours, to help support akonga to meet the LOs 4. This will be further clarified once we have more guidance from Te Pukenga 5. See point 4.

			<p>the case for anatomy and physiology across institutions. Must include...</p> <ol style="list-style-type: none"> 3. AN3105 Work experience with companion animals <ol style="list-style-type: none"> a. The indicative content for LO2 seems quite prescriptive – more like assessment tasks b. If this course is competency based – how is it going to be assessed? It cannot just be by completion of hours as it's a 10 credit course with only 40 hours required for work experience, leaving 60 hours for teaching and SDL? 4. The statement that 'all learners are required to provide sufficient evidence against all learning outcomes' seems to be contradictory to the portfolio based assessment, requiring only 50% to pass. How is this going to be assessed against learning outcomes? E.g. a student could gain 50% overall and only meet the requirements of one learning outcome throughout their assessments. How would this be dealt with? Surely the statement needs to be removed? 5. As 4/5 courses are portfolio achievement based. Students only need to gain 50% overall to pass, are entitled to one resit, only if they get 45% overall. If the student fails 2 out of 3 portfolio tasks, do they get to choose which one to resit to bring them over 50% overall? Or do you choose the one with the higher weighting. A resit would be capped at 50% so would there be a possible situation where they would need to resit 2 but still have achieved 45% overall? 	
12/5/22	Programme Socialisation	Network kaiako	<ol style="list-style-type: none"> 1. By the look of the email Steve Marshall's email about unit standards the intent is that each provider who requires embedded unit standards for provision to the Trades Academy will map their own. Other providers will have no embedded unit standards. I can't see how that makes this a unified programme, nor can I see how this will work. As far as I understand the next stage to this is that there will be actual assessments determined in another 	<p>WG response:</p> <ol style="list-style-type: none"> 1. To be determined later 2. To be determined later 3. Noted

			<p>document that feeds into the “portfolio” that Te Pukenga required the working groups to put in. How will they manage to create actual assessments sensibly if we all have different, or no, unit standards to incorporate?</p> <p>2. The General Admission requirements p49 states “To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme’s commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form)”. This could exclude some Trade Academy students who are under 16 and also would exclude approved home school students using this qualification as part of their home school programme. I can see no reason to exclude students under 16.</p> <p>3. Feedback from a curriculum services advisor is "to question why it is achievement based? At this level and particularly if it includes unit standards, it would be far better for it to be competency based. You can award superior performance through some other means such as class prizes or informal awards." Note this feedback is not representative of UCOL's feedback as a whole. The teaching team feel that achievement based is best with some competencies embedded</p>	
12/5/22	Programme Socialisation	Network kaiako	<p>1. AN3103: The team felt that Hygiene was included too late in the programme. Needs to be taught before going to work experience. Maybe First Aid in the AN3101 course can be swapped with this.</p> <p>2. AN3301: LO3 refers to companion animals</p> <p>3. AN3302: Might be useful to identify production uses as well. LO2 includes basic training - is this needed? Would be better to include yard design instead of equipment for transport.</p>	<p>WG response:</p> <ol style="list-style-type: none"> 1. Basic hygiene would be taught as part of work-experience, early in the student’s study. 2. Amended 3. Qualification specifies non-production setting/noted 4. Grooming remains but detail provided, yarding and

			<ol style="list-style-type: none"> 4. AN3304: Remove grooming requirements, and exercise. Include yarding, paddocks, etc. 5. AN3305: Remove toileting from indicative content. Include reporting of zoonotic diseases. 6. What grade appears on the learner record - is it just Achieved or C as well? 7. For moderation purposes, what is a delivery cycle? if there are three intakes in a year the current wording could indicate that each course needs to be externally moderated each year. 8. Can the first course be a pre-requisite course? 	<p>paddocks would be covered under exercise</p> <ol style="list-style-type: none"> 5. No indicative content as tailored to student need 6. To be determined 7. To be determined 8. Yes
12/5/22	Programme Socialisation	Network kaiako	<ol style="list-style-type: none"> 1. AN3102 Behaviour, handling and transportation for companion animals No mention of gender ID 	<p>WG response:</p> <ol style="list-style-type: none"> 1. Individual animal ID would include sex (note, gender is a social construct)
12/5/22	Programme Socialisation	Network kaiako	<ol style="list-style-type: none"> 1. Programme aligns to qualification as written. 2. There is evident duplication of theory content between: <ol style="list-style-type: none"> a. AN3103 LO2 and AN3105 LO3 indicative content which by defacto is the taught expectation, (relating to diseases) suggest clarify which aspects are covered in each. 3. Some courses seem overloaded with content compared to others. I provided direct feedback to Joanne Jones and Laura Harvey regarding this, they have my feedback on the actual document. 	<p>WG response:</p> <ol style="list-style-type: none"> 1. Noted 2. Noted 3. Noted – some content rearranged 4. Written communication is included in the indicative content 5. Noted – to be determined later 6. Breed identification would require an understanding of species so no need to specify 7. Noted

			<p>4. Some learning outcomes lack necessary detail, I very strongly agree with the necessity to teach written communication and suggest this needs to be underpinned by making it part of LO2 in AN3101, otherwise you give subsidiaries the license to bury adequate literacy education in an imprecise descriptor.</p> <p>5. Also LO1 in AN3101 has a poor word choice: "impact" needs to be rethought. E.g.: Identify the role of . . .</p> <p>6. I suggest that in AN3102 LO1 needs to go further than to suggest breeds, no mention of Species at all. Breeds is insufficient given the range of animals species involved: MUST differentiate species, ie: mouse, rat, cat, dog, etc... breed as a descriptor sits below species identity.</p> <p>7. AN3103 LO2 has an excessive amount of content and is replicated elsewhere. I suggest remove some of this content to reduce the content load in this course. AN3103 also lacks the specific wording in content of LO1 of CELLS which needs to be understood to teach tissue and organ structure/function. You also need cell bio to underpin disease, further differentiate bacteria, viruses and eukaryotic microbes and parasites. So despite having a heavy content load you have missed essential content. Further hygiene is a more suited topic for Husbandry. The disease and microbiology content needs to be redressed and distributed better in content. S.g. take some aspects such as fomite, environmental (within facilities) decontamination, disinfection, hygiene into Husbandry, and as not WE in the practical sense. it is very valid to discuss zoonosis in WE context, I suggest keep the microbiology basics in AN3103 (re-write LO2 to reduce amount of content implied), shift</p>	
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			<p>the theory of facility management-infection control-disinfection into AN3104, and make the aspects that fall into WE clearly practical. It will be awkward to disinter, but any improvement will be welcome.</p>	
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Appendix 4: Learning and Teaching Methods

Case-studies / Scenario-based learning	Case-studies and/or scenario-based learning approaches are used to reinforce ākonga application of theory to practice. These methods are used in face-to-face, practical, and online contexts. These methods are used to support development of evaluation, analysis, problem-solving and critical-thinking skills. Their application also provides opportunities for developing soft skills related to practice.
Collaborative learning	<p>Collaborative learning requires working together toward a common goal and is often conducted using real world contexts. Ākonga are responsible for one another's learning as well as their own, and reaching their goal implies that ākonga have helped each other to understand and learn. The use of collaborative learning activities promotes interpersonal skills, respect and cultural awareness, which are fundamental to knowledge and skills in the functions that ākonga will be expected to demonstrate on the job as a graduate. Ethical behaviour, attitude, aptitude, personal accountability and the need to uphold industry standards are strong learning themes. Collaborative learning provides opportunities for kanohi ki te kanohi (face to face) activity and the development of intercultural understanding.</p> <p>Collaborative learning activities include brainstorming, discussion and debate. These enable ākonga to draw on existing and newly acquired knowledge and skills to collaboratively build and explore new ideas, concepts and solutions. These methods are used to build expertise, stimulate ideas, determine level of understanding, validate knowledge and consolidate learning.</p>
Engagement with technical and professional standards	Ākonga access technical and professional standards online and apply them to practical examples and case studies. Delivery methods focus on engaging ākonga with technical aspects of standards, enhancing their literacy capabilities and interpretation skills
Flipped classroom	Using the Learning Management System, ākonga are able to access resources that allow them to start to become familiar with and understand discipline-specific content. There is an expectation that ākonga will engage with such material before a related classroom session. In this way, classroom sessions will maximise face-to-face opportunities for discursive and interactive learning activities.
Group critiques	Either small or large group learning that may involve more than one kaiako and possibly a guest participant from within or external to the teaching team. Typically, it is a forum where individual participants state their response to work presented for review and where the group discusses issues arising from such responses in a structured way. Creative practice is an activity which calls for a considerable degree of ongoing reflective self-critique as practical work proceeds, and group critiques are an excellent method for developing ākonga critical self-awareness.
Guest speakers / Industry professionals	Opportunities for a recognised leader in a specific field to share personal insight based on experiences obtained through a career of real-life engagement in a given field, or to provide specific knowledge about a specialised subject that is not normally part of the curriculum. These sessions may include a focus on career opportunities and development.
HyFlex models	The Hyflex model utilises an online supported delivery, which provides flexibility for ākonga to fit learning into their individual schedules. Ākonga will be able to navigate and be supported within the programme both online and onsite equally. Content resource materials will primarily be delivered through

	<p>structured yet self-directed learning activities to develop competency and graduate capabilities. Onsite kaiako-led activities will be developed to ensure equivalence with online delivery methods. A Learning Management System will be utilised to fully support facilitation of this learning.</p> <p>The HyFlex model will be structured to equally enable ākonga in employment as well as those seeking employment to complete their programme of choice. For those already in employment the flexibility to study courses in the order that best suits their individual learning plans.</p>
Individual learning & career planning	Individual learning and career development plans are created with ākonga to support their future focus on career aspirations and to plan milestones (markers) for successful achievement of their programme goals. This activity supports self-directed learning activities.
Interactive lectures / Large-group teaching	Lectures are used to present course- and/or topic-specific principles, theories and concepts. These sessions include a high-level of class interaction and participation; this supports the flipped-learning approach, while promoting independence, communication skills and attributes related to life-long learning skills. Interactive lectures provide a forum for supporting practice-based learning, via the use of case-studies. The use of guest kaiako from industry offers further opportunities to make theoretical content more meaningful for ākonga.
Investigative/Field trips	Field trips to various discipline specific and or content related locations will provide ākonga with opportunities to explore real environments for the purposes of investigation, research and experience of real-life contexts. Video capture and virtual field trips may be employed in simulated and online teaching environments.
Kanohi ki te kanohi and other culturally responsive options	Kanohi ki te kanohi or face-to-face communication is a facet of human behaviour. It is indeed a key principal of being and doing as Māori. It allows one not only to see who or what one is communicating with, but also to hear, feel and smell the relationship. Methods that acknowledge such culturally responsive approaches to learning and teaching are employed where and when appropriate throughout the programme.
Laboratory sessions	Laboratory sessions create the environment for ākonga to be physically engaged with concepts from the course through active experimentation or exploration related to real-world applications. Laboratory sessions can provide ākonga opportunities for exposition, inquiry and/or discovery, and may support their deeper understanding of concepts and their development of critical thinking and data analysis skills. Laboratory sessions also develop ākonga understanding of group work and research in the field.
Practical learning	Practical learning opportunities provide ākonga the chance to apply learning to practice in a supported environment. This approach teaches relevant practical skills, while facilitating development of communication, leadership, and team skills and competencies. Practical learning opportunities may involve handling skills, equipment manipulation, experimentation, observation, problem-solving, measurement and monitoring, and analysis and evaluation.
Noho marae	Noho marae literally means to stay/sleep on a marae. The phrase typically refers to a stay on a marae, with an educational/developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning, e.g., experiencing how physical, spiritual and emotional aspects of culture can be applied to learning (process and purpose) as well as te reo Māori (content).

Online learning	Online or e-learning tools are an important resource, particularly in terms of supporting other modes of praxis. Our Learning Management Systems give ākongā access to relevant readings, multi-media resources, simulations (where appropriate) and supporting materials, such as assessment and course information. These resources are a key component of the flipped-learning approach, as ākongā are expected to access and use these before face-to-face learning experiences. Online forums facilitate ākongā (online) engagement with peers and staff, offering the opportunity to develop teamwork, communication and independent study skills.
Project-based/Activity-based learning	Project-based learning is used to highlight theory-to-practice, and to develop ākongā's skills in problem-solving, research, independent study, leadership, teamwork and communication skills. Projects give ākongā the opportunity to explore relevant areas of practice that may be of special interest to them, further strengthening their engagement with course material, while fostering an appreciation for life-long learning.
Research projects	A research project is an original investigation into a clearly specified problem individually formulated by ākongā. The research is driven by a hypothesis, idea or intellectual position, underpinned by a theoretical framework and capable of rigorous assessment depending on the level of the programme and research course.
Role play	Role play learning utilises a hands-on approach where real world scenarios are simulated, whilst kaiako maintain the safety, integrity and wellbeing of all involved at all times. Learning is situational and depending on the topic at the time, it is designed to simulate ākongā understanding, representing and solving complex interdependent situations. The process requires ākongā to integrate theory and practice, apply skills learnt and then under the direction of their teacher, reflect on the interactions, the decisions made and their impact on the participants. Role play enables ākongā to practice and experience verbal and non-verbal communication techniques. Role plays are used to simulate real world scenarios that involve working with clients and fellow employees. Role plays also provide opportunity to develop interview techniques.
Mahi-ā-ipurangi Self-directed learning	Primarily, ākongā engage in self-directed learning via review of course readings and other resources, research as preparation for assessments, projects, flipped-learning contexts, and participation in peer discussions. This learning fosters ākongā research skills, as well as competencies needed for life-long learning, critical-thinking and analysis, and communication/collaboration skills.
Team/Peer-based learning	This involves a structured approach to small-group work that goes much further than tutorials (see below), wherein ākongā prepare in advance of face-to-face interactions (e.g., by reading). In a typical class session, ākongā may complete a test individually, then repeat the same test in their groups where collaborative discussion among group members promotes a consensus answer. Team-based learning promotes reflection and teamwork, and taps into group strengths, as well as motivating team members to learn in competition with other groups.
Tuākana-Teina	This relationship provides a model for buddy systems. A more expert tuākana helps and guides a less expert teina. In a learning environment that recognises the value of ako, the Tuākana-Teina roles may be reversed at any time. Kaitiaki give ākongā the benefit of their knowledge and skills. This contributes to a culture of collaborative learning and teaching with the roles of ākongā and kaitiaki both valued and acknowledged. Tuākana-Teina contributes to the development of collaborative capabilities and the skills needed to work effectively as part of a team.

Tutorials/Small-group learning	Tutorials and/or small-group sessions allow ākonga to engage in activities designed to support learning completed in other modes (e.g., interactive lectures). These groups may be peer- or staff-led or -initiated; they provide a forum for in-depth discussion and exploration of theories, principles, and concepts introduced in other sessions. Tutorials and small-group learning provide a platform for development of skills around collaboration, leadership and communication, as well as further opportunities for applying theory to practice and for critical-thinking and analysis. Tutorials can support participation in simulated work-based scenarios and may take place in a face-to-face setting, or online.
Wānanga	Meaning to meet and discuss/deliberate something of importance, wānanga is the process of acquiring or arriving at highly evolved knowledge, and refers to the institution, forum and/or gathering; the content of tribal knowledge or learning; and finally, the expert that facilitates and oversees the process of acquiring highly evolved knowledge. Often taking place in the setting of a marae, wānanga is typically intensive and always reflective of a Māori cultural context, both in practice and in content. Principles of wānanga are also adopted for non-Māori content/context.
Work-integrated learning	<p>Work-integrated learning provides ākonga the chance to apply learning to practice in a supported environment. Work-integrated learning may include placements and co-operative projects; practicums/clinical placements; internships; projects and consultancy; simulations and case studies; practicums and new venture start-ups. Any engagement in the workplace will be governed by an agreement between ākonga, Te Pūkenga and the external organisation to agree the learning objectives and workplace requirements.</p> <p>Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Ākonga engage in practical or work-integrated learning which offer a ‘real-life’ opportunity for them to apply their learning, while also providing opportunities for observation by qualified practitioners</p>
Clinical/Practice placements / Practicum	<p>Often required by professional bodies to meet a professional standard requirement that is seen to only be able to be met in a workplace environment, this types of placement/practicum generally involves a set number of hours in a workplace distributed over a specific period of time within the structure of a programme. The purpose of the placement/practicum is to enable ākonga to integrate and consolidate learning experiences into professional individuality within the context of a real-world learning environment. Ākonga are able to engage in clinical/practical duties as professional members of the work environment in which they are placed. This experience is designed to prepare them fully for formal registration and independent practice.</p> <p>Placement/practicums may take place within the total programme hours (as set by the credit value) or may be in addition to those hours. Some may involve paid work for hours served.</p>
Collaborative/Co-operative industry/community projects	These enable opportunities for active industry/community contribution to and participation in the learning experience for ākonga through externally generated industry/community projects. Ākonga collaborate with discipline professionals on projects designed to provide opportunities to build connections and professional networks. Ākonga are exposed to expertise, skills and practices that are contextualised in a variety of (authentic) professional industry/community contexts. Such projects provide opportunities for ākonga to contribute to external organisations in transformative ways through their adaptability and

	creativity and to put their knowledge and skills to work in real-world situations within external organisations.
Internships / Industry Placements	<p>Ākonga integrate their learning across their programme of study and apply theoretical and practical discipline skills to an approved project and work objectives in a workplace setting. Emphasis is placed on the identification and negotiation of learning objectives, activities and outcomes in an external professional workplace environment. Ākonga are able to assess the quality of their experience and performance in relation to their agreed learning objectives. They can then critically reflect upon the processes undertaken in completing the project and work objectives so as to inform their future personal and professional development.</p>

Appendix 5: Assessment Activities

Assignments	Assignments (including essays, reports and presentations) may be used across the programme to give ākongā the opportunity to hone their research, critical analysis and evaluation, and communication skills. Ākongā may be given different topic options to choose from, allowing them to learn about specific areas of interest in-depth.
Case-studies	This assessment approach is used to provide a real-world context for ākongā learning, in which they demonstrate their ability to apply theory to practice. Typically, ākongā are required to investigate, analyse and report on a specific real-world scenario. Case-studies may be used as individual assessment items or may also be included as part of a larger assessment (e.g., learning portfolios).
Examinations	Examinations are used as a method for assessing ākongā breadth of knowledge in specific curriculum areas. Ākongā will be required to demonstrate an ability to evaluate and apply their knowledge in increasingly complex scenarios. Examinations are typically written, although support resources are available for ākongā with disabilities, and completed under supervised conditions.
Exhibition presentations	Exhibition presentations allow ākongā the opportunity to demonstrate their ability to communicate and contextualise their creative artefacts in an environment and format appropriate to the practice.
Group/Collaborative assessments	<p>Group/Collaborative assessment activities provide an opportunity for ākongā to develop interpersonal skills and participate in a collaborative learning experience. Well planned group activities can foster competencies like problem solving, communication, creativity and social skills. They encourage listening, discussion, negotiation, questioning, debate and evaluation.</p> <p>Group assessment is recommended where the learning outcome requires evidence of collaboration, when the activity is too large or complex for one person or when there are resourcing implications.</p> <p>Group assessment activities require clear instructions, marking criteria and documentation to ensure that all group members participate and meet the identified learning outcomes. There must be evidence that each ākongā has met the learning outcomes and contributed to the group process and outputs, and that there was opportunity for individuals to demonstrate achievement if the group activity fails to do so.</p>
Practical demonstrations	These assessments give ākongā the opportunity to demonstrate their ability to complete a range of practical tasks. Ākongā demonstrate practical skills which are then assessed by kaiako.
Presentations	Presentations give ākongā an opportunity to demonstrate the depth of their understanding of specific material, and their ability to respond to critique by peers/supervisors. Presentations may also assess communication or writing skills, and a range of research skills. Presentation types include formal verbal presentations, poster presentations and multi-media presentations. Presentations may be aligned with other assessments, such as field reports, case-studies or group projects.
Projects	Projects are used to explore concepts and/or topics in detail, giving ākongā an opportunity to demonstrate a range of skills. This assessment approach may involve ākongā undertaking a research project, investigating a topic related to an area of interest and/or practice.
Research project	Research projects employ assessment that is designed to verify outcomes gained using research methodologies and tools. The findings must be open to scrutiny, and their academic rigour and integrity assessed through formal evaluation. This may be obtained through external examination and public

	<p>presentation. The outcomes will be assessed on the basis of whether the result of the research answers the initial research question in an authoritative, logical and compelling way, and whether the accompanying written documentation critically appraises both the findings produced and the theoretical framework used to inform it.</p>
Tests/Quizzes	<p>Tests are used to assess ākonga development of specific areas of knowledge; consequently, they are designed to motivate ākonga to engage with theoretical material. While tests are typically summative in nature, they may also act as formative assessments as part of ākonga progress towards a larger piece of assessment. Tests may be in a short-answer, multiple-choice or short essay form, and may be delivered in class or online.</p>
Visual development records	<p>Visual development records are used to assess ākonga ability to conduct research and analysis in the generation of creative work, and to evidence investigation and development through practical exploration.</p>
Written reports, summaries, contextual documents	<p>Written reports, summaries and contextual documents give ākonga the opportunity to demonstrate development of and reflection on course-specific knowledge, skills and learning achievements. These may include summaries of the knowledge and/or skills developed, the process and research undertaken in developing practical artefacts, and reflective exercises. These may include an investigative report, a manifesto and/or statement of purpose, a critical review, a feasibility study, a seminar presentation, an interview and/or case study, a literature survey/review, an annotated bibliography, a glossary of critical terms, and a conceptual timeline.</p>
Work-integrated assessment	<p>Work-integrated assessment is designed to verify outcomes gained in a practical environment that is outside of a classroom. This usually employs elements of practical demonstration, written elements, presentations and project work. Ākonga may be required to create portfolios of evidence that include visual records of their achievement.</p>